EXHIBIT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

PLAN FOR DESEGREGATION

Submitted June 30, 1981

Los Angeles Unified School District

PLAN FOR DESEGREGATION

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LOS ANGELES UNIFIED SCHOOL DISTRICT

PLAN FOR DESEGREGATION

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INTRODUCTION

Master Plan

The Los Angeles Unified School District submits this Master Plan for Integration in continuing response to its judicially-imposed mandate to implement a desegregation plan which promises meaningful progress toward the alleviation of the harms of segregation and which constitutes "reasonably feasible steps to alleviate segregation and its accompanying harms." See Crawford v. Board of Education, 17 Cal. 3d 280, 285 (1976) (Crawford I) and Crawford v. Board of Education, 113 Cal. App. 3d 633, 651 (1980) (Crawford II). Although framed in terms of the 1981-82 school year the plan is intended to be a continuing master plan. To be responsive to changing circumstances it must retain flexibility. The plan's evaluation component will permit adjustments necessary to insure that the plan's programs continue to meet its goals.

The plan's goals are threefold:

First, it seeks to provide the maximum number of minority children with the opportunity to attend desegregated schools;

Second, it seeks to preserve the integrated nature of schools and neighborhoods that have achieved that result through residential integration and through voluntary desegregation programs;

Third, it seeks to alleviate the harmful effects of racial isolation for those students who attend schools which will remain racially isolated because of the District's predominantly minority enrollment.

To achieve these goals, the plan utilizes several components:

I. Continued Voluntary Integration Component

II. Magnet Component

III. Permits With Transportation Component

IV. Overcrowded Schools Component

V. RIMS Component

VI. Naturally Desegregated Schools Component

VII. Class Size Reduction Component

VIII. Integration Support Services Component

IX. Evaluation Component

X. Budget Component

The plan involves all of the District's schools. A complete listing of the District's schools and their plan involvement is set out on Exhibit A. Through the continued voluntary integration component, the PWT program and the District's 86 magnet schools and programs, the plan maximizes the number of minority students who will be provided the opportunity to attend integrated schools. In seeking to stabilize enrollments at schools that have achieved some measurable degree of desegregation through neighborhood integration, the plan encourages residential integration.

In providing programs including the relief of overcrowding, directed at alleviating the harms of racial isolation at predominantly minority, racially isolated schools the plan further responds to the Crawford mandate. In establishing evaluation and integration and management components, the plan provides for future planning and adjustment.

Geographic and Demographic Overview

The reasonableness and feasibility of any desegregation plan must be judged within the context of the geographic and demographic characteristics and constraints of this unique school district. Before examining the elements of the District's proposed plan, a brief overview of the District's geography and demography is important.

Geography

One of the District's most distinct features is its size. Geographically, it is the nation's largest urban school district with boundaries encompassing over 600 schools scattered hroughout 710 square miles. In contrast to the densely populated central cities of the East and Northeast, the City of Los Angeles has grown through an amalgamation of suburban communities. The District serves not only the 464 square miles of the City of Los Angeles but also the seven separate cities of Cudahy, Gardena, Huntington Park, Lomita, Maywood, Vernon and San Fernando. In addition, portions of 18 other cities, as well as unincorporated county areas, fall within the District's boundaries. It is more than 58 miles from the southern tip of the District in San Pedro to its northwestern boundary in Chatsworth, and from its western to eastern boundaries the District stretches for 30 miles. The sheer size of the District is so great that the Boston, San Francisco, Pittsburgh, Cleveland, Denver and Dayton school districts would all be contained within its boundaries simultaneously with room to spare.

The Santa Monica Mountains, which extend east to west from the San Gabriel Valley to the Pacific Ocean, completely separate the San Fernando Valley from the more central areas of Los Angeles. Approximately 70% of all of the white students in the District reside north of the mountains in the San Fernando Valley. Travel between the Valley and the city is limited primarily to three heavily-travelled routes: the Hollywood, Golden State and San Diego Freeways. Two of the freeways (the Hollywood and the Golden State) pass through the congested downtown area of Los Angeles, while the San Diego Freeway is the principal connector between the western portions of the city and the San Fernando Valley.

The great distances and the far-flung distribution of the various racial and ethnic groups results in little natural connection between areas, and the District's geography imposes severe constraints on desegregation planning.

Demography

Approximately 540,000 students are enrolled in the District, a population larger than most cities. For purposes of desegregation planning, the District's most relevant demographic feature is a rapid and dramatic decline in white student enrollment and an equally dramatic increase in Hispanic students.

In 1966, the District's first racial and ethnic survey of its schools showed a total pupil enrollment of 627,219, of which 351,817 students (56.1%) were white, 133,976 (21.4%) were black, 116,531 (18.6%) were Hispanic and 24,134 (3.9%) were Asian. Judge Gitelson first decided liability issues based upon 1968 enrollment figures when the proportion of the white student population in grades 1 through 12 was 53.6%. By 1977, when the trial court was in the process of reviewing Plan 2, the white percentage had dropped to 33.7% in grades 1-12 and 29.3% in grades K-6, and for the first time whites were no longer the largest ethnic or racial group. By 1980, white enrollment had declined still further to 23.7% in grades K-12 and 18.4% in grades K-6.

Black enrollment reached its peak in 1971 and has declined slightly each year since then. In the fall of 1980, black enrollment was 23.3% in grades K-12.

In contrast, Hispanic enrollment more than doubled between 1966 and 1979. In 1977, Hispanics became the largest single racial or ethnic group

representing 34.9% of the total enrollment. By the fall of 1980, Hispanic enrollment had grown to 45.3% in grades K-12 and to 53.3% in grades K-6.

The District's changing enrollment patterns have been severely aggravated by the unprecedented loss of white students caused by the implementation of compulsory student reassignment during the pendency of these remedy proceedings. Between October 1976 and October 1980, the District's white student enrollment has declined from 219,359 to 125,654 -- a staggering loss of 93,705 students. In only fourteen years the nation's second most populous school district has lost 42.7% of its white students.

From a desegregation planning standpoint, the two most important features in the changing nature of the District's racial and ethnic composition are (1) the rapidly growing Hispanic enrollment and (2) the fact that the Hispanic enrollment growth is heaviest in the primary grades. As shown below, the racial and ethnic enrollments of October 1980 were:

1980 ACTUAL ENROLLMENT

GRADE	WHITE	MINORITY	BLACK	HISPANIC	ASIAN
K	15.6	84.4	17.5	60.7	6.0
1	15.1	84.9	19.1	59.2	6.4
2	16.1	83.9	19.6	56.9	7.2
3	17.8	82.2	20.7	53.8	7.4
4	19.3	80.7	22.0	50.9	7.2
5	21.7	78.3	23.4	47.0	7.4
6	23.1	76.9	24.5	44.6	7.4
7	25.2	74.8	25.3	41.7	7.2
8	26.1	73.9	25.8	40.3	7.2
9	27.2	72.8	26.4	38.2	7.4

1980 ACTUAL ENROLLMENT (continued)

GRADE	WHITE	MINORITY	BLACK	HISPANIC	ASIAN
10	30.0	70.0	24.0	37.5	8.1
11	34.3	65.7	27.1	30.7	7.6
12	39.4	60.6	26.6	24.8	8.6
K-6	18.4	81.6	21.0	53.3	7.0
7-9	26.2	73.8	25.8	40.0	7.2
10-12	34.0	66.0	25.8	31.8	8.1
Total	23.7	76.3	23.3	45.3	7.3

In 1978, almost three years ago, Dr. Gary Orfield, one of the court's first appointed experts, succinctly established the context against which desegregation planning in Los Angeles must be viewed:

> "The simple facts are that most segregated minority children in the city will never be desegregated under a plan limited to the city and even those who are desegregated will often have a temporary transitional experience of little real value."
>
> (Orfield 1978, p. 65)

It is against this geographic and demographic background, combined with the failure of mandatory reassignment over the past three years to desegregate, that the District's proposed voluntary desegregation plan must be considered.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Integration Planning and Management

EXHIBIT A

PARTICIPATION IN PROPOSED INTEGRATION COMPONENTS
1981-82

SUMMARY

1.	Schools Proposed to be Integrated by		
	a. Neighborhood		39
	b. CIP		18
	c. PWT		60
	d. Satellite Zone		5
	e. CIP and PWT		77
	f. CIP and Satellite Zone		3
	g. PWT and Satellite Zone		11
	h. CIP, PWT, and Satellite Zone		3
	i. Magnets		53
		Subtotal	269
2.	Other Minority (30 - 40% OW Schools)		
	a. No CIP or PWT		25
	b. CIP		5*
	c. PWT		4
		Subtotal	34
3.	Minority Schools		
	a. RIMS		245
	b. RIMS - CIP		46
	c. RIMS - PWT		3
	d. RIMS - Satellite Zone		4
	e. CIP - (Crescent Hts.)		1
	f. Magnets		33
		Subtotal	332
4.	Others		2
		TOTAL	637

*Includes Canfield

LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 1

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OVV
lementary												
Ambler						X		X				
Amestoy						X		X				
Annalee						X		X				
Avalon Gdns.						X		X				
Bandini						X		X				
Barton Hill					X	X						
Bonita						X			X			
Broad						X			X			
Broadacres						X		X				
Cabrillo					X							X
Caroldale									X			X
Carson						X			X			
Catskill						X		X				
Chapman											X	
Crestwood			X		X							
Del Amo						X		X				
Denker						X		X				
Dolores									X			X
Dominguez												X
Eshelman			X		X							
5 th St.						X			X			
Fries						X		X				
Gardena						X		X				
Gulf						X		X				

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 1 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Halldale											X	
Harbor City											X	
Hawaiian					X	X						
Lapwood						X		X				
Leland					X							
Meyler												X
Normont						X		X				
186th St.						X			X			
156th St.											X	
153rd St.						X		X				
135th St.						X		X				
Park Western					X	X						
Point Fermin					X							
President											X	
Purche						X		X				
7th St.			X		X							
Taper					X							
Towne						X		X				
232nd Pl.									X			X
Van Deene						X			X			
White Point					X							
Wilmington Pk.						X		X				
o												

xcept where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 1 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
inior High												
Carnegie			X			X			X			
Curtiss						X		X				
Dana											X	
Dodson				X								
Fleming			X									
Peary						X		X				
White												X
Wilmington						X		X				
enior High												
Banning				X		X		X				
Carson						X			X			
Gardena						X		X				
Narbonne			X									
San Pedro			X									
lagnets												
Ambler		X										
Amestoy		X										
Banning		X										
Dodson		X										
Lomita	X											
Narbonne Agri.		X										
5 Narbonne ath		X										

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

REA 1 (cont.)

CHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
eary		X										
an Pedro		X										
o. Shores	X											
aper		X										

cept where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 2

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
lementary												
Ascot						X	X					
Bryson						X			X	X		
Compton						X	X					
Corona						X		X		X		
Elizabeth						X		X		X		
Fishburn						X		X		X		
Florence						X	X					
Graham						X	X			X		
Grape						X	X					
Heliotrope						X	X			X		
Holmes						X	X					
Hooper						X	X					
Liberty						X	X			X		
Lillian						X		X		X		
Loma Vista						X		X		X		
Middleton						X		X		X		
Miles						X		X		X		
Miramonte						X		X		X		
Nevin						X	X					
92nd St.						X	X					
96th St.						X	X					
111th St.						X	X					
102nd St.						X	X					
112th St.						X	X					

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 2 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-+ ov
Park						X	X			X		
Parmelee						X	X					
Ritter						X	X					
Russell						X	X					
San Gabriel						X	X			X		
San Pedro						X	X			X		
Stanford						X	X			X		
State						X		X		X		
Tweedy						X		X		X		
20th St.				X		X	X			X		
Vernon City						X		X				
Victoria						X	X			X		
Wadsworth						X	X			X		
Weigand						X	X					
Woodlawn						X		X		X		
Junior High												
Carver						X	X			X		
Drew						X	X					
Edison						X	X			X		
Gage						X	X			X		
Markham						X	X					
Nimitz						X		X		X		
South Gate						X		X		X		

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*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 2 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Senior High												
Bell						X		X		X		
Huntington Pk						X		X		X		
Jefferson						X	X					
Jordan						X	X					
South Gate						X		X		X		
Magnets												
Drew		X										
Jordan		X										
Markham		X										
111th St.		X										
102nd St.		X										
Russell		X										

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 3

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% QW
lementary												
Budlong						X	X					
Century Pk.						X		X				
Cimarron						X		X				
Cowan			X		X							
59 th St.						X	X					
52nd St.						X		X				
Figueroa						X	X					
49 th St.						X		X		X		
Hyde Park						X		X				
Kentwood			X		X							
La Salle						X		X				
Loyola Village			X		X							
Main						X	X			X		
Manchester						X	X					
Manhattan Pl.						X	X					
McKinley						X	X					
Menlo						X		X		X		
Miller						X	X					
98th St.											X	
95th St.						X	X					
99 th St.						X	X					
97th St.						X	X					
93rd St.						X	X					
Normandie						X	X					

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 3 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-409 OW
18th St.						X	X					
09th St.						X	X					
07th St.						X	X			X		
16th St.						X		X				
22nd St.						X	X					
2sage					X							
Raymond						X	X					
Santa Barbara						X		X				
75th St.						X	X					
74th St.						X		X				
68th St.						X	X					
61st St.						X	X					
66th St.						X	X					
South Park						X	X					
Trinity						X	X			X		
28th St.						X	X			X		
W. Athens						X		X				
W. Vernon						X		X				
Western						X	X					
Westport Hts			X		X							
Woodcrest						X	X					
unior High												
Adams						X	X			X		
Bethune						X	X					

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 3 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Clay						X	X					
Pompers						X	X					
Carte						X	X					
Mann						X	X					
Muir						X	X					
Wright			X									
Senior High												
Fremont						X	X					
Locke						X	X					
Manual Arts						X	X					
Washington						X	X					
Westchester			X									
Magnets												
Figueroa		X										
Fremont		X										
Loyola		X										
Manual Arts		X										
93rd St.		X										
107th St.		X										
Paseo del Rey	X											
74th St.		X										
Washington Com.		X										
Washington Math		X										

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 4

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Elementary												
Anchorage					X							
Angeles Mesa						X		X				
Baldwin Hills					X	X						
Beethoven											X	
Bellagio			X	X								
Braddock					X	X						
Broadway					X	X						
Brockton											X	
Canfield					X							X
Canyon			X		X							
Castle Hts.					X							
Charnock			X									X
Clover				X								
Coeur d'Alene												X
Coliseum					X	X						
Crescent Hts					X							
Fairburn			X		X							
54th St.					X	X						
42nd St.						X		X				
Grand View												X
Hillcrest					X	X						
Kenter Cyn.			X		X							
Marquez			X		X							
Marvin						X	X					

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 4 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Mar Vista			X		X							
Overland			X		X							
Pac. Palisades			X		X							
Palms												X
Playa del Rey					X							X
Richland					X							X
Roscomare			X		X							
Shenandoah						X		X				
Short						X			X			
Sterry						X						
Stoner						X		X				
Walgrove				X								
Warner			X		X							
Westminster					X	X						
Westwood					X							
Windsor Hills					X	X						
unior High												
Audubon						X		X				-
Emerson			X	X								
Marina del Rey									X			X
Mark Twain											X	
Palms			X									X
Pastelur						X			X			
Revere			X									

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 4 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Webster			X									X
enior High												
renshaw						X	X					
Hamilton									X			X
Palisades			X									
University			X									
Venice											X	
lagnets												
Area 4 Alt.	X											
Audubon		X										
Brentwood	X											
Community	X											
Dublin	X											
Hamilton		X										
Hillcrest CES		X										
Palms		X										

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 5

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
lementary												
Alexandria						X		X				
Alta Loma						X		X				
Arlington Hts.					X	X				X		
Cahuenga					X	X				X		
Carthay Ctr.											X	
Cienega					X	X						
Commonwealth						X		X		X		
Cortez						X	X			X		
Gardner					X							
Hancock Pk.					X							
Hobart						X		X		X		
Hoover						X		X		X		
Laurel					X							
Magnolia						X	X			X		
Melrose											X	
Norwood						X	X			X		
Queen Anne					X	X						
Rosemont						X		X		X		
Rosewood			X		X							
Santa Monica								X		X		X
Saturn						X		X				
Selma						X		X				
6th Ave.						X	X					
10th St.						X	X			X		

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA

1981-82* Participation in Proposed Integration Program Components

AREA 5 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-409 OW
3rd St.					X							
36th St.						X		X				
24th St.						X	X					
Union						X	X			X		
Van Ness					X	X						
Vermont						X		X		X		
Vine					X	X				X		
Virginia Rd.					X	X						
Weemes						X	X					
W. Hollywood			X	X								
Wilshire Crest					X	X						
Wilton Pl.						X		X		X		
Wonderland			X	X	X							
Junior High												
Bancroft											X	
Berendo						X	X			X		
Burroughs						X			X			
Foshay						X	X					
Le Conte									X	X	X	
Mt. Vernon						X	X			X		
Virgil						X		X		X		

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 5 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
ienior High												
Belmont						X		X		X		
Dorsey						X	X					
Fairfax									X		X	
Hollywood			X									
Los Angeles						X		X				
Magnets												
Bancroft		X										
Burroughs		X										
Dorsey		X										
Downtown Bus.	X											
Fairfax		X										
Gardner		X										
Hollywood		X										
L.A. CES	X											
Los Angeles		X										
Mid-City Alt.	X											
Open School	X											
Saturn		X										
32nd/USC	X											

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 6

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40; OW
lementary												
Albion						X		X				
Ann						X		X				
Belvedere						X		X				
Breed						X		X				
Bridge						X		X				
Brooklyn						X		X				
Bushnell						X		X				
Castelar						X		X		X		
City Terrace						X		X				
Dacotah						X		X		X		
Eastman						X		X				
El Sereno						X		X				
Euclid						X		X				
Evergreen						X		X				
Farmdale						X	X					
1st St.						X	X					
Ford						X		X				
4th St.						X		X		X		
Gates						X	X			X		
Glen Alta						X		X				
Griffin						X		X				
Hammel						X		X				
Harrison						X		X				
Hillside						X	X			X		

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 6 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Humphreys						X		X				
Huntington						X		X				
Kennedy						X	X					
Lane			X			X		X				
Latona						X		X		X		
Lorena						X	X			X		
Malabar						X		X				
Marianna						X		X				
Multnomah				X		X		X				
Murchison						X		X		X		
Riggin						X		X				
Rowan						X		X				
2nd St.						X		X				
Sheridan						X		X				
Sierra Park						X		X				
Sierra Vista						X	X					
Soto						X		X				
Utah				X		X	X					
unior High												
Belvedere						X	X					
El Sereno						X	X					
Griffith						X		X				
Hollenbeck						X	X					
Stevenson						X		X				

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 6 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
enior High												
Garfield						X		X				
Lincoln						X	X					
Roosevelt						X	X					
Wilson						X	X					
Magnets												
Belvedere		X										
El Sereno Fund		X										
El Sereno Gift		X										
Griffith		X										
Lincoln		X										
Riggin		X										
Sierra Park		X										
Stevenson		X										

except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 7

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Elementary												
Aldama						X	X			X		
Allesandro						X		X				
Annandale						X		X				
Apperson			X		X							
Aragon						X		X		X		
Atwater						X		X				
Buchanan						X		X		X		
Cheremoya											X	
Clifford						X		X				
Dahlia Hts.											X	
Dayton Hts.					X	X						
Delevan									X			X
Dorris Pl.						X		X				
Eagle Rock											X	
Elysian Hts.						X		X				
Fair						X			X			
Fletcher						X		X		X		
Franklin											X	
Garvanza						X		X				
Glassell Pk.						X		X				
Glenfeliz						X		X				
Glenwood									X			X
Grant									X	X	X	
Ivanhoe											X	

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 7 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Lankershim					X	X						
Lockwood						X		X		X		
Logan						X	X			X		
Loreto						X		X		X		
Los Feliz												X
Mayberry						X		X				
Micheltorena						X		X		X		
Monte Vista						X		X		X		
Mt. Washington											X	
Mtn. View			X		X							
Oxnard												X
Pinewood			X		X							
Plainview			X		X							
Ramona									X	X		X
Rio Vista			X	X								
Rockdale												X
Roscoe					X	X				X		
San Pascual						X			X			
Solano			X			X		X				
Sunland			X		X							
Toland Way						X			X			
Toluca Lake				X								
Valley View				X								
Vinedale												X
Yorkdale						X		X				

xcept where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 7 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Junior High												
Burbank						X		X				
Irving						X		X				
King						X		X				
Mt. Gleason			X	X								
Nightingale						X	X					
Sun Valley												X
Senior High												
Eagle Rock											X	
Franklin						X		X				
Marshall						X		X				
Verdugo Hills			X	X								
Magnets												
Area 7 Alt.	X											
Eagle Rock		X										
Franklin		X										
Glenfeliz		X										
King		X										

*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 8

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Elementary												
Arminta					X	X						
Beachy												X
Brainard												X
Burbank				X	X							
Camellia					X	X				X		
Canterbury			X									
Carpenter			X	X	X							
Chandler			X		X							
Chase			X		X							
Coldwater Cyn											X	
Colfax			X	X								
Dixie Cyn.			X	X								
Erwin			X		X							
Fenton					X	X						
Fernangeles									X			X
Filmore					X	X						
Haddon					X	X				X		
Hazeltine			X									
Kester					X							
Kittridge											X	
Langdon												X
Lassen			X		X							
Liggett			X									
Monlux			X		X							

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 8 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Montague					X	X				X		
Noble					X	X						
O'Melveny					X	X						
Pacoima					X	X				X		
Plummer											X	
Ranchito			X									
Riverside			X	X	X							
San Jose											X	
Saticoy			X									
Sharp					X	X				X		
Sherman Oaks				X	X							
Stonehurst					X							
Strathern											X	
Sylvan Park					X	X						
Telfair					X	X						
Valerio					X							
Van Nuys					X	X				X		
Vaughn					X	X				X		
Vena											X	
Victory					X	X						
Junior High												
Byrd			X									
Fulton			X									
Maclay					X	X						

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 8 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Madison			X									
Millikan				X	X							
Pacoima					X	X						
Reed			X									
Sepulveda			X									
Van Nuys			X	X								
Senior High												
Francis Poly											X	
Grant			X	X								
N. Hollywood			X									
San Fernando						X		X				
Van Nuys			X									
Magnets												
Byrd		X										
Canterbury		X										
Filmore		X										
Kester		X										
Monlux		X										
N. Hollywood		X										
Pacoima Bus.		X										
Pacoima TV		X										
San Fernando		X										
San Jose		X										

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA

1981-82* Participation in Proposed Integration Program Components

AREA 8 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-4 OW
Sepulveda		X										
Van Nuys Math		X										
Van Nuys Perf.		X										
Vena		X										

*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 9

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% DW
Elementary												
Anatola			X									X
Andasol			X		X							
Balboa			X		X							
Bassett											X	
Bertrand			X									
Cantara			X									
Cohasset											X	
Danube			X									
Darby			X		X							
Dearborn			X		X							
Dyer					X	X						
El Dorado					X	X						
El Oro			X		X							
Emelita			X		X							
Encino			X		X							
Garden Grove			X									
Gault			X		X							
Gledhill			X									
Granada			X		X							
Gridley					X							X
Harding			X									
Haskell			X		X							
Herrick			X									
Hesby			X									

*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 9 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Hubbard											X	
Knollwood			X		X							
Lanai			X									
Lemay			X		X							
Lorne			X									
Mayall			X		X							
Morningside					X	X						
Nestle			X		X							
Newcastle					X							
Osceola					X	X						
Parthenia			X		X							
Prairie			X		X							
Rhoda			X									
Rinaldi			X		X							
San Fernando					X	X						
Stagg			X		X							
Sylmar											X	
Tulsa			X									
Van Gogh			X		X							
Junior High												
Frost			X		X							
Henry			X									
Holmes			X									
Mulholland			X									

Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 9 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Northridge			X									
Olive Vista											X	
Porter			X									
San Fernando					X	X						
Senior High												
Birmingham			X									
Granada Hills			X									
Kennedy			X	X								
Monroe			X									
Reseda			X									
Sylmar											X	
Magnets												
Balboa		X										
Lorne		X										
Porter		X										
Valley Alt.	X											
Vintage	X											

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*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 10

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40 OW
Elementary												
Beckford			X		X							
Blythe					X							
Calabash			X		X							
Calahan			X									
Calvert			X		X							
Canoga Pk.											X	
Capistrano			X									
Castlebay					X							
Chatsworth			X		X							
Collier			X		X							
Devonshire			X		X							
Enadia			X		X							
Fullbright			X		X							
Germain			X		X							
Hamlin			X		X							
Hart					X	X						
Haynes			X		X							
Highlander			X		X							
Justice			X		X							
Limerick			X									
Lockhurst			X		X							
Melvin			X		X							
Napa												X
Nevada			X									

*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 10 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Oakdale			X									
Oso			X									
Platt Ranch			X		X							
Pomelo			X									
Reseda											X	
Serrania			X		X							
Shirley			X		X							
Sunny Brae			X		X							
Superior			X		X							
Tarzana			X		X							
Topanga												
Topeka			X		X							
Vanalden			X		X							
Welby Way			X									
Wilbur			X		X							
Winnetka			X		X							
Woodlake			X									
Woodland Hills			X		X							
Junior High												
Columbus			X									
Hale			X		X							
Hughes			X		X							
Lawrence			X									
Nobel			X		X							

*Except where otherwise noted

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LIST OF SCHOOLS BY ADMINISTRATIVE AREA
1981-82* Participation in Proposed Integration Program Components

AREA 10 (cont.)

SCHOOL	MAGNET SCHOOL	MAGNET CENTER	PWT REC.	OTHER REC.	PROPOSED CIP	RIMS 1981-82	EIS 1980-81	BCTP 1980-81	OTHER RIMS 1980-81	YRS	NDS	30-40% OW
Parkman			X		X							
Portola			X									
Sequoia												
Sutter			X									
Senior High												
Canoga Pk.			X									
Chatsworth			X									
Cleveland			X									
El Camino			X									
Taft			X									
Magnets												
Cleveland		X										
Nobel		X										
Portola		X										
Sherman Oaks CES	X											
Welby Way		X										
W. Valley CES	X											

*Except where otherwise noted

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I. CONTINUED INTEGRATION PROGRAMS

Continued Integration Programs (CIP) will provide the opportunity for students in former pair and cluster schools to continue their relationships through three major strands, Continued Voluntary Permits (CVP), Inter-School Learning Activities (ISLA), and Student Leadership Exchange (SLE).

Under the CVP program, students attending any of the pair or cluster schools may continue to attend, on a full-time basis, the school with which their resident school was paired or clustered during the 1980-81 school year. Receiving schools will receive additional resources allocated on a per pupil basis. These funds may be used to improve the integrated environment by purchasing additional teacher assistants, aides, supplies, equipment, multicultural materials, and auxiliary services.

Students may qualify for this program if there are enough participants to make transportation feasible, if space is available, and if their participation contributes to the ethnic balance of the sending and receiving schools. The program will be reviewed annually to determine if matriculation options are being, and can continue to be, provided to graduating students.

The Inter-school Learning Activities (ISLA) program will focus on inter-school projects from which schools formerly in pairs and clusters may mutually select or develop their own activities for participation. These activities will include a variety of student exchange programs and both curricular and extra-curricular activities.

Each voluntary school or classroom pairing will receive funds for planned trips and other activities. Funds will also be made available for teacher release time to plan and evaluate activities.

The Student Leadership Exchange (SLE) program will promote planned inter-school activities which develop leadership skills and qualities in an integrated setting. Student councils and other student body leadership groups and individuals from schools which previously functioned in pairs and clusters will be brought together for cooperative activities. For example, an ethnically diverse group of students may visit another school to plan and participate in a field trip. Students may share musical and other theatrical talent from their schools and develop inter-school and intercultural communication through cooperative stage productions and annual talent shows.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Integration Planning and Management

Schools Eligible to Participate in Continued Integration Program (CIP) 1981-82

Andasol
Devonshire
O'Melveny
Prairie

Balboa
Castlebay
El Dorado

Beckford
Germain
San Fernando
Superior

Chatsworth
Dyer

Darby
Sharp
Valerio

Dearborn
Knollwood
Morningside
Parthenia

El Oro
Granada
Rinaldi
Van Gogh
Vaughn

Gridley
Topeka

Haskell
Mayall
Osceola

Lessen
Vine

Frost JH
Nobel JH
San Fernando JH

Hart
Highlander
Lockhurst
Platt Ranch
Woodland Hills

Kester
Sylvan Park

Riverside
Dayton Hgts.

Hale JH
Pacoima JH
Parkman JH

Hughes JH
Maclay JH
Millikan JH

Apperson
Fenton
Sunland

Arminta
Monlux

Burbank
Carpenter
Lankershim
Victory

Camellia
Pinewood
Stonehurst

Mountain View
Plainview
Roscoe

Cahuenga
Laurel
Rosewood

Gardner
Van Ness
Wonderland

Barton Hill
Leland
Point Fermin

Cabrillo
Eshelman
Seventh

Crestwood
Park Western

Arlington Hgts.
Melvin
Tarzana

Blythe
Calabash
Collier
Lemay
Nestle
Telfair

Calvert
Enadia
Justice
Noble

Chandler
Montague
Sunny Brae
Winnetka

Chase
Emelita
Gault
Newcastle
Pacoima
Stagg
Wilbur

Encino
Van Nuys

Erwin
Filmore
Sherman Oaks

Fullbright
Haddon
Hamlin
Haynes
Serrania
Shirley
Vanalden

Hancock Park
Third
Wilshire Crest

Anchorage
Braddock
Fairburn

Baldwin Hills
Canyon
Pacific Palisades

Broadway
Kenter Canyon
Osage

Canfield
Crescent Hts.

Castle Hts.
54th Street
Playa del Rey
Richland

Cienega
Overland
Warner

Coliseum
Marquez

Cowan
Westport Hts.
Windsor Hills

Hillcrest
Westwood

Kentwood
Loyola Village
Westminister

Mar Vista
Virginia

Queen Anne
Roscomare

Hawaiian
Taper
White Point

II. MAGNET PROGRAMS

Magnet schools and programs are an integral part of the District's desegregation program. The goal of the magnet school program is to establish and maintain integrated schools and programs as the result of parents and students choosing to attend an integrated school with a specialized curriculum offering.

The District's magnets are organized either as full school magnets or as smaller magnet centers located on the campuses of regular schools. Each magnet program is developed around a particular subject field -- such as math/science, visual arts, business, or multilingual education, or around a particular instructional design -- such as fundamental, gifted, or alternative education. In either case, all students receive instruction in all the basic subjects and in all areas necessary for promotion or graduation. Students in high school magnets will take all courses required for graduation and may take all courses required for admission to the University of California. Parents are given the choice to apply for schools which best meet the learning styles and needs of their children.

The District's Magnet Program has grown from six programs in 1977 to 86 schools and centers scheduled to open in September, 1981. During the 1980-81 school year, more than 15,000 students were enrolled in magnet schools and programs. Although many of the District's magnets have succeeded in achieving integrated status, many of the schools located in predominantly minority areas have not succeeded in attracting sufficient numbers of white students. These schools, however, are providing valuable educational offerings and are contributing to the alleviation of the harms of racial isolation.

Priority for acceptance into the District's Magnet programs is given to minority students presently attending overcrowded schools and special efforts

are being made to encourage these students to take advantage of the District's Magnet options.

A complete listing of the type and location of the District's magnet schools and programs for the 1981-82 school year is set out in the District's magnet brochure. With Court approval, the District's magnet programs in 1981-82, elementary through senior high school, will enroll an estimated 17,500 students. The October 1980 enrollment and racial ethnic breakdown of all of the District's magnet schools and programs is also set forth hereafter.

The district additionally would request consideration of two revisions in the 1981-82 magnet component.

a. On August 22, 1980, Judge Egly issued a court order which relocated the Sherman Oaks Center for Enriched Studies to the Sequoia Junior High School site and indicated that the regular program at Sequoia was to be phased out. On May 9, 1981, the Board of Education approved a plan for the proposed joint use of the Sequoia site for both the Magnet Program, Center for Enriched Studies, and the regular junior high school program on the Sequoia site. Consideration is requested for modification of the Court's current orders to permit joint use of the Sequoia Junior High School site for both the regular junior high school program and the Center for Enriched Studies Magnet Program.

b. For the past three years, there has been a successful Gifted Magnet Center on the site of the Balboa Avenue School site. The current enrollment at the magnet is 245 students. The projected resident enrollment for 1981-82 is 91. It is recommended that a Performing Arts and Visual Arts magnet be located on the campus thus making Balboa a magnet complex.

Court consideration and approval of this proposed magnet expansion at Balboa Elementary School will strengthen and reinforce the 1981-1982 magnet component.

MAGNET PROGRAM ENROLLMENT
OCTOBER 10, 1980

	Grs.	Total	OW No.(%)	CM No.(%)	BLK No.(%)	Hisp. No.(%)	A/F No.(%)	A/I No.(%)
Ambler	1-6	92	23 (25.0)	69 (75.0)	65 (70.7)	3 (3.3)	1 (0.1)	0 (0.0)
Amestoy	K-4	102	30 (29.4)	72 (70.6)	29 (28.4)	17 (16.7)	25 (24.5)	1 (1.0)
Area 4 Alt.	K-12	378	197 (52.1)	181 (47.9)	141 (37.3)	27 (7.1)	12 (3.2)	1 (0.3)
Area 7 Alt.	K-12	379	174 (45.9)	205 (54.1)	102 (26.9)	86 (22.7)	14 (3.7)	3 (0.8)
Audubon	7-9	81	0 (0.0)	81 (100.0)	71 (87.7)	0 (0.0)	4 (4.9)	6 (7.4)
Balboa	1-6	200	98 (49.0)	102 (51.0)	11 (5.5)	22 (11.0)	62 (31.0)	7 (3.5)
Belvedere	7-9	64	1 (1.6)	63 (98.4)	15 (23.4)	48 (75.0)	0 (0.0)	0 (0.0)
Brentwood	1-6	1083	553 (51.1)	530 (48.9)	274 (25.3)	94 (8.7)	153 (14.1)	9 (0.8)
Burroughs	7-9	483	263 (54.5)	220 (45.5)	128 (26.5)	33 (6.8)	50 (12.2)	0 (0.0)
Byrd	7-9	127	62 (48.8)	65 (51.2)	27 (21.3)	25 (19.7)	11 (8.7)	2 (1.6)
Canterbury	1-6	142	72 (50.7)	70 (49.3)	12 (8.5)	14 (9.9)	39 (27.5)	5 (3.5)
Community	K-6	236	105 (44.5)	131 (55.5)	109 (46.2)	9 (3.8)	13 (5.5)	0 (0.0)
Dodson	7-9	240	105 (43.8)	135 (56.3)	85 (35.4)	20 (8.3)	29 (12.1)	1 (0.4)
Drew	7-9	83	0 (0.0)	83 (100.0)	78 (94.0)	4 (4.8)	1 (1.2)	0 (0.0)
Dublin	1-6	555	0 (0.0)	555 (100.0)	523 (94.2)	25 (4.5)	7 (1.3)	0 (0.0)
Eagle Rock	1-6	41	21 (51.2)	20 (48.8)	0 (0.0)	7 (17.1)	13 (31.7)	0 (0.0)
El Sereno (Fund)	4-9	92	4 (4.3)	88 (95.7)	21 (22.8)	65 (70.7)	2 (2.2)	0 (0.0)

	Grs.	Total	OW No.(%)	CM No.(%)	BLK No.(%)	Hisp. No.(%)	A/F No.(%)	A/I No.(%)
El Sereno (Gift)	7-9	76	6 (7.9)	70 (92.1)	0 (0.0)	44 (57.9)	26 (34.2)	0 (0.0)
Figueroa	1-6	79	13 (16.5)	66 (83.5)	59 (74.7)	6 (7.6)	1 (1.3)	0 (0.0)
Filmore	4-6	66	17 (25.8)	49 (74.2)	47 (71.2)	2 (3.0)	0 (0.0)	0 (0.0)
Fremont	10-12	143	1 (0.7)	142 (99.3)	129 (90.2)	11 (7.7)	2 (1.4)	0 (0.0)
Gardner	1-6	110	54 (49.1)	56 (50.9)	27 (24.5)	4 (3.6)	23 (20.9)	2 (1.8)
Glenfeliz	1-6	55	26 (47.3)	29 (52.7)	5 (9.1)	10 (18.2)	13 (23.6)	1 (1.8)
Griffith	7-9	129	24 (18.6)	105 (81.4)	37 (28.7)	44 (34.1)	23 (17.8)	1 (0.8)
Hillcrest CES	1-6	104	22 (21.2)	82 (78.8)	80 (76.9)	0 (0.0)	2 (1.9)	0 (0.0)
Kester	1-6	138	66 (47.8)	72 (52.2)	15 (10.9)	28 (20.3)	25 (18.1)	4 (2.9)
King	7-9	54	31 (57.4)	23 (42.6)	4 (7.4)	3 (5.6)	16 (29.6)	0 (0.0)
Lomita	1-6	828	374 (45.2)	454 (54.8)	251 (30.3)	119 (14.4)	64 (7.7)	20 (2.4)
Lorne	4-6	249	130 (52.2)	119 (47.8)	54 (21.7)	42 (16.9)	21 (8.4)	2 (0.8)
L.A.-CES	4-11	801	349 (43.6)	452 (56.4)	305 (38.1)	77 (9.6)	62 (7.7)	8 (1.0)
Loyola	4-6	262	103 (39.3)	159 (60.7)	122 (46.6)	32 (12.2)	3 (1.1)	2 (0.8)
Markham	7	362	0 (0.0)	362 (100.0)	305 (84.3)	57 (15.7)	0 (0.0)	0 (0.0)
Mid-city Alt.	K-12	305	75 (24.6)	230 (75.4)	157 (51.5)	39 (12.8)	22 (7.2)	12 (3.9)
Monlux	4-6	126	63 (50.0)	63 (50.0)	18 (14.3)	28 (22.2)	11 (8.7)	6 (4.8)
93rd St.	4-6	58	0 (0.0)	58 (100.0)	58 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)

	Grs.	Total	OW No.(%)	CM No.(%)	BLK No.(%)	Hisp. No.(%)	A/F No.(%)	A/I No.(%)
Nobel	7-9	628	292 (46.5)	336 (53.5)	214 (34.1)	76 (12.1)	32 (5.1)	14 (2.2)
111th St.	4-6	135	0 (0.0)	135 (100.0)	126 (93.3)	9 (6.7)	0 (0.0)	0 (0.0)
102nd St.	4-6	86	0 (0.0)	86 (100.0)	82 (95.3)	4 (4.7)	0 (0.0)	0 (0.0)
107th St.	4-6	125	0 (0.0)	125 (100.0)	106 (84.8)	19 (15.2)	0 (0.0)	0 (0.0)
Open School	1-6	225	118 (52.4)	107 (47.6)	93 (41.3)	6 (2.7)	5 (2.2)	3 (1.3)
Pacoima (Bus.)	7-9	124	49 (39.5)	75 (60.5)	27 (21.8)	43 (34.7)	5 (4.0)	0 (0.0)
Pacoima (TV)	7-9	257	129 (50.2)	128 (49.8)	62 (24.1)	59 (23.0)	5 (1.9)	2 (0.8)
Palms	7-9	134	62 (46.3)	72 (53.7)	52 (38.8)	13 (9.7)	7 (5.2)	0 (0.0)
Paseo del Rey	1-6	487	220 (45.2)	267 (54.8)	210 (43.1)	36 (7.4)	20 (4.1)	1 (0.2)
Peary	7-9	170	40 (23.5)	130 (76.5)	97 (57.1)	17 (10.0)	15 (8.8)	1 (0.6)
Porter	7-9	205	107 (52.2)	98 (47.8)	38 (18.5)	20 (9.8)	34 (16.6)	6 (2.9)
Portola	7-9	100	57 (57.0)	43 (43.0)	15 (15.0)	14 (14.0)	14 (14.0)	0 (0.0)
Riggin	4-6	44	0 (0.0)	44 (100.0)	9 (20.5)	33 (75.0)	2 (4.5)	0 (0.0)
Russell	1-6	61	8 (13.1)	53 (86.9)	42 (68.9)	9 (14.8)	1 (1.6)	1 (1.6)
San Jose	1-6	195	111 (56.9)	84 (43.1)	11 (5.6)	27 (13.8)	45 (23.1)	1 (0.5)
Saturn	1-6	72	35 (48.6)	37 (51.4)	28 (38.9)	2 (2.8)	7 (9.7)	0 (0.0)
Sepulveda	7-9	439	227 (51.7)	212 (48.3)	86 (19.6)	53 (12.1)	59 (13.4)	14 (3.2)
74th St.	1-6	42	18 (42.9)	24 (57.1)	14 (33.3)	5 (11.9)	4 (9.5)	1 (2.4)

	Grs.	Total	OW No.(%)	CM No.(%)	BLK No.(%)	Hisp. No.(%)	A/F No.(%)	A/I No.(%)
Sherman Oaks CES	4-10	622	305 (49.0)	317 (51.0)	198 (31.8)	56 (9.0)	46 (7.4)	17 (2.7)
Sierra Park	1-6	69	18 (26.1)	51 (73.9)	0 (0.0)	32 (46.4)	19 (27.5)	0 (0.0)
So. Shores CES	1-6	278	129 (46.4)	149 (53.6)	20 (7.2)	90 (32.4)	25 (9.0)	14 (5.0)
Stevenson	7-9	69	10 (14.5)	59 (85.5)	4 (5.8)	50 (72.5)	3 (4.3)	2 (2.9)
Taper	1-6	151	63 (41.7)	88 (58.3)	30 (19.9)	20 (13.2)	34 (22.5)	4 (2.6)
32nd/USC	1-8	808	205 (25.4)	603 (74.6)	196 (24.3)	386 (47.8)	20 (2.5)	1 (0.1)
Valley Alt.	K-12	429	221 (51.5)	208 (48.5)	112 (26.1)	55 (12.8)	12 (2.8)	29 (6.8)
Vena	1-6	143	69 (48.3)	74 (51.7)	11 (7.7)	16 (11.2)	42 (29.4)	5 (3.5)
Vintage	1-6	569	305 (53.6)	264 (46.4)	55 (9.7)	123 (21.6)	63 (11.1)	23 (4.0)
W. Valley CES	4-9	354	173 (48.9)	181 (51.1)	127 (35.9)	33 (9.3)	14 (4.0)	7 (2.0)
Welby Way	1-6	81	40 (49.4)	41 (50.6)	4 (4.9)	9 (11.1)	25 (30.9)	3 (3.7)
TOTAL:		15,425	6,073 (39.4)	9,352 (60.6)	5,433 (35.2)	2,360 (15.3)	1,317 (8.5)	242 (1.6)

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1981-82

Choices

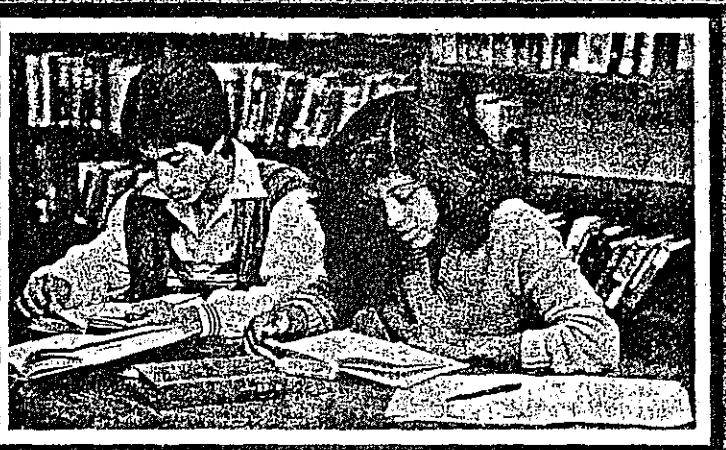












Magnet School Programs

New Opportunities for High School Students!

Application Inside

choices

The Los Angeles Unified School District is proud of our city and its spirit of promise, hope and opportunity for all. In this Bicentennial year, we rededicate ourselves to serving the people of Los Angeles with the best in public education.

The magnet school program—one of our voluntary integration options—is part of our commitment to offer students in Los Angeles a superior education that develops their talents, skills and aspirations.

Magnet schools in Los Angeles have enjoyed phenomenal growth. In just four short years, the program has expanded from six schools in 1977 to 86 magnet schools and centers this year.

Among the new programs we are proposing this Bicentennial year are 22 new senior high school specialty magnets. Business, medical/health professions, drama, music, art, humanities, science and math are just a few of the interesting specialties available.

The dramatic growth of the magnet program in the last few years says much about the success of the program and for the very gratifying support of parents and students.

Please read this brochure carefully. In it, you will find descriptions of all the magnet programs, how to apply, and just how the system works for selecting students.

WHAT IS A MAGNET SCHOOL?

The magnet program is really two programs in one.

First, the magnet school program is a voluntary integration program whereby students of different racial, ethnic and cultural backgrounds come together for not only academic and vocational learning experiences, but to better understand one another.

A young person's education is more than learning subject matter. It's also learning to work and play with others who happen to be of a different race, culture or background.

Secondly, magnet schools are a specialty education program. Some are full school magnets and others are smaller magnet centers on the campuses of regular schools. Each magnet program is developed around a particular subject field—such as math/science, visual arts, business, or multilingual education. Or, they may be developed around a particular instructional method, such as fundamental, gifted, or alternative education. In either case, all students receive instruction in all the basic subjects and in all areas necesssary for promotion or graduation. Students in high school magnets will take all courses required for graduation and may take all courses required for admission to the University of California.

Because magnet schools are a part of the District's voluntary desegregation program, they are subject to guidelines governing ethnic balance. This brochure and the application for magnets for 1981-82 are printed at this time on the assumption the court will approve the magnets and application procedures.

If you have any questions regarding magnet schools and centers, please call the Magnet Programs Office at **625-4177** or **625-KIDS.** For specific information regarding individual magnets, use the telephone numbers listed under each school.

HOW TO APPLY

After making your magnet school selection, turn to page 14 and follow the instructions carefully for completion of the tear-off application on page 15.

Fill in all sections of the application. Incomplete applications will not be processed. If you have any questions regarding filling out your application, please call the Magnet School Programs Office at 625-4177.

Remember, only one application per student will be accepted. Duplicate applications will be voided. **If you applied last year for your child and he or she is on a magnet school waiting list, you must reapply to be eligible for selection in September 1981.**

Return the postage-paid application form by U.S. Mail before the deadline of June 12, 1981. All applications with postmarks after that date will be processed as late applications and will not be eligible for initial selection.

HOW THE SELECTION PROCESS WORKS

Step 1. After your application is received, it is first checked for completeness and signature. The following information is verified by the Magnet School Office and/or by school records:

a. that residence is within LAUSD boundaries.

b. that race/ethnicity can be verified.

c. that, if claimed, student is on waiting list of selected magnet school, and is eligible for the matriculation priority.

d. that resident LAUSD public school is correct.

e. that, if requested, student is eligible for district transportation.

f. that, if claimed, brother or sister is currently enrolled, and will be continuing next year, at applicant's selected magnet.

g. that highly gifted, gifted or high achieving eligibility for those applying to gifted magnets is established through school records. (See pages 6 - 7 for special instructions regarding eligibility for highly gifted, gifted/high achieving magnet centers.)

Step 2. Each applicant is automatically assigned a certain number of priority points, according to the following system. Students

a. whose resident LAUSD public schools are district-designated overcrowded schools: 32 points

b. whose resident LAUSD public schools are district-designated Racially Isolated Minority Schools (RIMS): 16 points

c. who are eligible to matriculate from one magnet program to another: 8 points

d. with brothers or sisters continuing in the same magnet: 4 points

e. currently on waiting list for selected magnet: 2 points

f. applying for the first time and with none of the above priorities: 1 point

Step 3. Applicants are listed randomly for each magnet by the highest accumulated number of priority points.

Step 4. Selection of students is made by computer according to the individual magnet school's need for each grade level, based on two ethnic categories — combined minority and white.

Step 5. All applicants not selected are put on the waiting list for that magnet school, in random order by priority level. An applicant who checks "yes" on Item 8 may be selected for a similar magnet if no openings exist at the selected magnet. If selected for a similar magnet, the student's name is not maintained on the original selected school's waiting list. If no opening is available at a similar magnet, then applicant's name is placed on the waiting list of selected magnet.

Step 6. Should an opening develop after computer selection, the school **must** take the first applicant on the waiting list with the highest priority number to fill the grade/ethnicity opening.

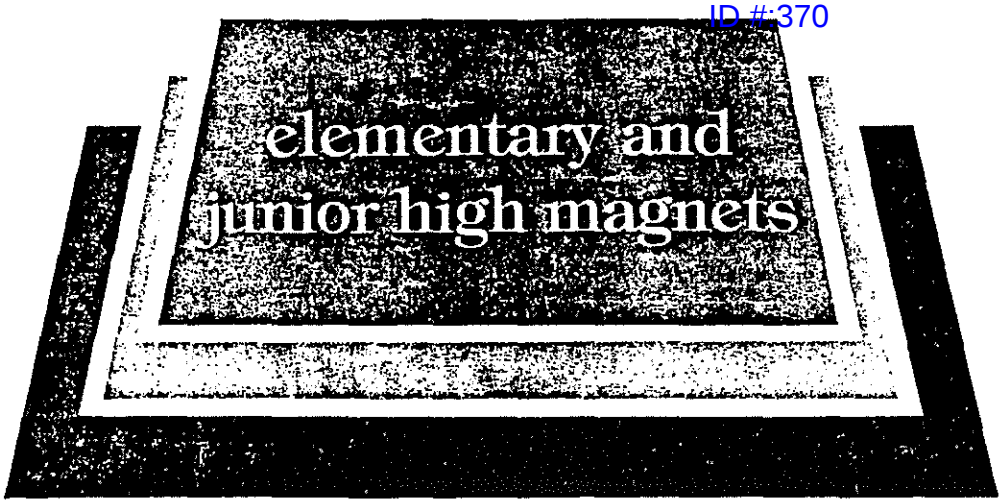
"WATCH US ON TV"

To see magnets in action, tune in to our TV special on KLCS, Channel 58.

"Choices" (English)	May 28	8:00 p.m.
"Opciones" (Spanish)	May 28	8:30 p.m.
"Choices" (English)	May 31	11:00 a.m.
"Opciones" (Spanish)	May 31	11:30 a.m.
"Choices" (English)	June 2	7:00 p.m.
"Opciones" (Spanish)	June 2	7:30 p.m.

MATRICULATION

Magnet school students who are in the final year of their magnet program—usually sixth or ninth grade—and who wish to continue in a junior high or senior high magnet program the following year are eligible for the matriculation priority. Eligible students will be considered for selection before sibling, waiting list and first-time applicants. Matriculation priority is not a guarantee of selection because District guidelines, to insure racial/ethnic balance in magnet schools, must take precedence in selection of students.



Designed for students of elementary and junior high school age, the following magnet programs offer a variety of academic settings to meet every learning interest and educational need.

One indication of the great success and popularity of magnet schools is that all of the programs in operation last year will be continuing in 1981-82. And the one new program for this year—Bancroft Cinema and Performing Arts — will certainly add to the growing tradition of excellent education that is the reputation of Los Angeles Unified Schools' magnet program.

Fundamental/ Career Awareness Center

Students look to the future and learn how reading, mathematics and other basic skills will help them in the world of work. Representatives from businesses, banking firms and medical facilities work with the students in the classrooms.

Dublin Avenue Elementary (Gr. 1 - 6)
3875 Dublin Ave., L.A.
292-8195

Center for Computer Science and Mathematics

With a strong emphasis on mathematics, instruction will include learning on up-to-date computers for students interested in the quickly expanding fields of computer programming, business technology and consumer awareness.

Pacoima Junior High (Gr. 7 - 9)
9919 Laurel Canyon Blvd., Pacoima
899-5291

Multilingual/Multicultural Centers

Students are provided with a unique educational experience that goes beyond language instruction when they participate in this program designed for a multilingual/multicultural setting. A wide range of projects and activities provides students with experiences to increase their appreciation and understanding of racial, ethnic and cultural similarities and differences. Students have the opportunity to become acquainted with a foreign language at an early age.

ELEMENTARY
Amestoy (Gr. K - 5)
English/Spanish/Japanese
1048 W. 149th St., Gardena
327-3716

Riggin (Gr. 4 - 6)
English/Spanish
4865 E. 1st St., L.A.
269-3581

JUNIOR HIGH
Belvedere (Gr. 7 - 9)
English/Spanish
312 N. Record Ave., L.A.
269-9815

LAUSD/USC School for Arts/Math/Sciences

The University of Southern California, with its staff members and facilities, has joined with the Los Angeles Unified School District to present the traditional courses within an innovative and creative framework. Visual and performing arts, science and mathematics are taught so that the child's thinking processes are fully developed as well as his or her talents and skills.

32nd St. (Gr. 2 - 9)
822 W. 32nd St., L.A.
747-4774

Community School

Parents, teachers and students work cooperatively to plan academic and multicultural activities, including ethnic studies programs and events which stress development of a positive self-image.

Community School (Gr. K - 6)
5954 Airdrome St., L.A.
935-7288

Fine and Performing Arts Center

Drama, music, dance and art form the core of instruction for students who also have many opportunities to see and hear artists from various fields in the city's major performing centers.

Loyola Village Elementary (Gr. 4 - 6)
8821 Villanova Ave., L.A.
670-0480

Math Science Center

Through an agreement with the California Institute of Technology, students attend presentations on engineering and computer technology and have opportunities to attend summer workshops in chemistry, biology and pre-engineering. All science courses are enriched, and the

mathematics program, extending through geometry, features computer programming in grades 8 and 9.

Griffith/Cal Tech (Gr. 7 - 9)
4765 E. 4th St., L.A.
5-6106

Fundamental

Reading, writing and computation — the basics — are emphasized along with daily homework assignments, standards for personal and classroom discipline and good citizenship.

ELEMENTARY

El Sereno (Gr. 4 - 9)
2839 N. Eastern Ave., L.A.
223-2441

Filmore Street (Gr. 4 - 6)
12561 Filmore St., Pacoima
896-5236

Lomita (Gr. 1 - 6)
2211 W. 247th St., Lomita
326-1655

Lorne Street (Gr. 4 - 6)
17440 Lorne St., Northridge
?-3123

Monlux (Gr. 4 - 6)
6051 Bellaire Ave., North Hollywood
763-4693

93rd Street (Gr. 4 - 6)
330 E. 93rd St., L.A.
757-6015

102nd Street (Gr. 4 - 6)
1963 E. 103rd St., L.A.
569-8141

107th Street (Gr. 4 - 6)
147 E. 107th St., L.A.
756-8137

Paseo del Rey (Gr. 1 - 6)
7751 Paseo del Rey, Playa del Rey
823-2356

Vintage Street (Gr. 1 - 6)
15848 Stare St., Sepulveda
894-3547

JUNIOR HIGH

Byrd (Gr. 7 - 9)
9171 Telfair Ave., Sun Valley
767-9550

Sereno (Gr. 4 - 9)
2839 N. Eastern Ave., L.A.
223-2441

Nobel (Gr. 7 - 9)
9950 Tampa Ave., Northridge
349-4200

Peary (Gr. 7 - 9)
1415 W. Gardena Blvd., Gardena
324-1419

Alternative Schools

Less formal than regular schools, alternative schools are learning communities dedicated to academic excellence and multicultural education. Students learn to think independently, make their own decisions, set their own goals and express themselves through individual and group projects. Parent and student involvement is a part of the educational decision-making process at alternative schools.

Area 4 Alternative (K - 12)
2985 S. Robertson Blvd., L.A.
836-0600

Area 7 Alternative (K - 12)
4805 Pasadena Ave. Terrace, L.A.
254-5141

Mid City Alternative (K - 12)
3150 W. Adams Blvd., L.A.
731-9346

Valley Alternative (K - 12)
6701 Balboa Blvd., Van Nuys
342-6133

Unified Science School

Students learn to understand the significance of science in daily life and to apply the scientific method to problem solving. The oceanography and physical science labs serve as a springboard for teaching the basic skills and providing for a balanced curriculum.

Brentwood (Gr. 1 - 6)
740 Gretna Green Way, L.A.
826-5631

Health/Humanities Careers Center

Basics are emphasized and supplemented as the instructional program provides opportunities to explore careers in the fields of health and humanities. Various community agencies and centers offering services in these fields are utilized to make the instructional program more attractive and interesting.

Markham Junior High (Gr. 7 only)
1650 E. 104th St. L.A.
569-6210

Center for TV, Theatre and Fine Arts

While participating in the regular instructional programs, students are offered classes in radio and television production in a fully-equipped, operational television studio. They also receive expert instruction in drama, dance and music.

Pacoima Junior High (Gr. 7 - 9)
9919 Laurel Canyon Blvd., Pacoima
899-5291



Cinema and Performing Arts Center

The Coppola brothers' Zoetrope Studios, in conjunction with the LAUSD, offer students unique and specialized instruction in cinema, theater, music and dance. Some of the proposed courses include film making, ballet, set and costume design, photography, mime, acting, music for cinema, musical comedy, modern and jazz dance workshops.

Bancroft Junior High (Gr. 7)
929 N. Las Palmas Ave., L.A.
464-3174

Gifted and High Achieving

Gifted and high achieving students are grouped for enriched academic experiences. Evaluation by a school psychologist is not a requirement for entrance into the program. However, in order to qualify, students must be identified gifted or must be achieving above grade level in most academic areas as verified by school records.

Documentation confirming student's eligibility for a Gifted and High Achieving Magnet Center is necessary for all applicants. This documentation is based on one of the following criteria:



a. Identified Gifted Talented

b. Achievement above grade level in most academic areas

Parents must request this documentation from the current school of enrollment (public or non-public). To make certain application is properly processed, parent must complete both of these steps:

Step 1. ***For applicants from LAUSD schools:*** *Contact your child's current L.A. public school, and request that the required form (Form G/T - 81.1) verifying the student's gifted or high achieving status be completed and sent to the Programs for Gifted/Talented Office by school mail. The school, not the parent, must send in this verification form.*

For applicants from non-public schools or public schools outside the LAUSD: *Contact your child's current school and request that documentation verifying student's high achieving status be completed and mailed to LAUSD, Programs for Gifted/Talented Office, Room G-110, 450 N. Grand Ave., Los Angeles, CA 90012. The school, not the parent, must send in this verification form.*

Step 2. ***All Applicants:*** *Complete the regular application on page 15 and send it by U.S. Mail to the Magnet School Office. Do* ***not*** *include any gifted/high achieving documentation with the application.*

If you have any questions regarding gifted/high achieving documentation, please call the Programs for Gifted/Talented Office at 625-6500.

ELEMENTARY

Ambler Avenue (Gr. 1 - 6)
319 E. Sherman Dr., Carson
532-4090

Balboa Boulevard (Gr. 1 - 6)
17020 Labrador St., Northridge
349-4801

Canterbury Avenue (Gr. 1 - 6)
13670 Montague St., Pacoima
892-1104

Figueroa Street (Gr. 1 - 6)
510 W. 111th St., L.A.
756-9260

Gardner Street (Gr. 1 - 6)
7450 Hawthorne Ave., L.A.
876-1193

Glenfeliz Boulevard (Gr. 1 - 6)
3955 Glenfeliz Blvd., L.A.
666-1431

Kester Avenue (Gr. 1 - 6)
5353 Kester Ave., Van Nuys
787-3026

Russell (Gr. 1 - 6)
1263 E. Firestone Blvd., L.A.
582-7247

Saturn Street (Gr. 1 - 6)
5360 Saturn St., L.A.
931-1092

Taper Avenue (Gr. 1 - 6)
1824 Taper Ave., San Pedro
831-3253

Vena Avenue (Gr. 1 - 6)
9377 Vena Ave., Pacoima
896-9551

Welby Way (Gr. 1 - 6)
23456 Welby Way, Canoga Park
348-1975

JUNIOR HIGH

Audubon (Gr. 7 - 9)
4120 11th Ave., L.A.
299-2882, ext. 38

Burroughs (Gr. 7 - 9)
600 S. McCadden Pl., L.A.
938-9146

Dodson (Gr. 7 - 9)
28014 Montereina Dr. San Pedro
833-4877

Drew (Gr. 7 - 9)
8511 Compton Ave., L.A.
583-6961, ext. 23

El Sereno (Gr. 7 - 9)
2839 N. Eastern Ave., L.A.
223-2441

Palms (Gr. 7 - 9)
10860 Woodbine St., L.A.
837-5001

Porter (Gr. 7 - 9)
15960 Kingsbury St., Granada Hills
891-1807

Sepulveda (Gr. 7 - 9)
15330 Plummer St., Sepulveda
892-3151, ext. 59

Stevenson (Gr. 7 - 9)
725 S. Indiana St., L.A.
262-7409

Highly Gifted

Highly gifted students are grouped for advanced academic learning experiences. These students must be achieving markedly above grade level and have a minimum score of 145 on an individual evaluation administered by a public school psychologist. In order to be eligible, students must have been identified as highly gifted before April 1981. As in all magnet schools, racial balance and grade level openings are critical factors in the selection process.

Documentation confirming student's eligibility for a Highly Gifted Magnet Center is necessary for all applicants. This documentation must be requested by the parent or guardian from the current or last public school of attendance. To make certain application is properly processed, parent must complete both of these steps:

Step 1. Contact your child's current or last public school of attendance and request that the required form (Form G/T 81.1) verifying student's highly gifted status be completed and sent to the Programs for Gifted/Talented Office. The school, not the parent, must send in this verification form. ***Private test results cannot be considered as the basis for documentation of a student's highly gifted status.***

Step 2. Complete the regular application on page 15 and send it by U.S. Mail to the Magnet School Office. Do not include any highly gifted documentation with the application.

If you have any questions regarding documentation, please call the Programs for Gifted/Talented Office at 625-6500.

ELEMENTARY

an Jose Street (Gr. 1 - 6)
14928 Clymer St., Mission Hills
361-4325

Eagle Rock (Gr. 1 - 6)
2057 Fair Park Ave., L.A.
254-6851

74th Street (Gr. 1 - 6)
2112 W. 74th St., L.A.
778-3642

Sierra Park (Gr. 1 - 6)
3170 Budau Ave., L.A.
223-3075

JUNIOR HIGH

King (Gr. 7 - 9)
4201 Fountain Ave., L.A.
664-1176

Portola (Gr. 7 - 9)
18720 Linnet St., Tarzana
708-2865

Open School

This school is designed for the development of independence and creativity in children. The instructional program, which is taught by teacher teams, is keyed to the interests and strengths of students. The eventual goal is for the individual student to gain sufficient maturity to direct his or her own studies. Parents are encouraged to become involved in the instructional program.

Open School (Gr. 1 - 6)
575 N. Croft Ave., L.A.
651-5930

Centers for Enriched Studies

The schools are designed for students to explore current issues and events as part of the regular course of study, which includes traditional subjects as well as electives in fine arts and foreign languages. In mixed grade groups, students participate in interdisciplinary studies and activities.

Hillcrest CES/Music (Gr. 1 - 6)
4041 Hillcrest Dr., L.A.
296-6867

Los Angeles CES (Gr. 4 - 12)
3330 W. Pico Blvd., L.A.
731-2114

Sherman Oaks CES (Gr. 4 - 11)
18555 Erwin St., Reseda
705-1282

West Valley CES (Gr. 4 - 9)
5717 Rudnick Ave., Woodland Hills
347-7055



Individually Guided Education Center

An individualized instructional program for each student is developed by the teaching staff, which is organized in teams of three to five. Each team member teaches a different basic skill, thus providing students with a specialist in each of the important academic fields.

111th St. Elementary (Gr. 4 - 6)
1630 E. 111th St., L.A.
564-2545

Visual and Performing Arts

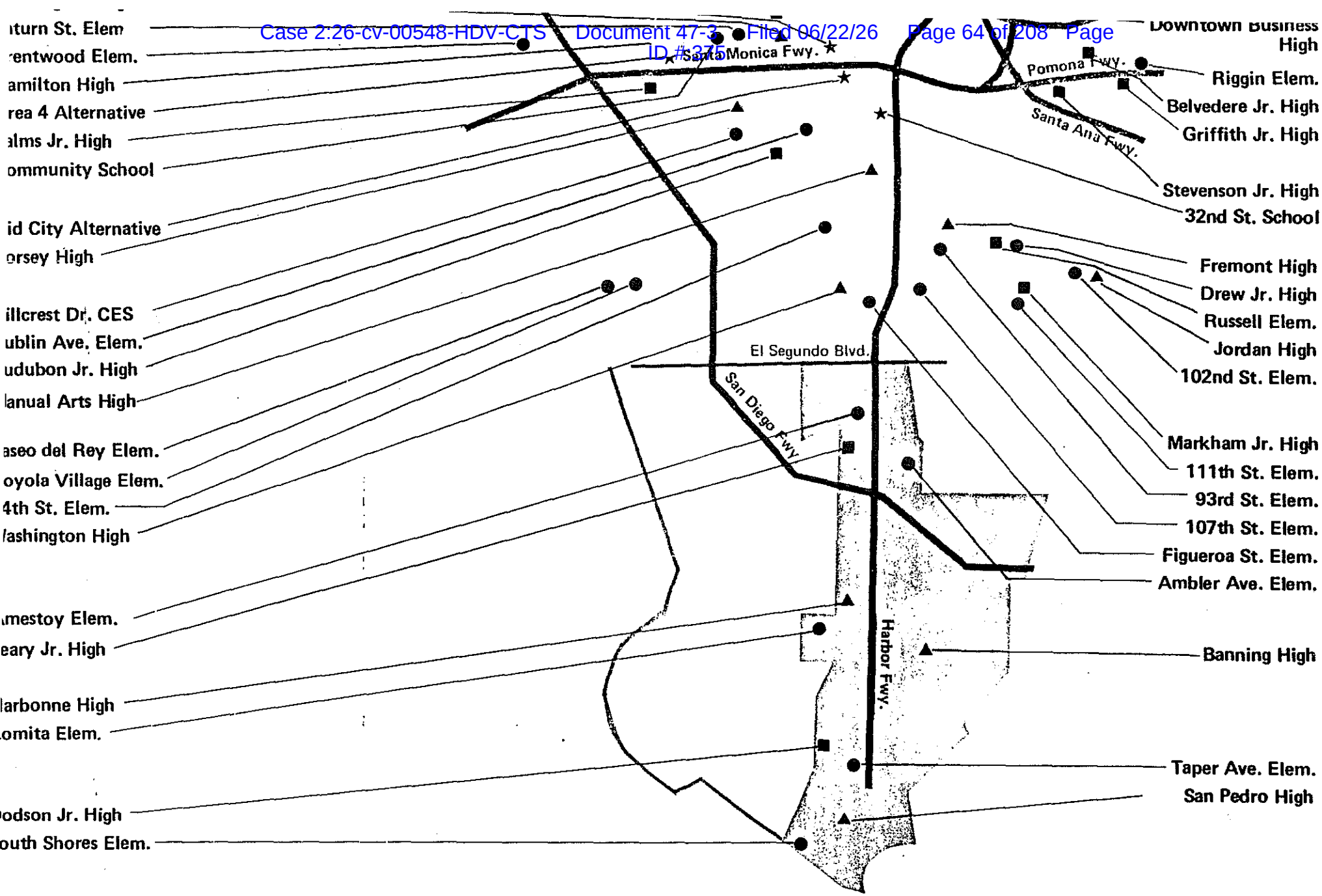
With the cooperation of California State University at Dominguez Hills, this magnet center provides its students many opportunities to not only explore their own potentials in the visual and performing arts fields, but also to develop skills that will create a lifelong appreciation for all areas of the fine arts. The students attend ar and drama presentations on the CSUDH campus.

South Shores/CSUDH Elementary (Gr. 1 - 6)
2060 W. 35th St., San Pedro
832-6596

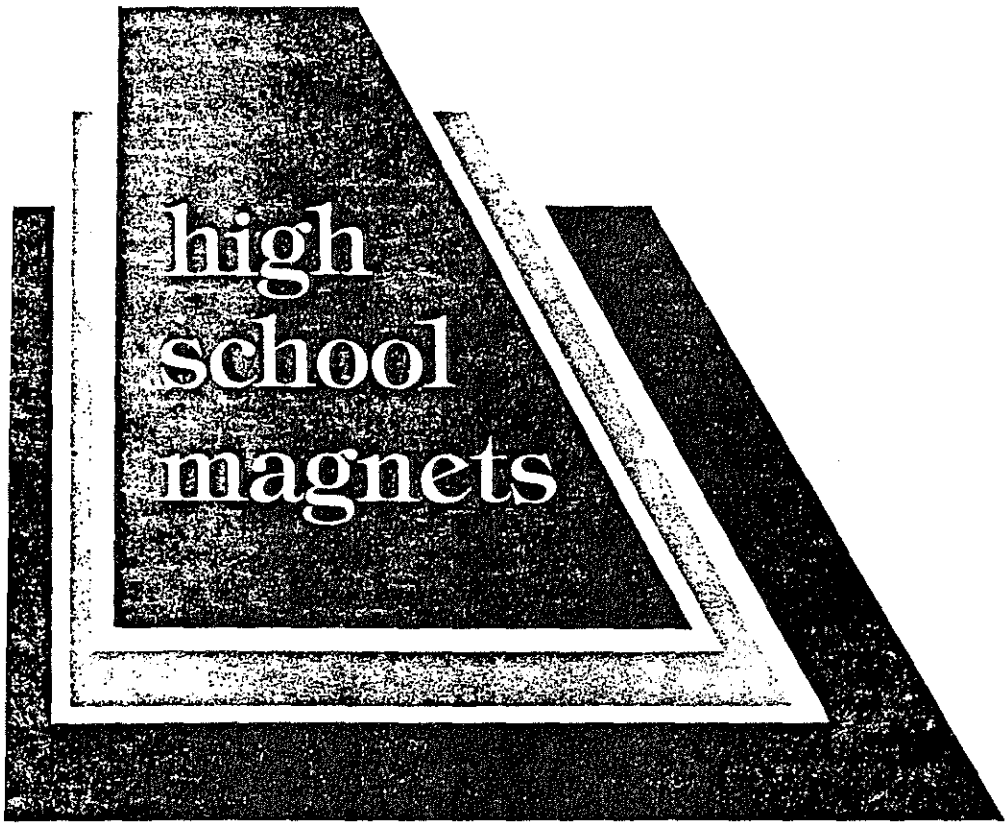
MAGNET SCHOOL LOCATIONS

TRANSPORTATION Because of budget cuts and rising energy costs, the LAUSD cannot guarantee district-provided transportation for all magnet students. Students will not receive transportation if they a.) live south of El Segundo Blvd. and are applying for a magnet north of Mulholland Drive and Barham Blvd., or b.) live north of Mulholland Drive and Barham Blvd. and are applying for a magnet south of El Segundo Blvd. All other applicants are eligible for district-provided transportation.





● ELEMENTARY ■ JUNIOR HIGH ▲ SENIOR HIGH ★ MULTI-GRADE



The exciting news this year is the expansion of the magnet school program for senior high school students. Twenty-two new programs with a variety of subject area specialties will be taught by instructors who are especially well qualified in their fields.

Here is a unique opportunity for the high school student to learn in depth about the field in which he or she is most interested, while getting a regular high school education.

Most of the senior high school magnets are open only to students who will enter the 10th grade in September 1981. The 11th and 12th grades will be added the following two years to make all senior high magnets three-year programs by September 1983.

Students in the high school magnets will be taking the classes they need for graduation and will have the opportunity to take all the courses required for University of California admission. Gifted, honors and advanced placement courses also will be available to qualified students in the high school magnet program.

The significant difference between a high school magnet and a regular high school is that most courses in a magnet program are geared toward a particular subject specialty. For example, at a math/science magnet, an English class composition assignment may be based on the student's biology experiment.

The same enrollment priorities (see page 3) will apply to senior high applicants, including the matriculation priority for graduating 9th grade magnet students. Also, district-provided transportation is avail-

Marine Science Center

The sea — its mystery and its potential as a future source of food and energy — is the field of study explored at this magnet designed for high school students interested in marine biology.

San Pedro (Gr. 10)
1001 W. 15th St., San Pedro;
547-2491

Downtown Business Magnet High School

Located in the heart of the downtown Los Angeles business and finance area, this full school magnet is an excellent opportunity for students who are capable and interested in exploring careers in business, marketing and finance. The newly designed facility features a student-operated store and a modern business research library. Many local business and retail firms have offered their offices and professional personnel to help acquaint students with all facets of the business world.

Downtown Business High School (Gr. 10)
1061 Temple St., L. A.
625-4177

Math/Science Centers

Modern laboratory equipment and new concepts in mathematics instruction enable students to get an excellent preparation in the physical and biological sciences, as well as mathematics, including symbolic logic and math analysis.

Narbonne (Gr. 10)
24300 S. Western Ave., Harbor City
326-0920

Van Nuys (Gr. 10)
6535 Cedros Ave., Van Nuys
781-2371

Washington (Gr. 10)
10860 S. Denker Ave., L.A.

Technical Occupations Center

Up-to-date equipment and counselors who are specially trained in job and career opportunities for young people are the outstanding features in this magnet. Well-prepared and skilled persons in the various technical fields are always in demand! With in-depth training in the 12th grade, the student will have the opportunity to qualify for jobs in such fields as word processing, tool and die making, medical/dental lab technology, home maintenance and repair, landscape engineering and restaurant management.

Jordan (Gr. 12 only)
2265 E. 103rd St., L.A.
567-0531

College Incentive Program Centers

The College Incentive Program helps the student define career goals and sharpen the skills necessary to succeed on the college level. Each center is affiliated with a major university, which will work closely with individual students and teachers.

Banning (Gr. 10)
1527 Lakme Ave., Wilmington
549-7500

Dorsey (Gr. 10)
3537 Farmdale Ave., L.A.
296-7120

Franklin (Gr. 10)
820 N. Avenue 54, L.A.
254-7104

Fremont (Gr. 10)
7676 S. San Pedro St., L.A.
758-4141

Los Angeles (Gr. 10)
4650 W. Olympic Blvd., L.A.
937-3210

Manual Arts (Gr. 10)
131 S. Vermont Ave., L.A.
732-1121

San Fernando (Gr. 10)
11133 O'Melveny Ave., San Fernando
365-1121

Agricultural/ Environmental Center

In this specialized academic program, the biological sciences are emphasized, including plant science and environmental studies. Students interested in ecology and in researching alternative energy sources will find this magnet center very rewarding.

Narbonne (Gr. 10)
24300 S. Western Ave., Harbor City
326-0920

Performing Arts Centers

The exciting worlds of drama, music and dance are brought together to give students experiences in performing, in directing and in the technical aspects of production. Students are encouraged through the academic program to explore the performing arts for self-expression and communication. Some experience is desirable but not required.

Hollywood (Gr. 10)
(Emphasis on cinema arts)
1521 N. Highland Ave., Hollywood
461-3891

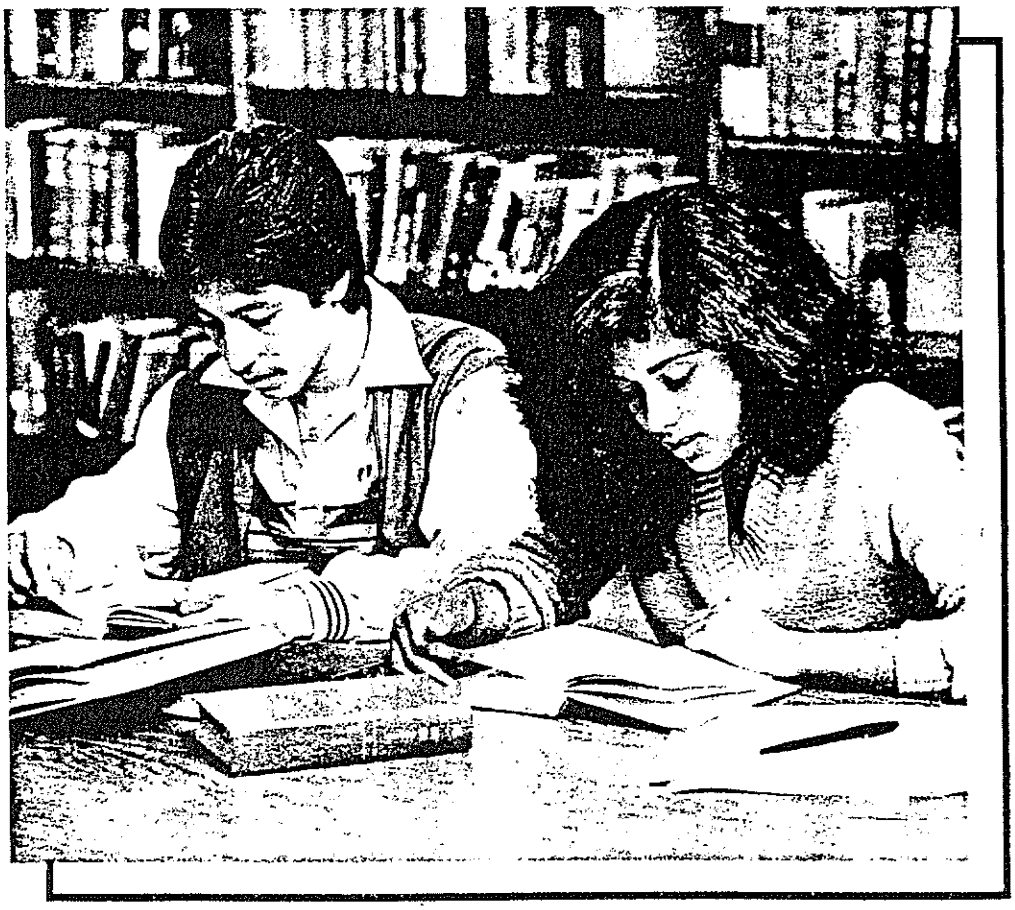
Van Nuys (Gr. 10)
(Emphasis on television and radio arts)
6535 Cedros Ave., Van Nuys
781-2371

Humanities Core Centers

Students interested in a general liberal arts background for college or career can benefit from the study of the humanities — literature, history, arts, music and philosophy. Emphasis is placed on writing and research skills, critical thinking and developing an appreciation for cultures past and present.

Cleveland (Gr. 10)
8140 Vanalden Ave., Reseda
349-8410

Hamilton (Gr. 10)
2955 Robertson Blvd., L.A.
836-1602



Communication Arts Center

Writing, reading, speaking and listening effectively are essential tools in today's world. This magnet is especially designed for those students who plan college careers and/or careers in journalism, creative writing, law, radio/television, advertising, sales or any other field where written communications is especially important.

Washington (Gr. 10)
10860 S. Denker Ave., L.A.
757-9281

Animal/Biological Sciences Center

Students interested in the study of animals and their behavior will find this an exciting and challenging magnet center. The academic program emphasizes science and includes many independent study opportunities involving research at local sites. Among course offerings are biology, genetics and animal technician studies.

North Hollywood (Gr. 10)
5231 Colfax Ave., North Hollywood
769-8510

Visual Arts Center

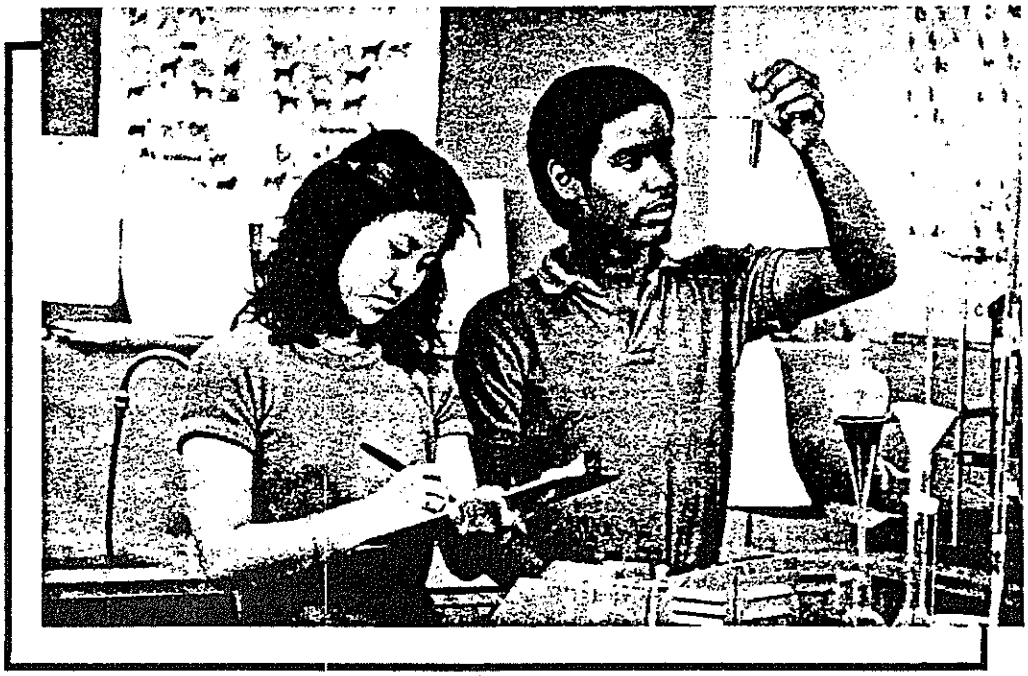
Art is communication. Developing the individual student's ability to convey ideas through the visual arts — painting, design, drawing, sculpture, crafts and photography — is one of the chief goals of this magnet. Specialized teachers, many of whom are talented artists in their own right, will help beginning and advanced students to refine techniques for visual expression through various art media.

Fairfax (Gr. 10)
7850 Melrose Ave., L.A.
651-5200

Centers for Enriched Studies

The schools are designed for students to explore current issues and events as part of the regular course of study, which includes traditional subjects as well as electives in fine arts and foreign languages. In mixed grade groups, students participate in interdisciplinary studies and activities.

Los Angeles CES (Gr. 4 - 12)
3330 W. Pico Blvd., L.A.
731-2114



Sherman Oaks CES (Gr. 4 - 11)
18605 Erwin St., Reseda
705-1282

Medical/Health Professions Magnet Center

A student enrolled in this magnet center participates in a comprehensive survey of the medical field and selects a curriculum that will prepare him or her for a wide variety of academic and career interests. The emphasis of the academic program is science, mathematics and language skills as they relate to the health sciences. Students have opportunities to observe and participate at local medical centers. This magnet center is scheduled to move to a permanent new location adjacent to the Los Angeles County/USC Medical Center upon the completion of the new structure.

Lincoln (Gr. 10)
3501 N. Broadway, L.A.
223-4021

Alternative Schools

Less formal than regular schools, alternative schools are learning communities dedicated to academic excellence and multicultural education. Students learn to think independently, make their own decisions, set their own goals and express themselves through individual and group projects. Parent and student involvement is an important part of the educational decision-making process at alternative schools.

Area 4 Alternative (Gr. K - 12)
2985 S. Robertson Blvd., L.A.
386-0600

Area 7 Alternative (Gr. K - 12)
4805 Pasadena Ave. Terrace, L.A.
254-5141

Mid City Alternative (Gr. K - 12)
3150 W. Adams Blvd., L.A.
731-9346

Valley Alternative (Gr. K - 12)
6701 Balboa Blvd., Van Nuys
342-6133

School Index and Location Codes

SCHOOL	CODE
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Amestoy Trilingual/Multicultural (pg. 4)	2097
Area 4 Alternative (pg. 5)	3311
Area 7 Alternative (pg. 5)	4322
Audubon Gifted (pg. 6)	8029
Balboa Gifted (pg. 6)	2269
Bancroft Cinema & Perf. Arts (pg. 6)	8039
Banning College Incentive (pg. 11)	8530
Belvedere JHS Biling./Multicultural (pg. 4)	8048
Brentwood Unified Science (pg. 5)	2507
Burroughs Gifted (pg. 6)	8076
Byrd Fundamental (pg. 5)	8081
Canterbury Gifted (pg. 6)	2782
Cleveland Humanities Core (pg. 11)	8593
Community School (pg. 4)	2741
Dodson Gifted (pg. 6)	8111
Dorsey College Incentive (pg. 11)	8601
Downtown Business (pg. 10)	8738
Drew Gifted (pg. 6)	8109
Dublin Fund./Career Awareness (pg. 4)	7123
Eagle Rock Elem. Highly Gifted (pg. 7)	3508
El Sereno JHS Fundamental (pg. 5)	8119
El Sereno JHS Gifted (pg. 6)	8120
Fairfax Visual Arts (pg. 12)	8622
Figueroa Gifted (pg. 6)	3823
Filmore Fundamental (pg. 5)	3830
Franklin College Incentive (pg. 11)	8644
Fremont College Incentive (pg. 11)	8651
Gardner Gifted (pg. 6)	4069
Glenfeliz Gifted (pg. 6)	4165
Griffith/Cal Tech Math/Science (pg. 4)	8167
Hamilton Humanities Core (pg. 11)	8687
Hillcrest CES/Music (pg. 7)	4529
Hollywood Performing Arts (Cinema) (pg. 11)	8694
Jordan Technical Occupations (pg. 11)	8722
Kester Gifted (pg. 6)	4727
King Highly Gifted (pg. 7)	8209
Lincoln Med./Health Professions (pg. 12)	8754
Lomita Fundamental (pg. 5)	4932
Lorne Fundamental (pg. 5)	4974
Los Angeles CES (pg. 12)	2900
Los Angeles College Incentive (pg. 11)	8739
Loyola Fine and Performing Arts (pg. 4)	5015

SCHOOL	CODE
Manual Arts College Incentive (pg. 11)	8444
Markham Health/Humanities (pg. 5)	8232
Mid-City Alternative (pg. 5)	3500
Monlux Fundamental (pg. 5)	5343
Narbonne Agriculture (pg. 11)	8780
Narbonne Math/Science (pg. 10)	8778
93rd Street Fundamental (pg. 5)	2185
Nobel Fundamental (pg. 5)	8273
North Hollywood Animal/Biological Sci. (pg. 12)	8787
111th St. Ind. Guided Education (pg. 7)	5783
102nd Street Fundamental (pg. 5)	5851
107th Street Fundamental (pg. 5)	5858
Open School (pg. 7)	5889
Pacoima JHS Computer Sci. & Math (pg. 4)	8323
Pacoima JHS TV, Theater, Fine Arts (pg. 5)	8322
Palms Gifted (pg. 6)	8341
Paseo del Rey Fundamental (pg. 5)	6052
Peary Fundamental (pg. 5)	8351
Porter Gifted (pg. 6)	8360
Portola Highly Gifted (pg. 7)	8108
Riggin Bilingual/Multicultural (pg 4)	6276
Russell Gifted (pg. 6)	6439
San Fernando College Incentive (pg. 11)	8844
San Jose Highly Gifted (pg. 7)	6480
San Pedro Marine Science (pg. 10)	8851
Saturn Gifted (pg. 6)	6570
Sepulveda Gifted (pg. 6)	8364
74th Street Highly Gifted (pg. 7)	6645
Sherman Oaks CES (pg. 7)	6700
Sierra Park Highly Gifted (pg. 7)	6754
South Shores/CSUDH Visual and Performing Arts (pg. 7)	6870
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32nd Street Arts/Math/Sciences (pg. 4)	7137
Valley Alternative (pg. 5)	7390
Van Nuys Math/Science (pg. 10)	8892
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Vena Gifted (pg. 6)	7467
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Washington Math/Science (pg. 10)	8927
Welby Way Gifted (pg. 6)	7638
West Valley CES (pg. 7)	3189

READ DIRECTIONS CAREFULLY AND FILL OUT ALL PARTS OF APPLICATION

Directions for Completing Application

If applying for a gifted/high achieving or highly gifted magnet, please see special instructions on pages 6 & 7.

Instructions

(1) **Personal Information.**
In block letters, print student's name, address, and birthday. Check appropriate boxes for sex and race/ethnicity. Verification of race/ethnicity may be required.

(2) **School that student is now attending.**
Write the name of the school student is attending this semester.

(3) **Is student now enrolled in a Magnet Program?**
Check the appropriate box.

If student is eligible for matriculation priority, check the box.

(4) **Local Los Angeles Unified School in September 1981.**
Print the name of the neighborhood public school for your area and your child's grade. To properly process your application, we must have the name of that school to which your child would normally be assigned in September 1981 if he/she were not attending a magnet school, non-public school, or other educational program outside your neighborhood school area.

If student will be in grades K-6 in September 1981, write the name of local elementary school. If student will be in grades 7-9 in September 1981, write the name of the local junior high school. If student will be in grades 10-12 in September 1981, write the name of the senior high school.

(5) **Grade in September 1981.**
Print the student's grade level, beginning in September 1981.

(6) **Selected Magnet School.**
Print the name and code number of the magnet program for which student is applying. See list on page 13 for school code numbers.

(7) **Current Waiting List.**
Indicate whether student is presently on official waiting list for the same magnet school for which you are now applying.

(8) **Alternate Choice.**
Every effort will be made to assign student to selected magnet program. Because of limited space and the need for racial/ethnic balance, no guarantee can be made for a specific school. However, often there are openings in similar specialty magnet programs.

If you check "yes," other magnet programs of the same specialty as the selected magnet will be checked for available openings. If there are openings in appropriate grade level and ethnicity, then student will be assigned to that magnet. If there are no openings, student's name will be added to waiting list of originally selected magnet program without loss of priority.

If you check "No," and student is not selected, student's name will be added to waiting list of selected magnet program at appropriate priority level.

(9) **Transportation.**
Indicate whether or not student needs, and is entitled to, district-provided transportation. Please check page 8 for restrictions on transportation availability. (Note: Limited home-to-school transportation is available to kindergarten students only if they live along regular LAUSD bus routes and there are spaces available).

(10) **Sibling.**
Only if student has a brother or sister who is now attending the same selected magnet and who will be continuing in that magnet in September 1981, check "yes." Print the full name and grade of brother or sister.

(11) **Parent/Guardian Information.**
Print the complete name and address of parent or legal guardian. Be sure to give home and work phone numbers where parent or guardian may be contacted if necessary. The signature verifies all information on the application to be correct and authorizes student's records to be transferred to selected magnet school.

For student to be eligible for selection, this application must be complete, correct, and postmarked by June 12, 1981. Parent or guardian will be notified by mail in August whether student has been accepted or placed on waiting list.

Prepared by the Internal Communications Unit, Office of Communications Los Angeles Unified School District.

LOS ANGELES UNIFIED SCHOOL DISTRICT
MAGNET SCHOOL OFFICE
P. O. BOX 3307
TERMINAL ANNEX
LOS ANGELES, CA 90051

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 33798 LOS ANGELES, CA.

POSTAGE WILL BE PAID BY

LOS ANGELES UNIFIED SCHOOL DISTRICT
MAGNET SCHOOL OFFICE
P.O. BOX 3307
TERMINAL ANNEX
LOS ANGELES, CA 90051

FOR USE OF RESIDENTS OF LOS ANGELES UNIFIED SCHOOL DISTRICT ONLY

Magnet School Application 1981-82

Please PRINT in INK, and fill out completely. Incomplete applications will not be processed.

Return by U.S. Mail before June 12, 1981.

(1) Personal Information

Student's last name | First name | Initial

Student's address - Number and Street | Apt. number

City | Zip code | Birthday (Month Day Year)

Sex: 1 Male 2 Female

Race/Ethnicity (Check one only) 1 American Indian 2 Asian 3 Black 4 Hispanic 5 White

(2) School that student is now attending

(3) Is student currently enrolled in magnet program? 1 Yes 2 No

Check if student is eligible for a matriculation priority 1

(4) Local LAUSD School Sept. '81

(5) Grade in Sept. '81

(6) Please PRINT name and code of selected magnet school. See list [page 13].

Name of Selected Magnet School | Code [see p. 13]

(7) Is student currently on waiting list for above school? 1 Yes 2 No

(8) If your child is not selected for the above school, would you be willing to accept an assignment to another magnet school of the same specialty? 1 Yes 2 No

(9) Will student require transportation? Y Yes N No

(10) Does student have a brother or sister who is currently in selected magnet school and will be continuing next year? Y Yes N No

If yes, print name and grade of brother or sister:

Last name | First name | Grade Sept. '81

(11) Last name of Parent or Guardian | First name

Home phone (area code) | Work or Emergency phone (area code) Ext. _____

I verify the information on this application to be true.

Today's date (Month Day Year)

Signature of Parent/Guardian [Application will not be processed without signature]

Note: If student is accepted signature authorizes the student's records to be transferred to the selected magnet school.

FOR OFFICE USE ONLY

Student I.D. M | School of attendance | Local School Sept. 1981

III. PERMITS WITH TRANSPORTATION

The PWT Program makes it possible for students attending designated schools in one area to transfer voluntarily to designated schools in other areas of the District with free transportation provided. Participating students become students of the receiving school for all purposes. They participate in the entire school program, with the same privileges and responsibilities as all members of the receiving school's student body.

While all students may apply, school assignments are made only on the basis of improving the ethnic balance of the school to which the student is transferring. In addition to providing a desegregated education and reducing racial isolation, the PWT program also relieves overcrowding and provides for a more effective utilization of classroom space.

The 1979-80 PWT program involved 150 receiving schools and 256 sending schools. As the result of the implementation of Court-ordered mandatory reassignment, coupled with the need for satellite zoning of students attending overcrowded schools, the 1980-81 program involved only 68 PWT receiving schools and some 200 sending schools. Enrollment in the PWT program reflected this reduction in participating schools. In 1979-80, 18,600 minority students participated in the PWT program while in 1980-81, approximately 14,500 students participated in the program.

For 1981-82, virtually every school in the District with a White enrollment in excess of 40-50% will be a designated PWT receiving school and it is planned that as many as 18,000 to 20,000 minority students will participate.

Planning for the PWT program for 1981-82 will be based upon the following assumptions:

- The PWT program will continue to be a viable part of the District's integration program.
- There will be an active recruitment campaign with a goal of PWT enrollment to 20,000 students.
- A satellite zone program to relieve overcrowding will have priority over the PWT program at receiving schools.
- The program will work to achieve racial ethnic balance at the receiving schools and thus provide an integrated education for the participating minority students.
- Funding will be modified to meet the needs of an expanded program.
- All elementary schools with a white pupil enrollment in excess of 50% will be designated as PWT receivers. (With the exception of Topanga Canyon which is geographically isolated).

Receiving and sending schools will be matched on the basis of the following criteria:

- Consideration of available classroom space
- Relative distance between prospective sending and receiving schools
- Projections of future population growth
- Reasonable ability to provide for continuity in matriculation patterns

A listing of schools designated as proposed receivers is set out on the following pages. Students throughout the District have been advised of the opportunity to participate in the PWT program. Among the many methods of communication, families received the letter and brochure set forth on the following two pages. Both the letter and the brochure were printed in English and Spanish.

The District has a PWT staff to provide essential support services for the schools and students participating in the program.

PWT RECEIVING SCHOOLS

AREA		ELEMENTARY	AREA		ELEMENTARY
9	-	Anatola	10	-	Devonshire
9	-	Andasol	9	-	El Oro Way
7	-	Apperson	9	-	Emelita
9	-	Bassett	10	-	Enadia Way
10	-	Beckford	9	-	Encino
4	-	Bellagio	8	-	Erwin
9	-	Bertrand	1	-	Eshelman
10	-	Calabash	4	-	Fairburn
10	-	Calahan	10	-	Fullbright
10	-	Calvert	9	-	Garden Grove
9	-	Cantara	9	-	Gault
9	-	Canterbury	10	-	Germain
4	-	Canyon	9	-	Gledhill
10	-	Capistrano	9	-	Granada
8	-	Carpenter	10	-	Hamlin
10	-	Castlebay Lane	9	-	Haskell
8	-	Chandler	10	-	Haynes
8	-	Chase	8	-	Hazeltine
10	-	Chatsworth Park	9	-	Herrick
8	-	Colfax	9	-	Hesby
10	-	Collier	10	-	Highlander
3	-	Cowan	10	-	Justice
1	-	Crestwood	4	-	Kenter Canyon
9	-	Danube	3	-	Kentwood
9	-	Darby	9	-	Knollwood
9	-	Dearborn	9	-	Lanai

PWT RECEIVING SCHOOLS

AREA		ELEMENTARY
6	-	Lane
9	-	Lemay
8	-	Liggett
10	-	Limerick
10	-	Lockhurst
9	-	Lorne
3	-	Loyola Village
4	-	Mar Vista
4	-	Marquez
9	-	Mayall
10	-	Melvin
8	-	Monlux
7	-	Mountain View
9	-	Nestle
10	-	Nevada
10	-	Oakdale
10	-	Oso
4	-	Overland
4	-	Pacific Palisades
9	-	Parthenia
7	-	Plainview
10	-	Platt Ranch
7	-	Pinewood
10	-	Pomelo
9	-	Prairie
8	-	Ranchito
9	-	Rhoda

AREA		ELEMENTARY
7	-	Rio Vista
9	-	Rinaldi
8	-	Riverside
4	-	Roscomare
5	-	Rosewood
8	-	Saticoy
10	-	Serrania
1	-	Seventh Street
10	-	Shirley
7	-	Solano
9	-	Stagg
7	-	Sunland
10	-	Sunny Brae
10	-	Superior
10	-	Tarzana
10	-	Topeka
9	-	Tulsa
10	-	Vanalden
9	-	Van Gogh
4	-	Warner
0	-	Welby Way
5	-	West Hollywood
3	-	Westport Heights
10	-	Wilbur
10	-	Winnetka
5	-	Wonderland
10	-	Woodlake
10	-	Woodland Hills

PWT RECEIVING SCHOOLS

AREA		JUNIOR HIGH
8	-	Byrd
1	-	Carnegie
10	-	Columbus
4	-	Emerson
1	-	Fleming
9	-	Frost
8	-	Fulton
10	-	Hale
9	-	Henry
9	-	Holmes
10	-	Hughes
10	-	Lawrence
5	-	LeConte
8	-	Madison
7	-	Mount Gleason
9	-	Mulholland
10	-	Nobel
9	-	Northridge
4	-	Palms
10	-	Parkman
9	-	Porter
10	-	Portola
8	-	Reed
4	-	Revere
8	-	Sepulveda
10	-	Sutter
8	-	Van Nuys
4	-	Webster
3	-	Wright

bf/27:3

PWT RECEIVING SCHOOLS

AREA		SENIOR HIGH	AREA		SENIOR HIGH
9	-	Birmingham	1	-	Narbonne
10	-	Canoga Park	8	-	North Hollywood
10	-	Chatsworth	4	-	Palisades
10	-	Cleveland	9	-	Reseda
10	-	El Camino Real	1	-	San Pedro
9	-	Granada Hills	10	-	Taft
8	-	Grant	4	-	University
5	-	Hollywood	8	-	Van Nuys
9	-	Kennedy	7	-	Verdugo Hills
9	-	Monroe	3	-	Westchester

bf/27:4

Spring, 1981

Dear Parent or Guardian:

The Los Angeles Unified School District sponsors a Permits with Transportation (PWT) program that allows students living in one school area to attend a school in another part of the District. The program, known as PWT, is entirely voluntary and provides free District-authorized transportation.

In addition to relieving overcrowding at some schools, the program encourages integration as it provides students with the opportunity to study with and get to know students of different ethnic backgrounds.

This voluntary program is now being offered to students at the school your son or daughter now attends. A meeting will be held to provide you with complete information about the Permits with Transportation program and to answer any questions you may have. Representatives from the PWT program and school staff will be at this important meeting. We encourage your attendance.

Place:

Date:

Time:

Sincerely,

Primavera, 1981

Estimado Padre o Tutor:

El Distrito Escolar Unificado de Los Angeles auspicia un program llamado Permisos con Transportación (PWT) que permite que los estudiantes que viven en una área escolar, puedan asistir a una escuela en otra parte del Distrito. El programa conocido como PWT, es absolutamente voluntario y provée transportación gratis autorizada por el distrito.

A más de remediar lo repleto que están muchas escuelas, el programa favorece la integración ya que proporciona a los estudiantes la oportunidad de estudiar con y conocer estudiantes de distintos antecedentes étnicos.

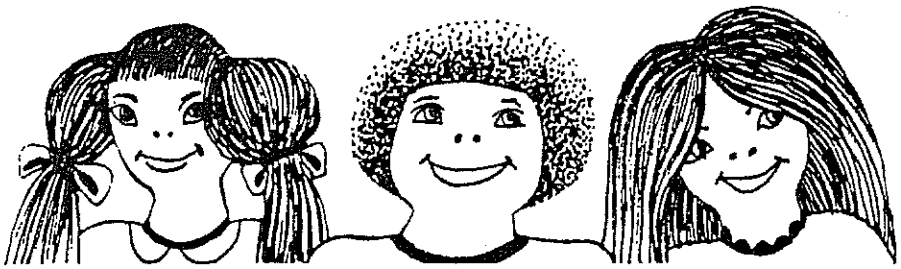
Este programa voluntario está siendo ofrecido a estudiantes de la escuela a que su hijo o hija asisten actualmente. Se celebrará una reunión en la cual se le suministrará a usted información completa acerca de Permisos con Transportación y donde podrá ser contestada cualquier pregunta que tenga. Representantes del Programa PWT y personal docente estarán en esta importante reunión. Le incitamos a que asista.

Lugar:

Fecha:

Hora:

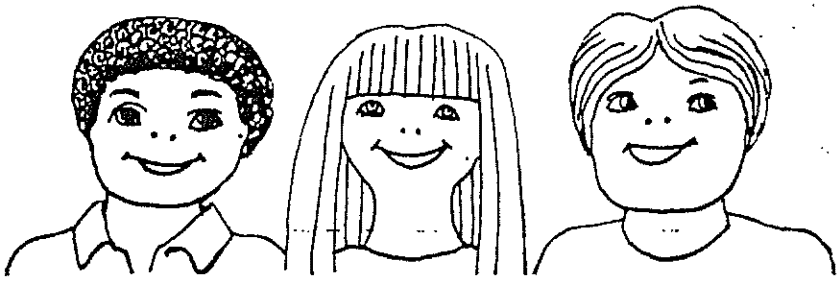
Atentamente



New schools, new friends

The Permits With Transportation program makes it possible for students attending designated schools in one area to transfer voluntarily to designated schools in other areas of the district. Students in the program have the opportunity to participate in the entire school program, with the same privileges and responsibilities as all members of the school's student body.

While all students may apply, school assignments are made only on the basis of improving the ethnic balance of the Los Angeles Unified School District.



Nuevas escuelas, nuevos amigos

El programa de Permisos con Transportación facilita a los estudiantes que asisten a escuelas designadas en un sector la transferencia voluntaria a escuelas designadas en otros sectores del distrito. Los estudiantes que intervienen en el programa tienen la oportunidad de participar en todo el programa escolar, disfrutando de los mismos privilegios y responsabilidades que los demás miembros del estudiantado.

Aunque todos los estudiantes pueden solicitarlo, las asignaciones escolares se harán únicamente con base en el mejoramiento del equilibrio étnico del Distrito Escolar Unificado de Los Angeles.

Los Angeles Unified School District

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERMITS WITH TRANSPORTATION PROGRAM
P. O. BOX 3307
TERMINAL ANNEX
LOS ANGELES, CA 90051

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 33798 LOS ANGELES, CA.

POSTAGE WILL BE PAID BY

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERMITS WITH TRANSPORTATION PROGRAM
P. O. BOX 3307
TERMINAL ANNEX
LOS ANGELES, CA 90051

PWT Permit Application / Solicitud de Permiso

For use by Los Angeles Unified School District parents ONLY
Para el uso de los padres del Distrito Escolar Unificado de Los Angeles

ident's LAST Name / APELLIDO del Alumno | FIRST Name / PRIMER Nombre | Initial / Inicial | Birthday / Fecha de Nacimiento (Month / Mes, Day / Día, Year / Año) | Grade in SEPT. '81 / Grado en SEPT. '81

ident's Address - Number and Street / Dirección del Alumno - Número y Calle | Apartment / Apartamento | City / Ciudad | Zip Code / Zona Postal (9)

School now attending/Escuela a la que asiste ahora.

School of Legal Residence if different from above school.
Escuela de Residencia Legal si no es la misma citada arriba.

Sex/Sexo : Check one/Indique uno
1 Male / Masculino
2 Female / Femenino

Ethnicity/Etnicidad : Check one/Indique uno
1 American Indian
2 Asian
3 Black
4 Hispanic
5 Other White

me of Parent or Guardian / Nombre del Padre o Tutor

st Name / Apellido | First name / Primer nombre

me phone / Teléfono de la casa (1 3) – ea Code/Area

Work or emergency phone / Teléfono de emergencia/trabajo – Area Code/Area | Extension/Extensión

Are there any other PWT students in your home?
¿Hay otros alumnos en su casa quienes participan en el programa PWT?
1 YES / SI
2 NO / NO

If the above answer is "Yes," give name of PWT school.
Si la contestación a la pregunta anterior es "Sí," dé el nombre de la escuela PWT.

DEADLINE / FIN DE PLAZO
JUNE 8, 1981

The signature of the parent or guardian indicates willingness to comply with the conditions governing school permits of the Los Angeles Unified School District.
La firma del padre o tutor indica su voluntad de cumplir con las condiciones que rigen los permisos escolares del Distrito Escolar Unificado de Los Angeles.

Signature / Firma

Today's Date / Fecha de hoy (Month / Mes, Day / Día, Year / Año)

FOR OFFICE USE ONLY. DO NOT WRITE IN THIS SPACE.
Para uso de la oficina solamente. No escriba en este espacio.

RECEIVE
SCH. LAST ATT.
RESIDENCE
SAB 1 OT 2
G.O.D. 1
SIB 1

ELEM. _____
J.H. _____
S.H. _____

IV. OVERCROWDED SCHOOLS PROPOSAL

The Problem

The problem of overcrowding is one of the most critical facing the District. Approximately 140,000 students, one-fourth of the District's pupil enrollment, attend 125 overcrowded schools. All of these schools are predominantly minority, with the overwhelming majority Hispanic. Overcrowded schools are characterized by congested playgrounds, a shortage of classrooms and inadequate lunchroom or cafeteria facilites. Most importantly, teachers are often unable to meet the educational needs of their students. These conditions result in increased truancy, greater discipline problems and less effective instructional opportunities. Overcrowding must be relieved in order to provide more than 100,000 minority students with adequate educational services.

The District cannot proceed to implement this plan without Court approval since the Gitelson judgment and various federal case law arguably prohibits new school construction and the construction of classrooms in minority areas if those schools or classrooms will open predominantly minority. If the District were to proceed unilaterally, it runs the risk of further Court proceedings in the middle of implementation.

Background

The pressing need for a workable solution to the problem of overcrowding has been presented to the Court throughout these remedy proceedings. A brief chronological review of the proceedings relating to overcrowding follows:

A. March 1979 Submission. In March 1979, the District submitted Volume I of its Response to Court Order of February 7, 1978. This Volume described the nature of the District's overcrowding problem as it then existed and presented the District's suggested approach for future actions pertaining to overcrowding relief. See pages 84 through 95, a copy of which are filed separately but concurrently as Exhibit A to the Exhibits to the Overcrowding Proposal.

B. Trial Testimony During 1979-80 Remedy Hearings. Ted Kimbrough, the District's Director of Housing, testified for eight days during 1979 and 1980 regarding the nature of the overcrowding problem and the District's proposal for relief, particularly the need to construct new schools in minority areas. He was cross-examined in detail by counsel for plaintiffs and Integration Project. The testimony of Mr. Kimbrough is located in Volumes 37 through 44 of the Reporters' Transcript at pages 5,652 to 6,476. The following exhibits presented during Mr. Kimbrough's testimony detail the nature of the overcrowding problem: 160, 161, 162, 162A, 163, 164, 165, 165a, 166, 167, 167A, 168, 168A, 169, 170, 172, 172A, 175, 176, 177, 178, 176A, 179, 179C, 190, and 191.

C. District's April 11, 1980, Submission of Proposed Master Plan for Relief of Overcrowded Schools for Implementation in September 1980. This document, a copy of which is filed separately as Exhibit B (including its original Exhibits), described in great detail the nature of the District's approach to the relief of overcrowding, the basic operation of the year-round school program and presented a specific plan for September 1980 implementation and an approach to future decision making with respect to solutions.

D. Trial Court's Minute Order of June 4, 1980. This order granted, on a pendente lite basis only, the District's motion for approval of its program to relieve overcrowding pending full hearings on the overcrowding issue in October 1980. The order further requested a report by the end of June 1980 with respect to alternative approaches to overcrowding and directed the establishment of enrollment capacities at each of the District's schools.

E. March 1981 Submission of the District's Recommendations for Relief of Overcrowding for the 1981-82 School Year and Testimony of Mr. Kimbrough in Support Thereof. The hearings which had been planned for October 1980 finally commenced in March 1981 and on March 4 and 5 Mr. Kimbrough testified as to the District's recommendations for overcrowding relief for the 1981-82 school year. His testimony can be found at 2 R.T. 327-336 and 3 R.T. 336-480. The District's specific recommendations, identified as Exhibit 16 during those hearings, is filed separately herewith as Exhibit C.

F. District's Proposed Plan for Relief of Overcrowding Dated May 4, 1981 and Motion of June 2, 1981. Following the testimony of Mr. Kimbrough and the presentation of the District's recommendations in March 1981, the District conducted school community meetings at approximately 125 schools to review options for the relief of overcrowding and to receive additional recommendations which could be considered by District staff and the Board. Following those meetings the District determined that as to 34 schools alternatives to year-round operation could be utilized. However, since these alternatives involved the use of additional classrooms and back-to-back first and second grades, Court approval was necessary.

G. Court Proceedings Subsequent to June 2, 1981 Motion.

Following the Board's filing in June 2 1981, plaintiffs indicated that any hearing on overcrowding relief, even if only for one year pendente lite implementation, would require extensive discovery and protracted hearings. Such hearings would have made moot the year-round school issue because the July 1 and July 8 starting dates would have passed. The Board then proposed a compromise position which would have obviated the need for year-round operation in all 80 schools newly proposed for year-round operation leaving but 20 schools proposed for the program if the plaintiffs would agree to a class size waiver in addition to the other proposed alternatives.

The plaintiffs refused any compromise that did not include the continuation of two way busing in the old pairs and clusters and two way satellite zoning in other schools. In order to implement year-round operation in the forty-six (46) new schools for which there was no alternative the Board withdrew its motion and proceeded to implement year-round operation in all 80 schools. Subsequent to this action 15 schools certified that they were not over crowded to the degree of requiring year-round operation.

The remaining 23 schools were withdrawn from proposed year-round operation in the hope that Court approval of their proposed alternatives could be obtained before the start of the Fall term in September 1981.

Enrollment Analyses and Projections

Projected Enrollment

The latest enrollment projections on a district-wide basis show a very small decline for three more years. However, these projections have not

been adjusted to reflect students who may return to public schools as a result of the termination of the mandatory desegregation plan. It is possible that the return of these students in September of 1981 may well cause the total enrollment figure to increase over this year's figure of 538,596 (K-12 plus special education).

District-wide enrollment however, does not begin to describe the enrollment problem in several areas of the district. While overall figures show a steady decline, several areas of the district have increased in enrollment almost beyond imagination. These areas will be described in further detail.

A. Southeast area of district, also known as the six cities area (Bell, Cudahy, Huntington Park, Maywood, South Gate, Vernon) Administrative Area 2.

This area has experienced a dramatic ethnic change since 1975. At that time, the ethnic ratio was 42.3 percent Hispanic, 39.2 percent Black, 16.7 percent Other White, and 1.8 percent Asian and American Indian. By 1980 the ratio was 69.1 percent Hispanic, 23.3 percent Black, 6.4 percent Other White, and 1.2 percent Asian and American Indian. At the same time, the total enrollment for this area increasd 14 percent from 60,041 to 68,348. It is believed that this increase will continue and that by September 1983, we can expect 73,700 students in this area. The increase of more than 5,000 students in the next three years will further exacerbate the overcrowding problem and further emphasizes the need to construct new buildings at existing sites and new schools to house the continuing growth.

This enrollment crises is further compounded by analyzing more closely where the growth will impact the schools. Our projections at the

elementary level indicates a continued rapid increase in grades K-6 and a slower but continued increase in grades 7-12. In comparing the grade progression ratio for the past 3 years, the impact of in-migration through the grades can be seen as another contributing factor to the increase in total enrollment.

It should also be noted that the growth area is expanding to include an ever increasing area west of Alameda and from the Santa Monica Freeway south to Florence Avenue. The in-migration of Hispanic families to this former predominatly Black area is creating additional overcrowding which will impact more schools each year. If this ethnic change continues, it will also expand its influence which will result in more schools feeling the impact of increasing enrollment.

B. The Wilshire-Olympic Corridor--Administrative Area 5

This area commonly referred to as the Wilshire-Olympic corridor has been expanded recently to include most of Administrative Area 5. The rough boundaries of this area are the Harbor Freeway on the east, Santa Monica Freeway on the south, Sunset Boulevard on the north, and Crenshaw/Rossmore on the west. This area has also experienced an ethnic change but not as dramatic as Area 2. The Hispanic ratio has increased from 30.3 percent in 1975 to 47.3 percent in 1980. The Black percentage has dropped from 36.1 percent in 1975 to 26.4 percent in 1980. The Other White ratio has gone from 18.3 percent to its present figure of 13.3 percent while the Asian population has increased from 11.6 percent to 12.8 percent. Total enrollment has increased by 4,100 or 7 percent over 1975. A significant item here is that although the area as a whole only had a net increase of 4,100, the Hispanic

population increased by more than 10,000 in that same period. The Asian population increased in absolute numbers by 1,300 even though the percentage increase is small due to the large total area enrollment. We also believe that this area will continue to grow as a result of Hispanic and Asian in-migration. With the Hispanic percentage at just over 47 percent, there is considerable room for growth and based on past experience in Area 2, the percentage increase could accelerate to the point where projections for Area 5 would be very conservative.

Based on past history in Area 5, it is believed that the enrollment will increase by about 2,000 by 1983. However, this increase will probably be concentrated in the eastern portion of the area and those are the schools presently overcrowded on year-round schedule.

As in Area 2, we believe the growth will be heaviest at the elementary level although the junior high schools are being impacted as the large primary grades move through the upper grades and on to junior high. Belmont High has the potential for about 5,500 students in grades 9-12 for 1981-82. Obviously, the growth is reaching the high schools now and projections indicate that it will continue to increase.

C. East Los Angeles --Administrative Area 6

This area has not significantly changed in ethnic composition since 1975 with the Hispanic percentage at just over 90 percent. It is being impacted by an increase in the Asian population on the west side of the area including Chinatown and adjacent areas. Here again, the increase of 2,500 area-wide must be viewed in the context of an increase of 3,000 Hispanics, almost 900 Asians and a corresponding decrease in Black and Other White.

Although the ethnic percentages probably will not change, it is believed that the area-wide enrollment will continue to increase as a result of continued in-migration and the high birth rate among the Hispanics. With a gradual increase in the enrollment, overcrowding has not been as dramatic or widespread as in the other areas. However, projections show an additional 2,400 students by 1983 and there is simply not enough room to continue to absorb these students in the schools that are in operation at or above their current capacity.

D. East Hollywood Area--Highland Park-Glassell Park (Portion of Administrative Area 7)

Although only area-wide figures are available, some obvious conclusions can be drawn from these figures. Since the area includes the far East Valley and Sunland-Tujunga as well as East Hollywood, Highland Park, Glassell Park, Atwater, and Eagle Rock, it started in 1975 as a well balanced area from an ethnic standpoint. There were 45.7 percent Other white, 41.1 percent Hispanics, 10.3 percent Asian and 2.8 percent Black and Indian. By 1980, these figures had changed to 27.7 percent Other White, 53.7 percent Hispanic 14.9 percent Asian, and 3.7 percent Black and Indian. The total enrollment had decreased by about 1,000. Here again, that figure is misleading because of the offsetting gain and losses among the several categories of students. The Other White population declined to 9,200 while the Hispanics increased by about 6,000 and the Asians went up by 2,200 students.

The loss of the Other White students occurred primarily from the schools involved in mandatory desegregation although the trend for declining enrollment began before 1978, from these same schools. The increase

in the Hispanic enrollment accelerated about 1978 and began to impact schools by creating double sessions about that same time. Although the projection on an area-wide basis shows a decline for the total area, the currently overcrowded schools will continue to grow and become more impacted. Here again, the impact is now being felt at the elementary level, but will continue through the grades until the secondary schools also begin to look for additional seats to house the growing enrollment already present in the elementary schools.

This area also still has the growth potential as described in Area 5. With the Hispanic percentage at 53.7 percent, there is still room for continued growth from in-migration and the high birth rate.

E. South Central Los Angeles--Administrative Area 3

This is probably the most difficult area to project for enrollment growth. Based on area-wide totals and using straight line projection the total enrollment should decline. However, it should be noted that the declining Black enrollment is now being partially offset by an increasing Hispanic enrollment. The Black percentage has declined from 84.1 percent in 1975 to 71.8 percent in 1970 while the Hispanic ratio has increased from 6.6 percent to 22.5 percent. In real numbers, this increase represents about 9,000 students and indicates that there is the beginning of an accelerated ethnic change in this area from Black to Hispanic. This change has always included rapid increases in enrollment particularly at the elementary level and that is currently evident by several additional schools being classified as overcrowded.

F. Balance of the District --Administrative Areas 1, 4, 8, 9, and 10

All of these areas continue to decline as a result of two major items: 1) White flight 2) Natural decline in the Other White birth rate. There may be some slowdown in the rate of decline as a result of some returning students, but in general, the decline will continue with the greatest numbers in the Valley areas 8, 9, and 10.

Areas 1 and 4 will also continue to decline but at a much slower rate than Areas 8, 9, and 10. No dramatic growth is anticipated among any of the ethnic groups, although there may be isolated areas where enrollment may increase for a variety of reasons but these will be few and far between and may also be of short duration.

In general, growth and decline are strange companions. In a district as diverse as Los Angeles, anything seems possible and we do indeed have growth and decline occuring simultaneously. The growth is staggering in numbers along with the impact on the school and the students. To deny minority students new schools simply because they constitute the majority of the District's student enrollment defies common sense. The alleviation of overcrowding on a long-range basis must include new construction and new schools.

Plan for the Relief of Overcrowding 1981-82

For the 1981-28 school year several approaches are necessary to ameliorate the effects of overcrowding:

A. Year-Round Operation

For the 1981-82 school year the following 87 schools will be on year round operation to alleviate the effects of overcrowding:

45 Continuing Year-Round Schools

1. Aldama
2. Bryson
3. Commonwealth
4. Corona
5. Cortez
6. Dacotah
7. Elizabeth
8. Fishburn
9. Graham
10. Grant
11. Heliotrope
12. Hillside
13. Hobart
14. Hoover
15. Liberty
16. Lillian
17. Logan
18. Loma Vista
19. Lorena
20. Magnolia
21. Middleton
22. Miles
23. Norwood
24. Park
25. Ramona
26. Rosemont
27. San Gabriel
28. San Pedro
29. Stanford
30. State
31. Tenth
32. Trinity
33. Tweedy
34. 20th St.
35. 28th St.
36. Union
37. Victoria
38. Wadsworth
39. Woodlawn
40. Adams JH
41. Berendo JH
42. Gage
43. Nimitz
44. South Gate
45. Virgil

42 Year-Round Schools Commencing on July 1 and July 7, 1981

1. Aragon
2. Arlington Hts.
3. Buchanan
4. Cahuenga
5. Camillia
6. Castelar
7. Fletcher Dr.
8. Forty-ninth
9. Fourth
10. Gates
11. Haddon
12. Latona
13. Lockwood
14. Loreto
15. Main
16. Menlo
17. Micheltorena
18. Miramonte
19. Montague
20. Monte Vista
21. Murchison
22. 107th
23. Pacoima
24. Roscoe
25. Santa Monica
26. Sharp
27. Van Nuys
28. Vaughn
29. Vermont
30. Vine
31. Wilton Pl.
32. Carver JH
33. Edison JH
34. Le Conte JH
35. Mt. Vernon JH
36. Bell HS
37. Belmont HS
38. Huntington Park HS
39. South Gate HS
40. Newmark Continuation
41. Odyssey Continuation
42. San Antonio Continuation

B. Boundary Changes

Changes in school attendance zones by changing boundaries can partially relieve overcrowding in the following lschools:

Selma Avenue
Le Conte Junir High

C. The Addition of Temporary Classrooms

Staff has reviewed the site size and in consultation with the school communities recommends that temporary classrooms be added to the following sites. These additions will avoid the need of either year-round operation or satellite zoning and requires Court approval:

Dayton Heights	Nobel Avenue
Dorris Place	Shenandoah
Eastman Avenue	*Sierra Vista
Euclid Avenue	Stoner Avenue
Evergreen	24th Stret
*Fair Avenue	*West Vernon
First Street	South Gate HS
Glassell Park	

*Also may require back-to-back with first and second grade

D. Back-to-Back First and Second Grades

The utilization of back-to-back in first and second grades can alleviate overcrowding in some schools. Judge Egly disapproved of this technique and therefore Court approval is necessary. The schools for which back-to-back first and second grades can relieve overcrowding are as follows:

*Fair	*Sierra Vista
Selma	*West Vernon

*In the event that temporary housing as noted in paragraph C is not approved, those schools will also be required to use back-to-back in first and second grades to alleviate overcrowding.

E. Satellite Zone (requires Court approval)

Each Satellite Zone program is reviewed annually. This year many pupils involved in the Satellite Zone program begun in 1980-81 will be permitted to return to their resident schools with the option to remain in their satellite zone receiving school under the PWT program. Active pupil recruitment will be conducted in overcrowded schools for Magnet and PWT programs prior to involvement in the Satellite Zone Program. Schools proposed as Satellite Zone senders for 1981-82 include:

Sender School	Adm. Area	Grades	Est. No. to be Sent	Admin. Area	Tentative Receiver School	Grade	Est. No. to be sent
Commonwealth	5	1-5	100	4	Wonderland	1-5	100
Grant	7	1-6	310	7	Valley View	1-6	200
				5	W. Hollywood	1-6	100
Hillcrest	4	1-6	235	4	Bellagio	1-6	45
				4	Clover	1-6	75
				4	Walgrove	1-6	115
Hobart	5	1-6	350	4	Dixie Canyon	1-6	350
Hoover	5	1-5	100	4	Riverside	1-5	100
Ramona	7	1-6	80	5	W. Hollywood	1-6	80
Tenth	5	1-5	450	8	Toluca Lake	1-5	200
				8	Sherman Oaks	1-5	175
				8	Burbank	1-5	75
Union	5	1-5	425	8	Colfax	1-5	200
				7	Rio Vista	1-5	150
				8	Carpenter	1-5	75
Berendo JHS	5	9	600	8	Millikan JHS	9	600
Virgil	5	9	135	4	Emerson JHS	9	135
Belmont HS	5	9-12	1025	8	Van Nuys JHS	9	125
				8	Grant HS	10-12	900
South Gate HS	2	9-11	300	7	Mt. Gleason	9	100
				7	Verdugo Hills	10-11	200

(Former G.O.D.)

School	Admin. Area	Grades	Est. No. to be Sent	Receiver School	Grade	Number
Castelar	6	K-6	150	Utah	K-6	40
				20th St.	K-6	110
City Terrace	6	K-6	100	Multnomah	K-6	100
Wilmington JH	1	7-0	320	Dodson JH	7-9	320
Carson HS	1	10-12	900	Banning HS	10-12	900
San Fernando	8	10-12	400	Kennedy HS	10-12	400

F. New Construction

In the District's view, there is no long-range alternative from relief other than new construction. The other solutions are band-aid approaches essential for the short term, but insufficient in the long run. The District does not know at this time whether it can finance all of the proposed new construction but funds cannot be obtained unless the District can represent that new construction has been approved by the Court. The District has recently received $21.8 million in state funds pursuant to the Leroy Greene Lease Purchase Law for construction at Cortez, Hoover, Magnolia, Middleton Miles and Union elementary schools. With Court approval, actual construction can begin on these projects within 60-90 days.

Schools Designated for New Construction at Existing Sites

Aldama	4 classrooms and land addition
Bryson	14 classrooms, Administration and library plus new school #5
Commonwealth	17 classrooms and cafeteria plus new school #6 and #9
Corona	15 classrooms, library and expand cafeteria plus new school #3 and #4
Cortez	6 classrooms and multi-purpose unit
Fishburn	4 classrooms and additional land plus new school #4
Grant	8 classrooms and additional land
Heliotrope	8 classrooms
Hillside	9 classrooms and cafeteria
Hobart	7 classrooms plus new school #7
Hoover	35 classrooms, administrative, library, multi-purpose and lunch shelter plus new school #7 and #8

Loma Vista	12 classrooms, administration, library, cafeteria plus new school #3
Lorena	8 classrooms, cafeteria and land addition.
Magnolia	16 classrooms and multi-purpose plus new school #7
Middleton	24 classrooms, administration, library, lunch shelter, land addition plus new school #1 and #3
Miles	12 classrooms and lunch shelter plus new school #1 and #3
Ramona	12 classrooms and land addition
Rosemont	8 classrooms plus new school #9
San Gabriel	12 classrooms, cafeteria and land addition
Stanford	12 classrooms
State	8 classrooms and land additions
Tenth Street	28 classrooms, expand cafeteria and land addition plus new school #8
Trinity	8 classrooms
28th Street	10 classrooms
Union	12 classrooms, lunch shelter and administrative unit expansion plus new school #9
Victoria	12 classrooms plus new school #5
Woodlawn	14 classrooms, administration and library plus new school #4
Aragon	4 classrooms and lunch shelter
Cahuenga	8 classrooms and land addition
Gates	8 classrooms and land addition
Lockwood	8 classrooms and multi-purpose
Micheltorena	6 classrooms and cafeteria
Wilton Place	8 classrooms
Adams Jr.	12 classrooms, cafeteria and land addition
Berendo Jr.	12 classrooms, lunch shelter, faculty dining room plus new school #11

Gage Jr.	12 classrooms and expand physical education facility plus new school #10
Nimitz Jr.	10 classrooms and multi-purpose room plus new school #10
South Gate Jr.	Addition to cafeteria and expand gym plus new school #10
Virgil Jr.	12 classrooms plus new school #11
Carver Jr.	Alter cafeteria and add shelter
Edison Jr.	Additional land
Le Conte Jr.	Additional land
Bell High	16 classrooms
Huntington Park High	16 classrooms
South Gate High	16 classrooms and land additions

The proposed new construction indicated for each school will not eliminate all overcrowding at each school. Temporary relief, including some satellite zoning is necessary for these schools.

Locations Proposed for Construction of New Schools.

Elementary

School #1	Proposed to be located in an area north of Middleton and north of Miles Avenue.
School #2	Proposed to be located in an area south of Middleton and north of Liberty Blvd.
School #3	Proposed to be located in an area east of Miles and west of Corona
School #4	Proposed to be located in an area east of Corona, west of Woodlawn and south of Fishburn
School #5	Proposed to be located in an area east of Victoria and west of Bryson
School #6	Proposed to be located in an area east of Cahuenga and west of Commonwealth
School #7	Proposed to be located in an area between Hobart, Hoover, and Magnolia

School #8	Proposed to be located in an area between Hoover Street and Tenth Streets
School #9	Proposed to be located in an area west of Union Avenue and south of Rosemont Avenue

Junior High

School #10	Proposed to be located in an area west of South Gate Jr. and south of Gage Junior High
School #11	Proposed to be located in an area easterly of Berendo and Virgil Jr. High

The construction of new schools is necessary to fully alleviate the problem at these schools.

GUIDELINES FOR IMPLEMENTATION OF LONG-TERM REMEDIES

It appears that there will be no mitigation of the demographic changes described heretofore within the foreseeable future. The housing needs in these areas will not diminish, and, in fact, will increase if the present demographic projections are correct. Minority students residing in these communities should not be required to suffer overcrowded school plants, classrooms and supportive facilities. They should not be required to travel extended distances away from their communities in order to enjoy a normal educational experience free from overcrowding and its attendant problems. In order to formulate and implement an effective, long-term remedy for these highly dynamic demographic changes, it is necessary that the school district utilize guidelines which are designed to meet varying needs at various times within the school community and which permit the application of multi-faceted remedies. The District believes that there are four general categories of remedies which it should follow in a kind of priority sequence. Those categories are:

1. Boundary Changes. Wherever feasible, the District will alter attendance area boundaries in order that students might be reassigned to neighboring schools possessing underutilized classrooms.

2. Voluntary Programs Involving the Reassignment of Students to Undercrowded Facilities. Wherever possible, the District will encourage students to take advantage of magnet school programs, PWT programs, and any other voluntary pupil reassignment programs that may be provided. Minority students attending overcrowded schools will continue to receive priority for admission.

3. Other Remedies That Would Not Result in the Mandatory Reassignment of Students Beyond the High School Service Area in Which They Reside. Included within this category are remedies such as:

a. The construction of new schools and the expansion of existing schools.

b. Grade level reorganization.

c. Year-round schools on a four-track basis.

d. Any other technique which does not involve the mandatory reassignment of the student beyond the high school service areas.

4. Mandatory Reassignment of Students to Underutilized Schools Located Beyond the High School Attendance Area in Which the Student Resides. The primary technique falling within this category has been referred to as satellite zoning where youngsters within a described geographic area become a part of the service area of a more distant school. However, any program of mandatory reassignment to schools outside the high school service area would be utilized in this category.

The foregoing remedies will be utilized subject to the following guidelines:

1. Wherever feasible, and consistent with the need to reduce overcrowding, assignments will be made to decrease segregation or increase integration.

2. If a boundary change is feasible and effective, such change will be implemented as a first effort in relieving an overcrowded school.

3. Preferential enrollment consideration, so far as new applicants are concerned, will be given to students from overcrowded schools for enrollment in the PWT Program, in the magnet schools and in any other voluntary desegregation program that may be implemented in the future.

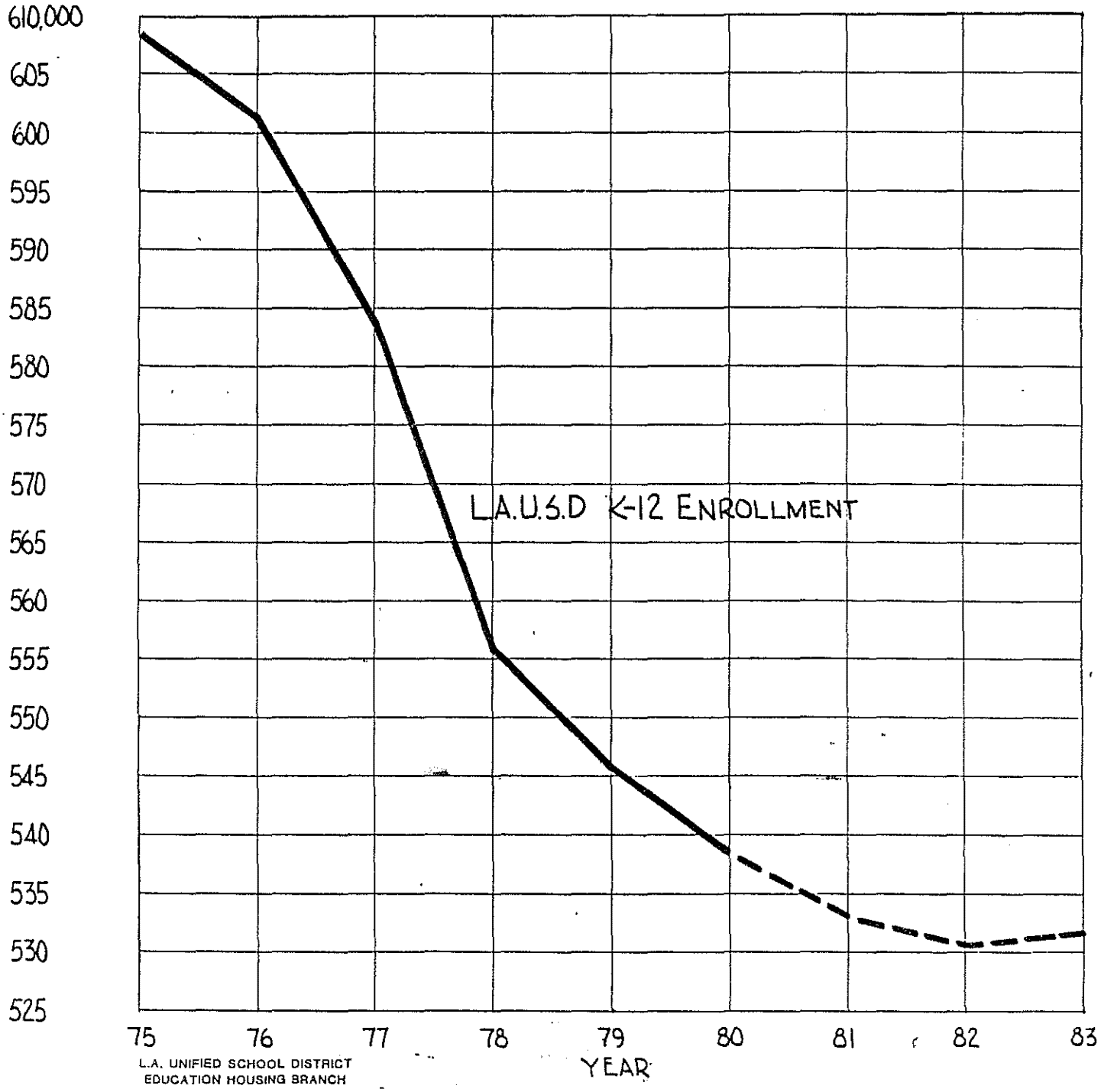
4. Whenever capital outlay funds are available, and when such action would be necessary for long-term relief of overcrowding, new school plants will be constructed and existing plans will be enlarged and improved.

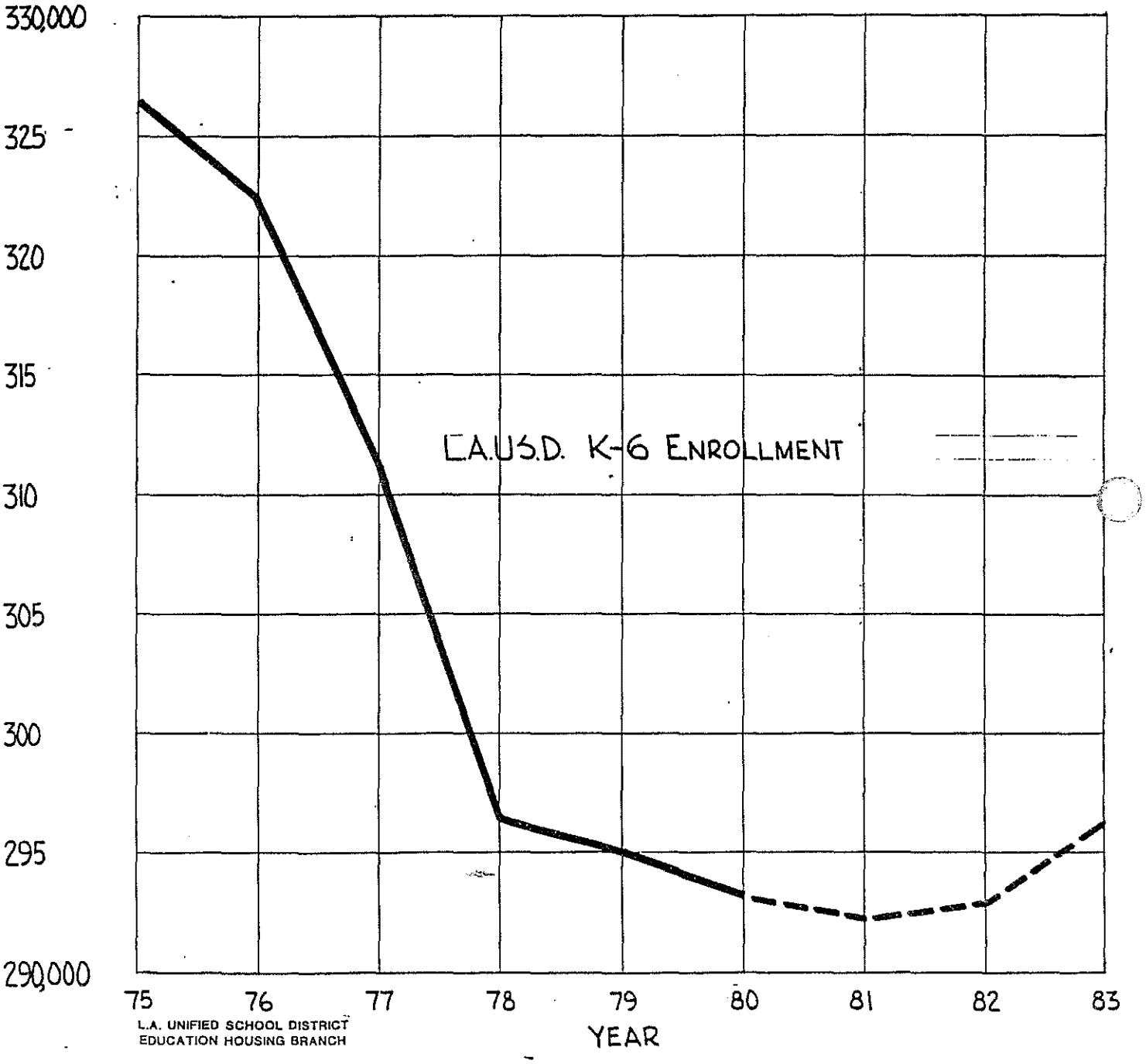
Should the Court approve, the District will follow the four-step approach, listed above, in priority order in addressing current and future overcrowding problems and will utilize the above-listed conventions in applying each approach to the alleviation of the problem.

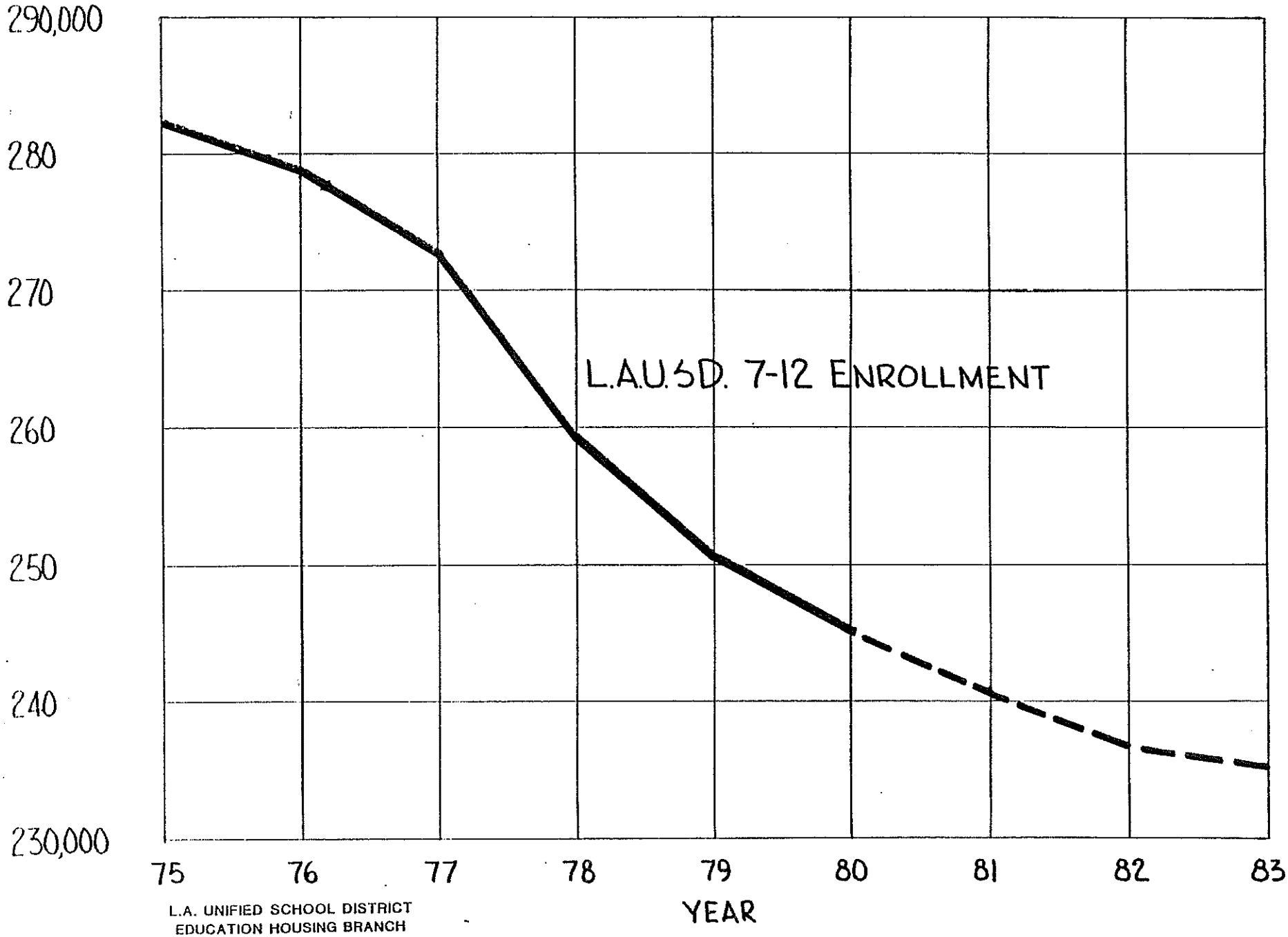
Exhibit B

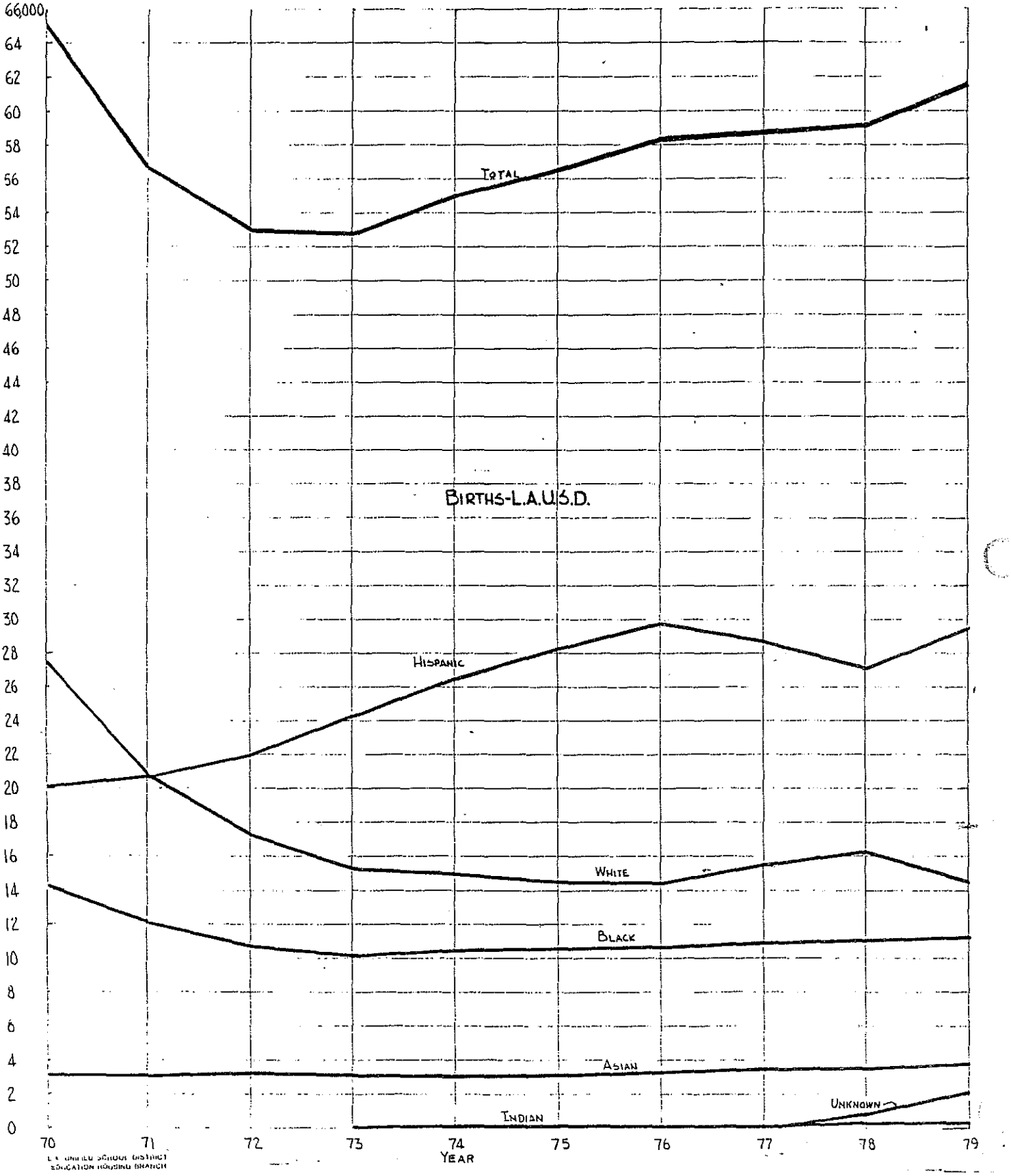
ENROLLMENT, RACIAL AND ETHNIC

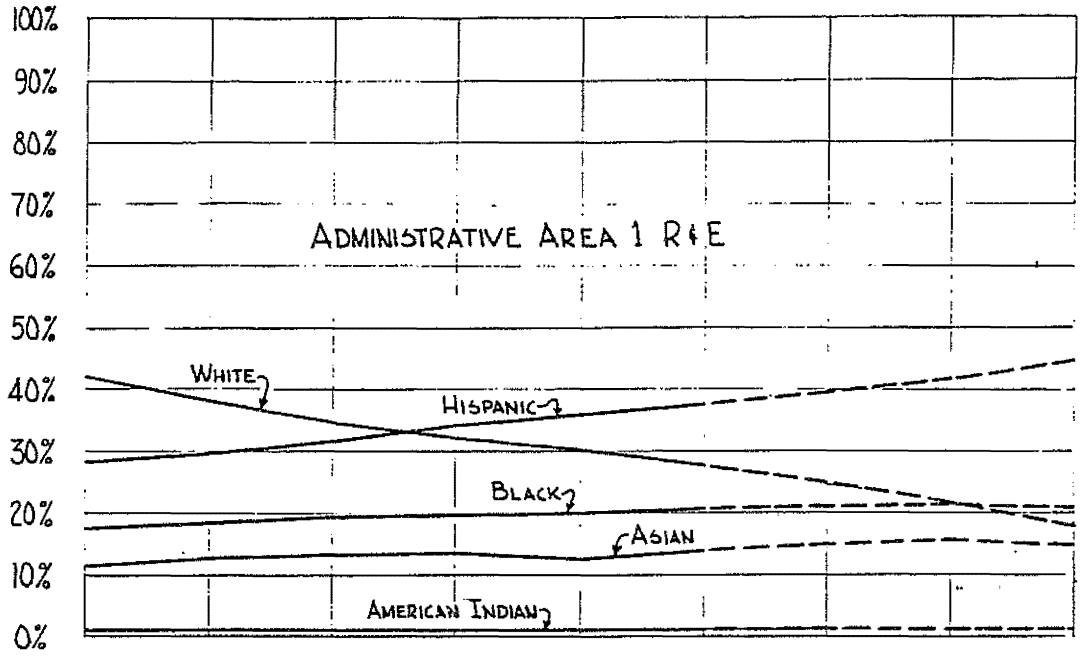
LOS ANGELES UNIFIED SCHOOL DISTRICT

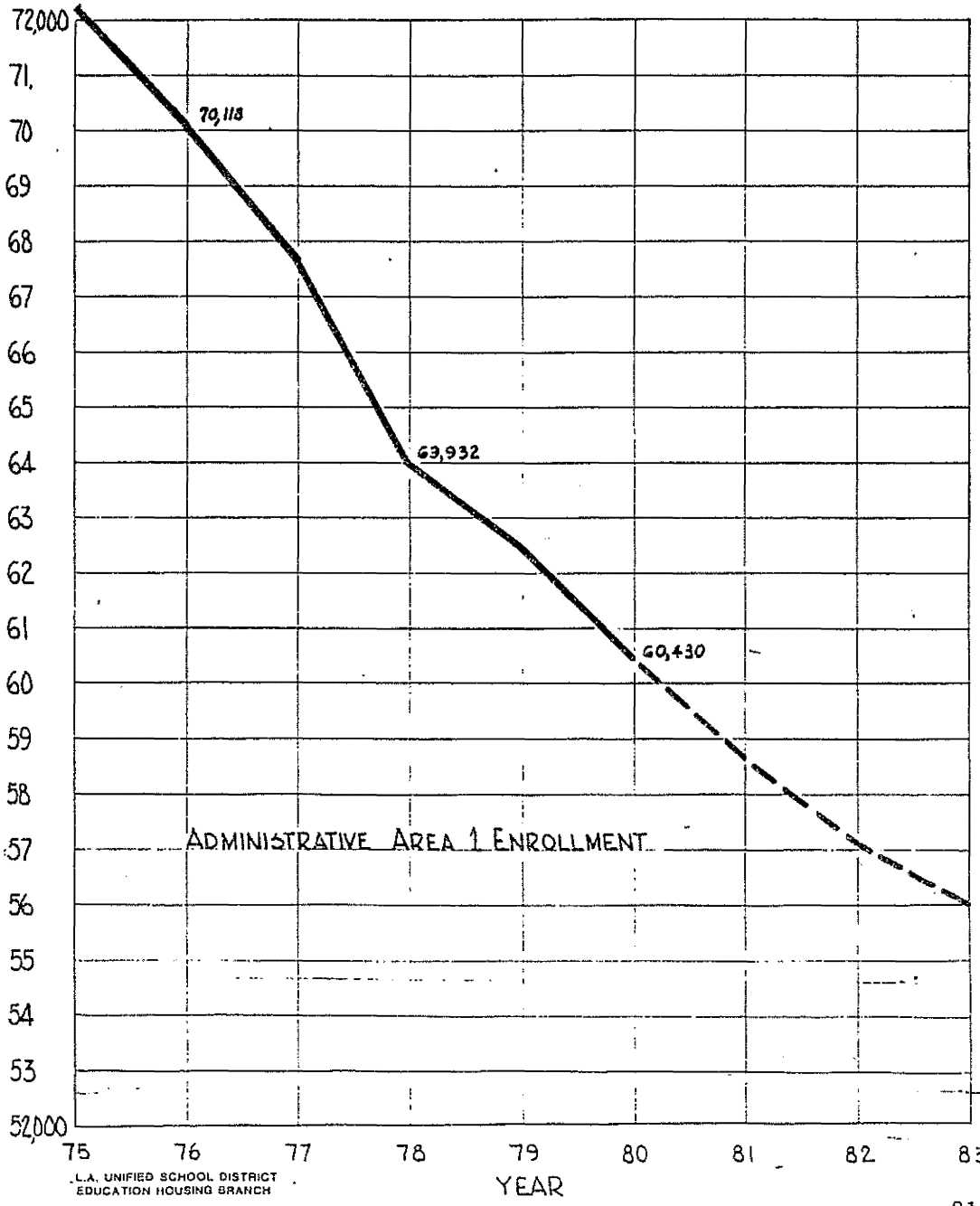

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EDUCATION HOUSING BRANCH

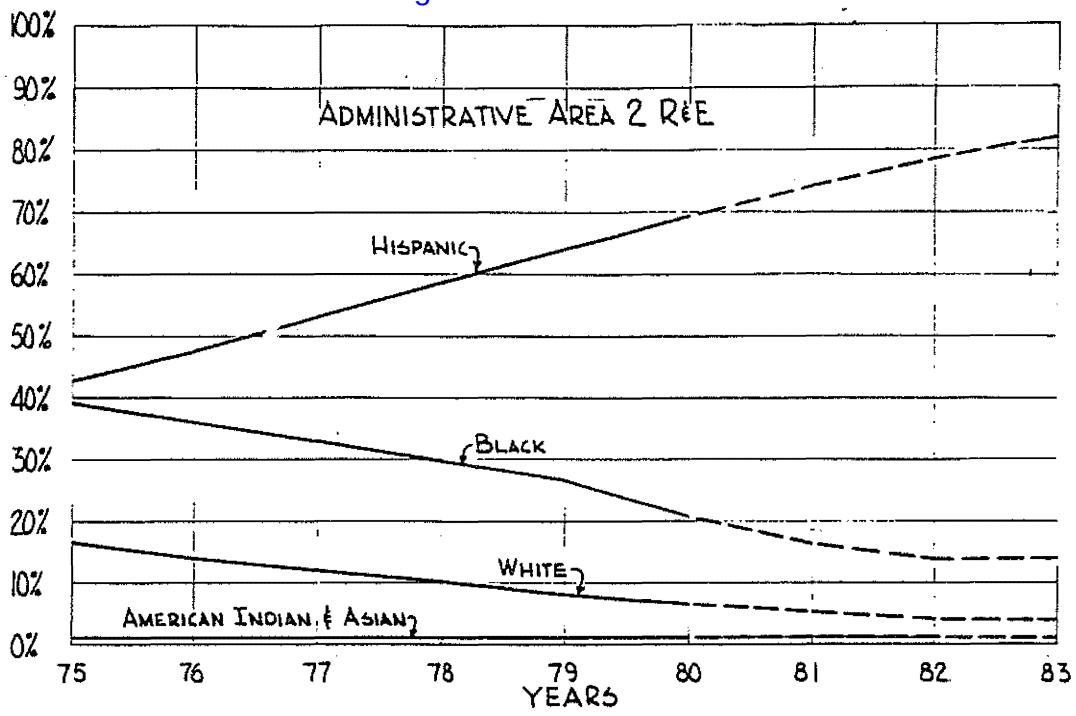

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L.A. UNIFIED SCHOOL DISTRICT
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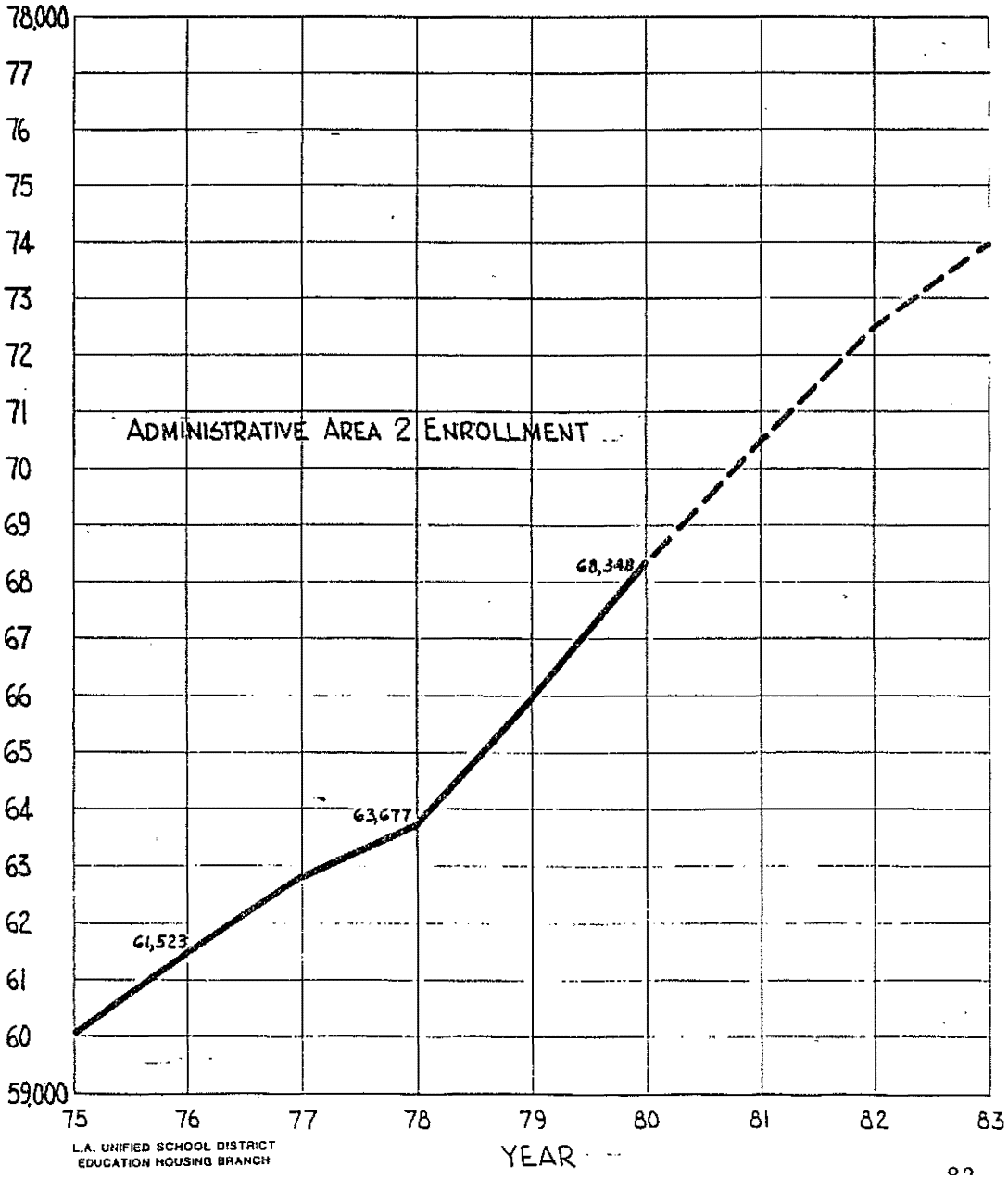

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L.A. UNIFIED SCHOOL DISTRICT
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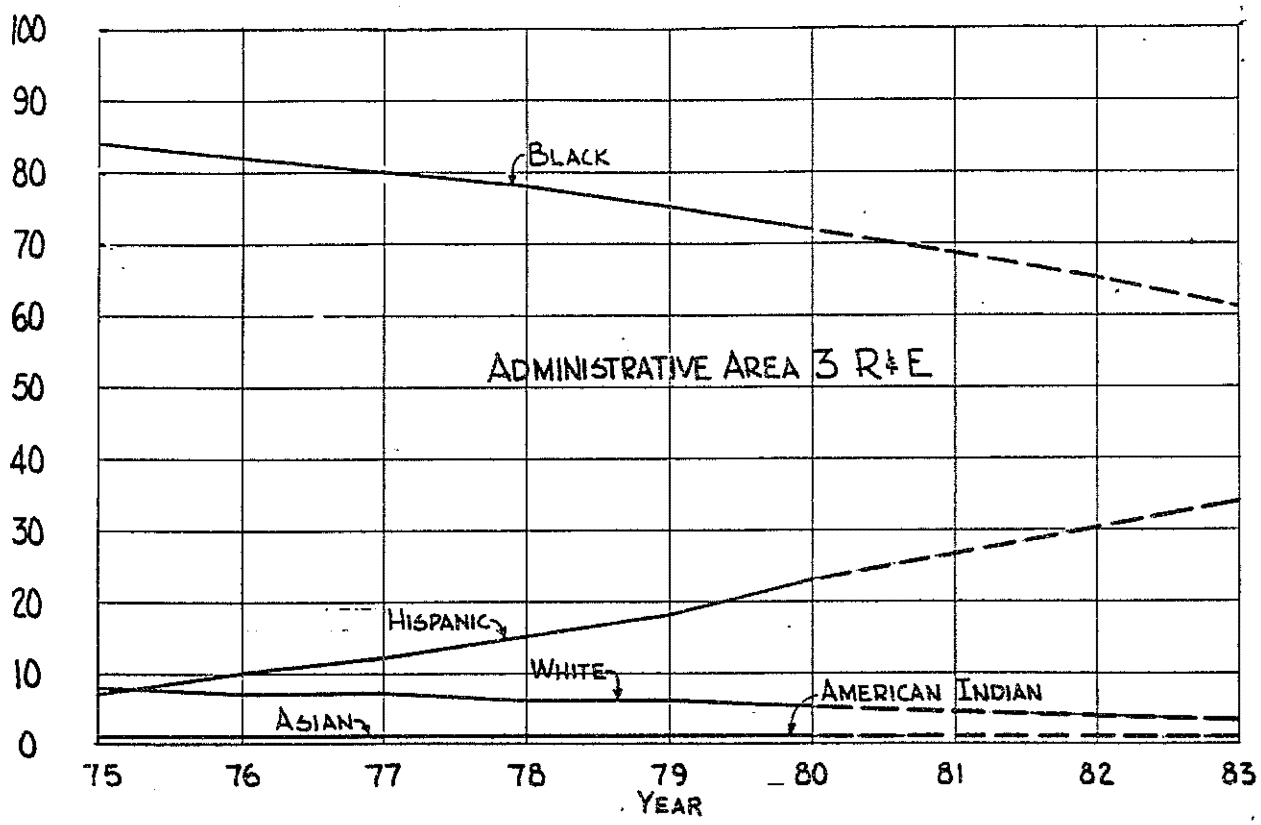

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L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH

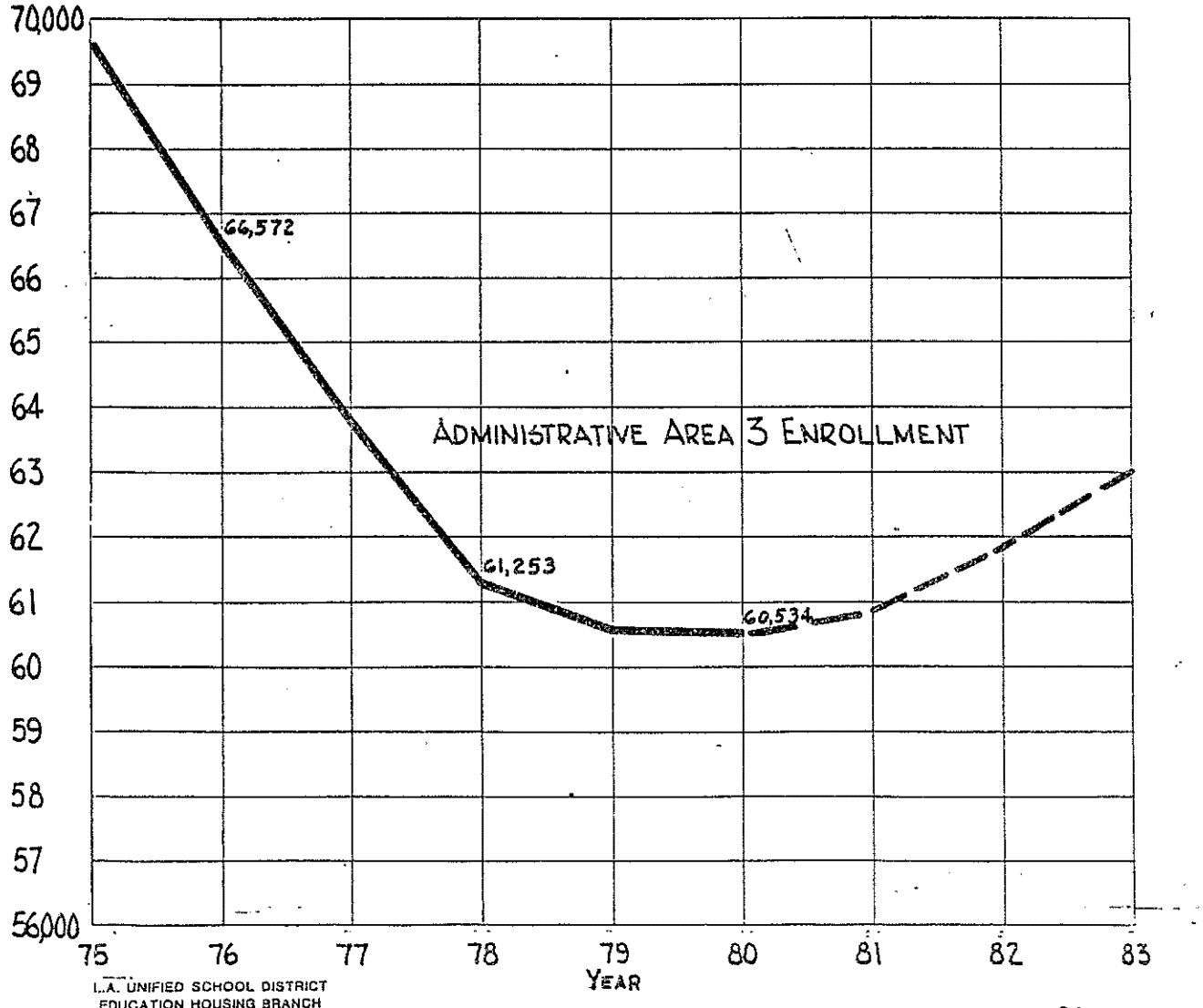

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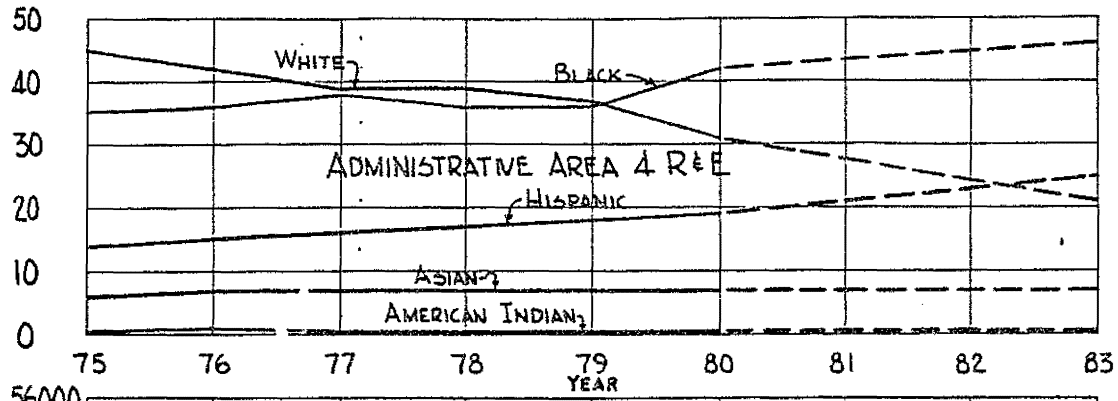

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L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH
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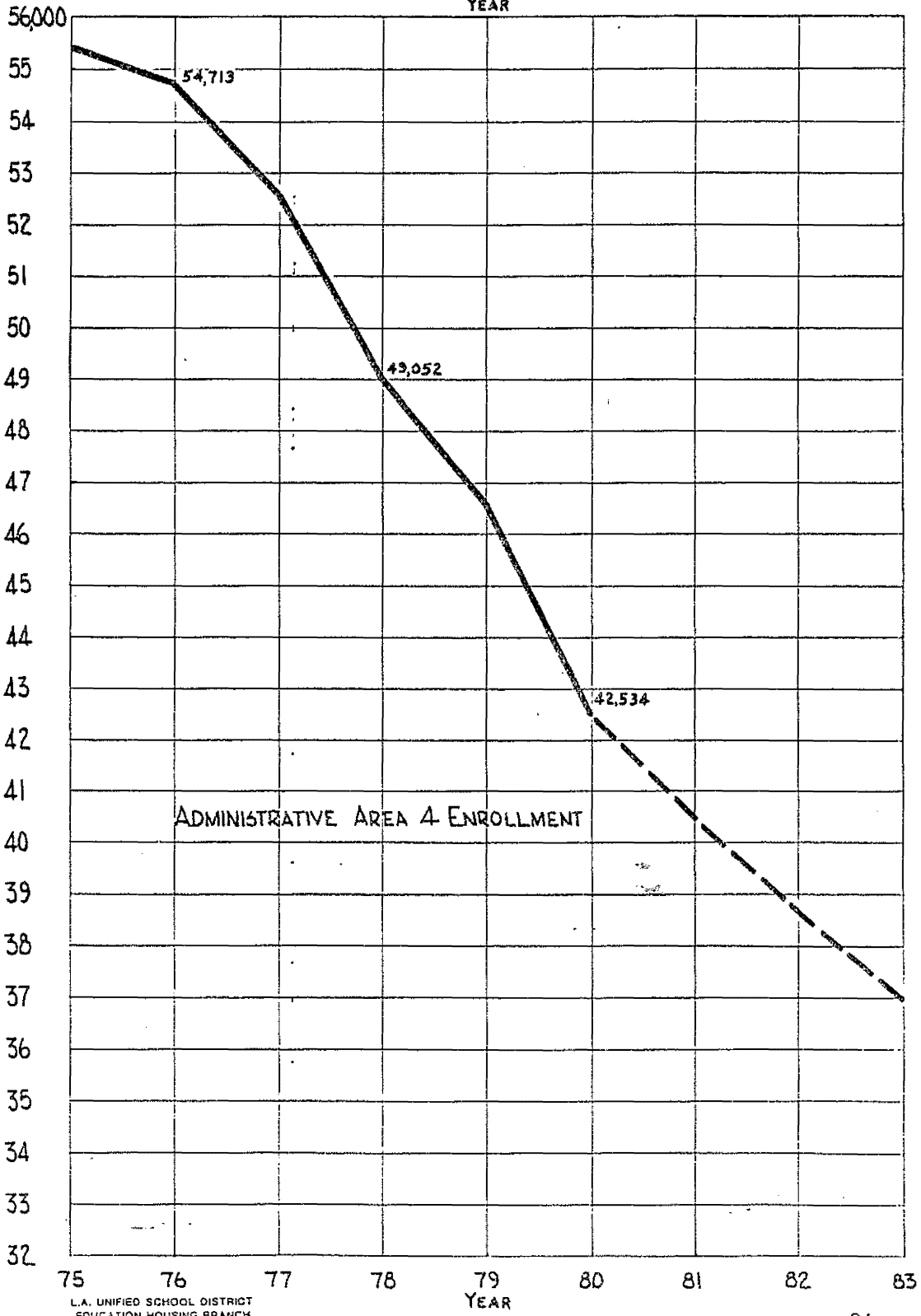

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L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH

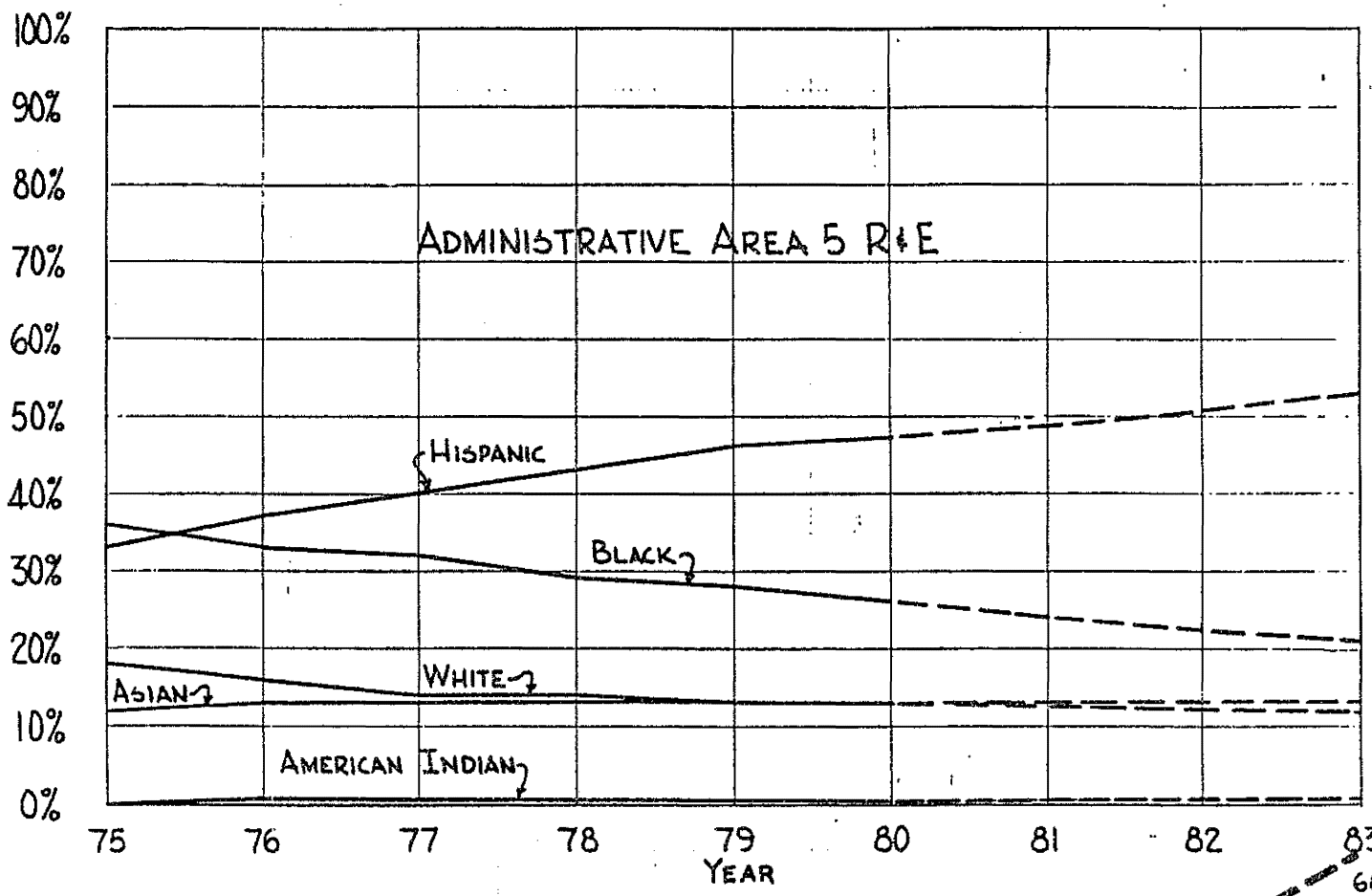

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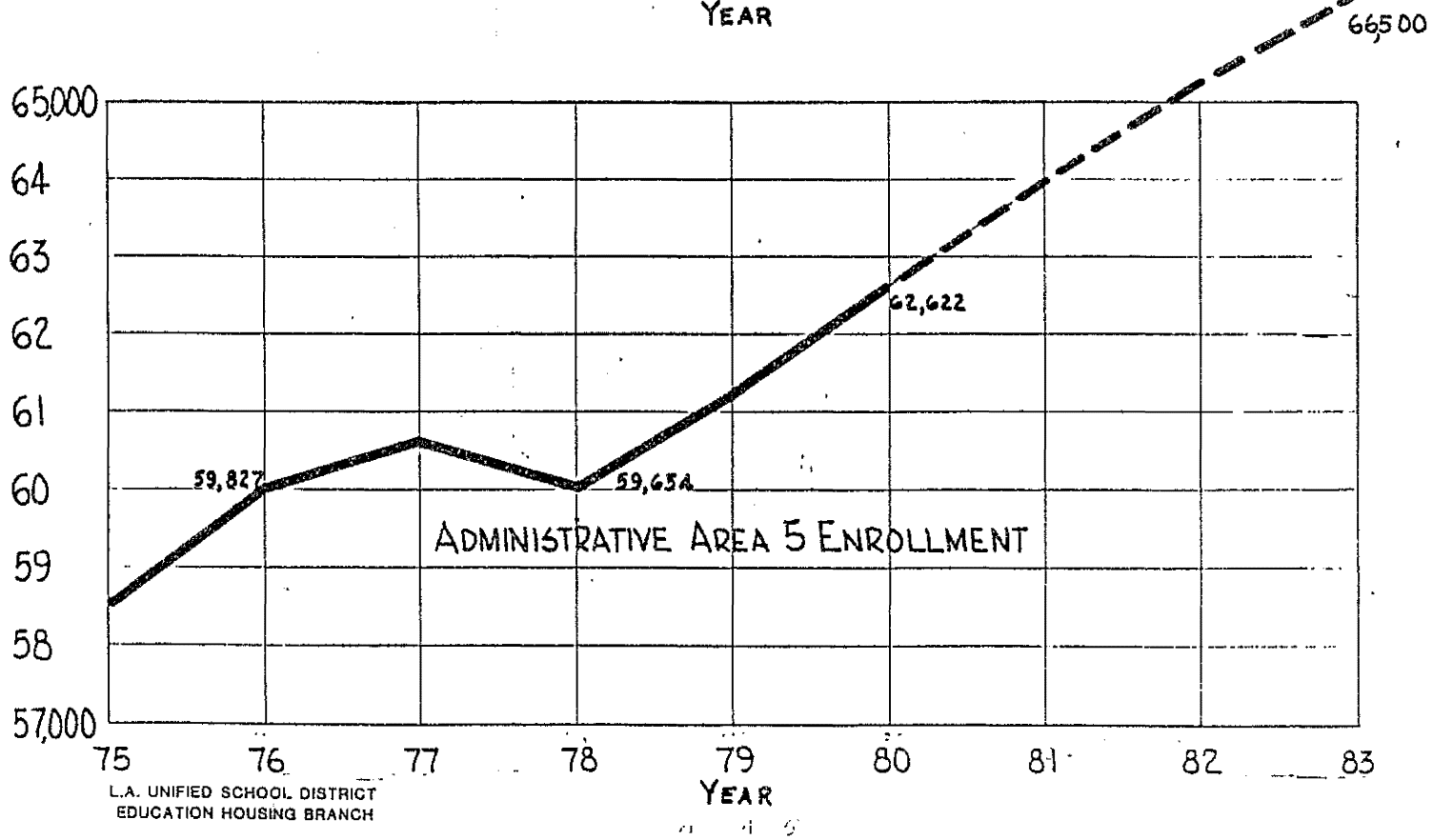

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L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH

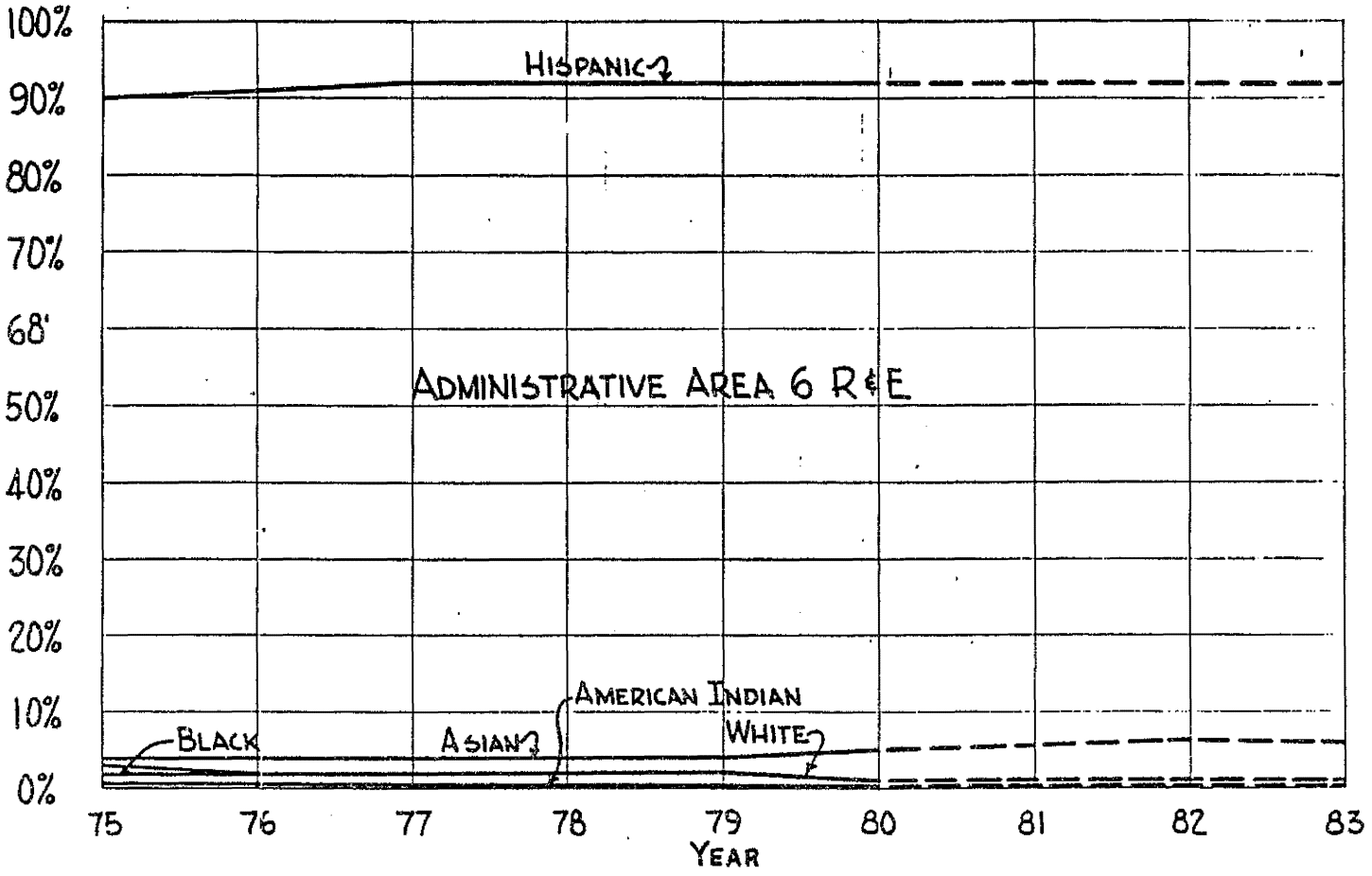


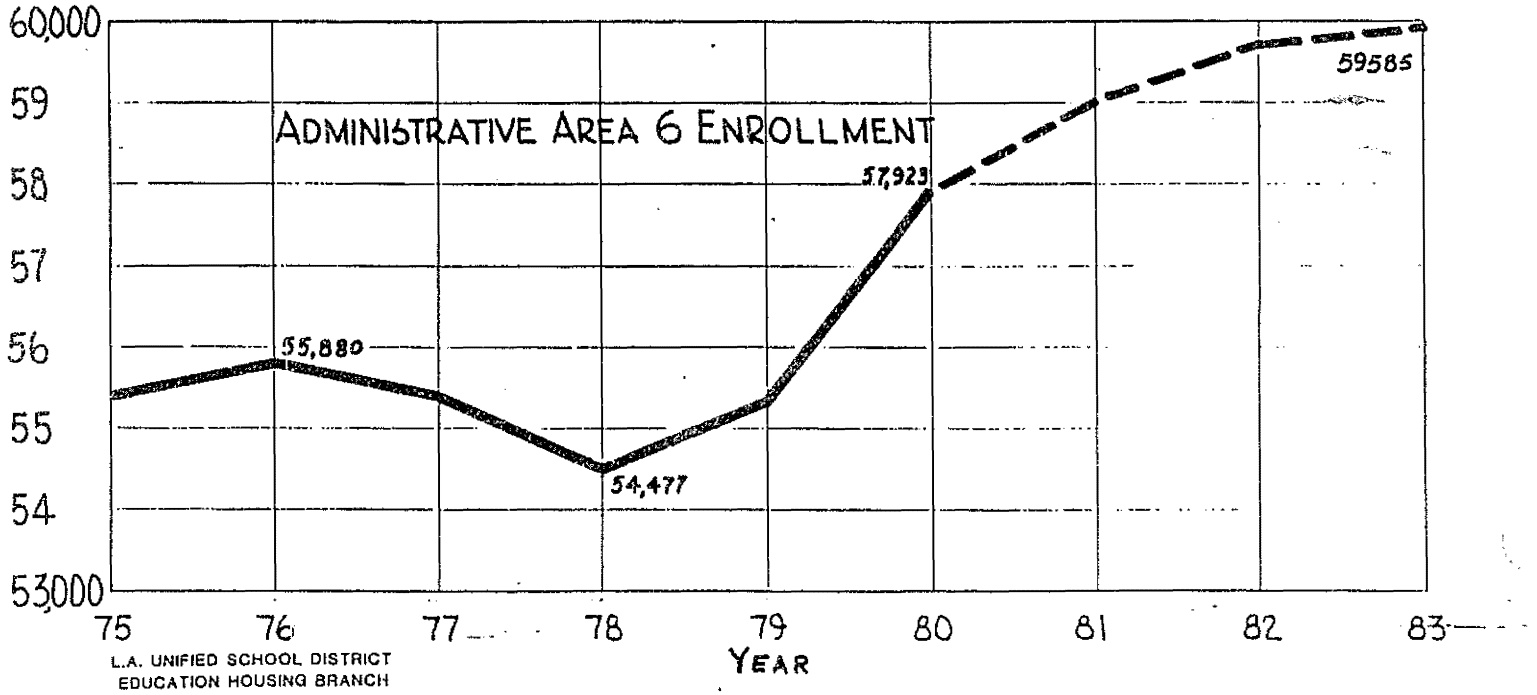


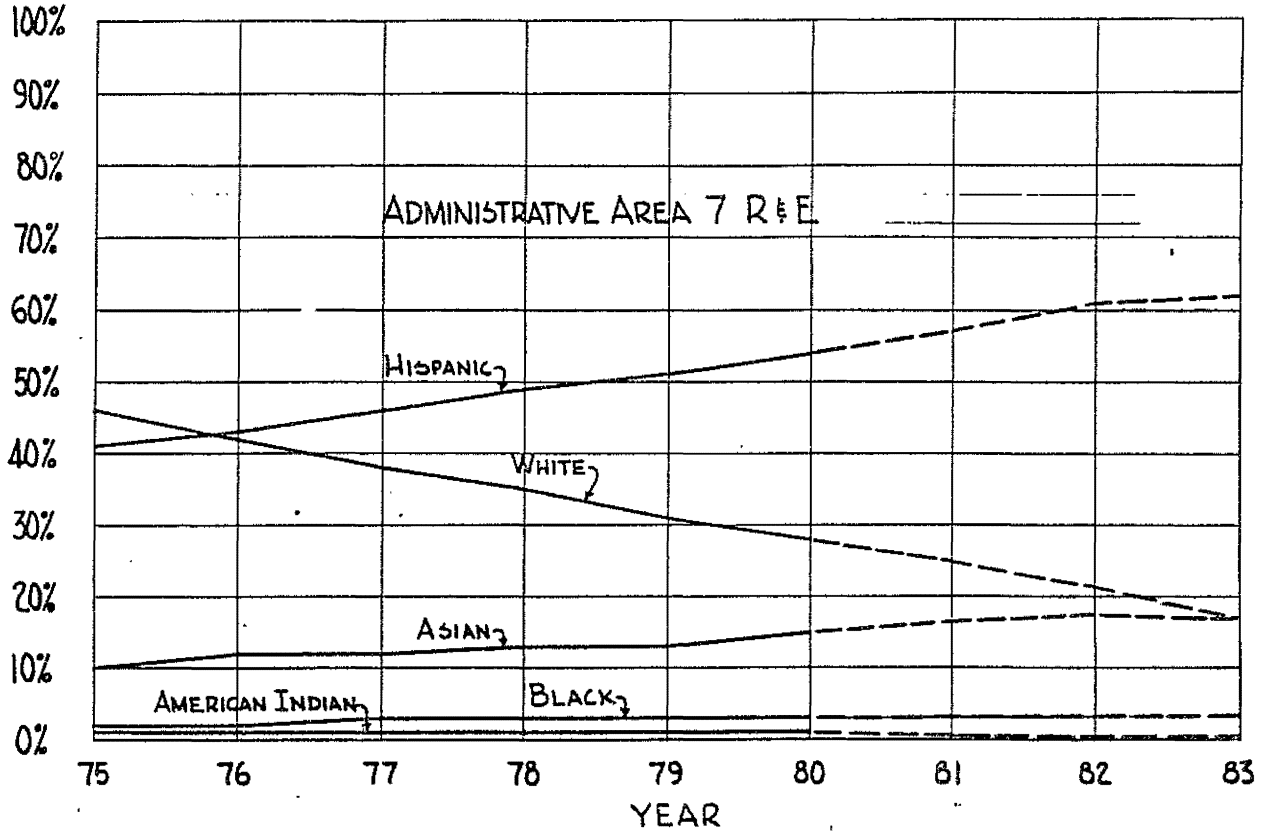
L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH

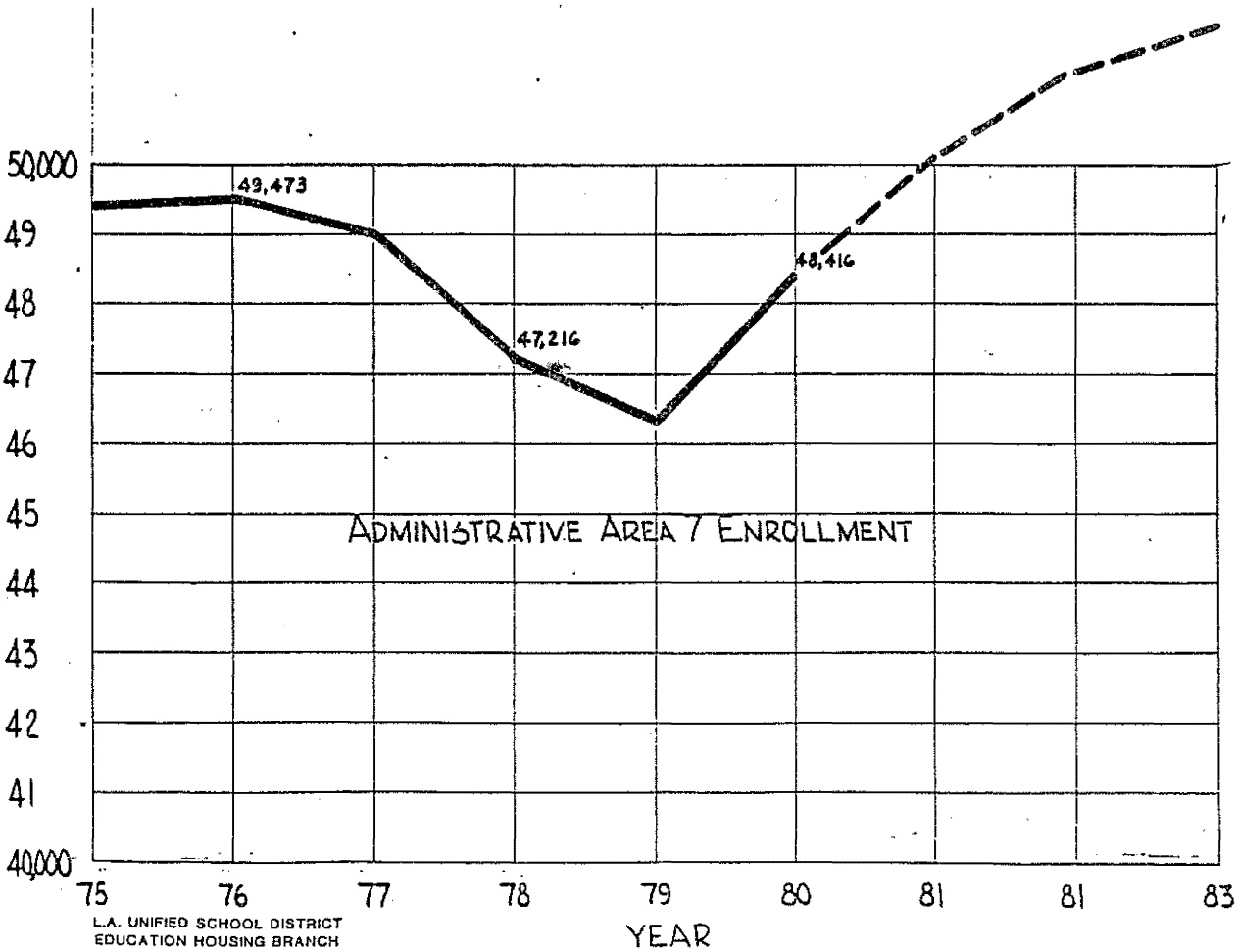

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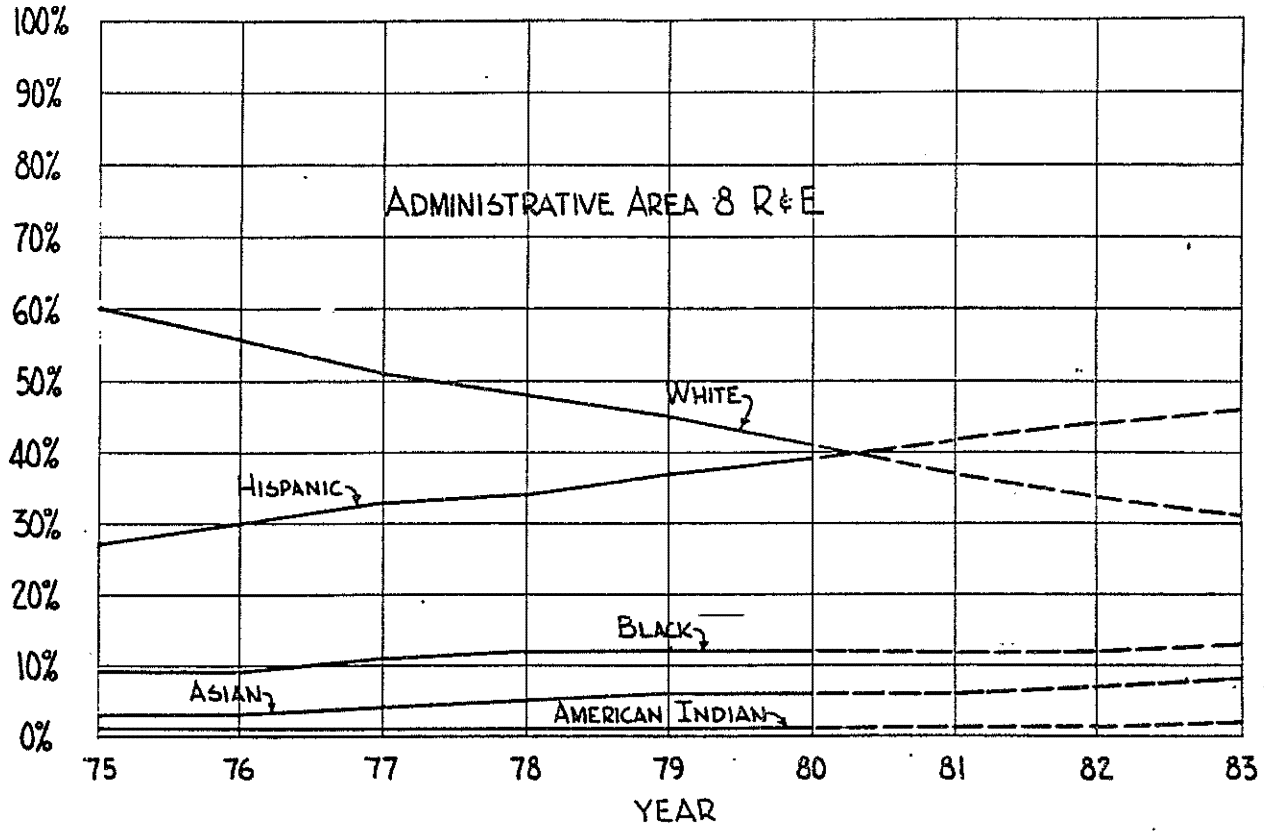

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L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH

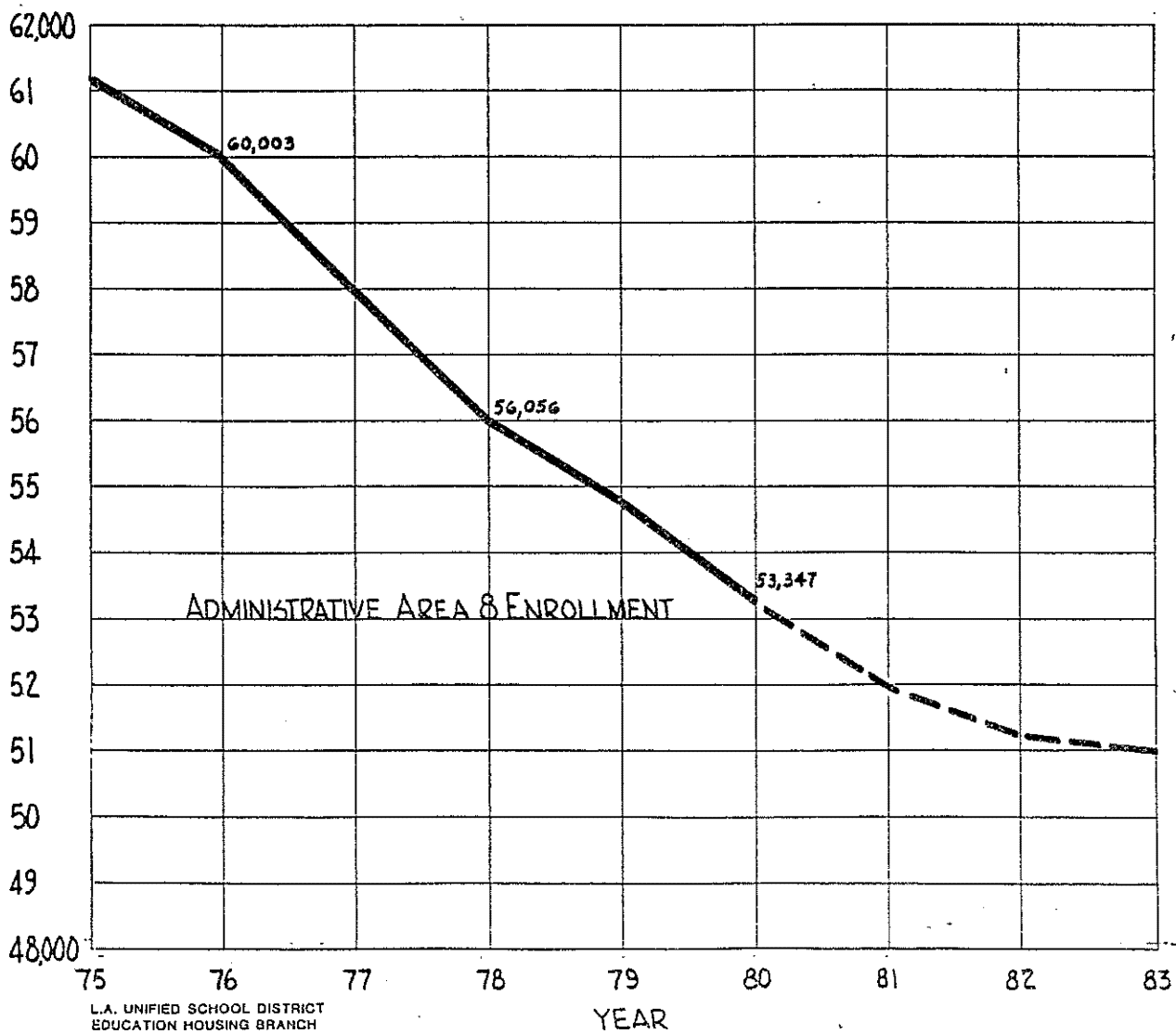

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L.A. UNIFIED SCHOOL DISTRICT
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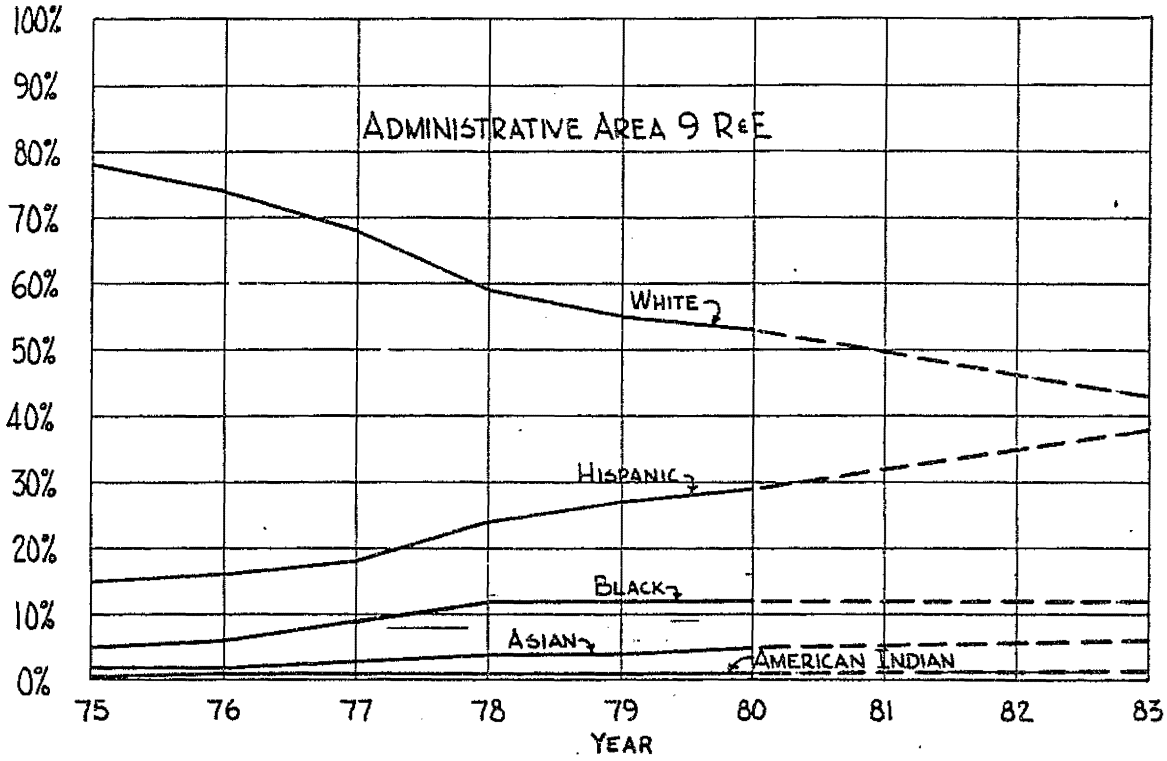

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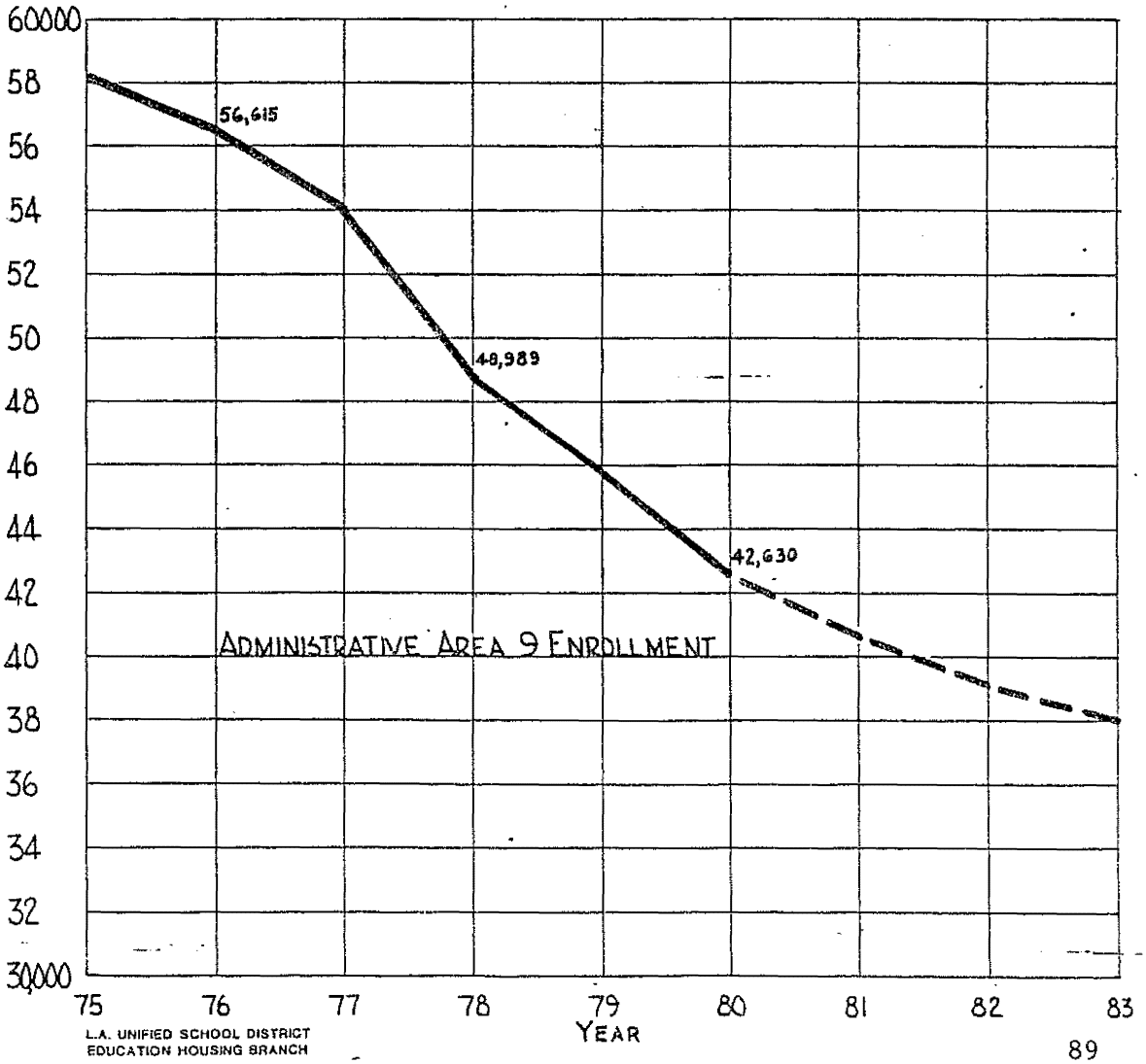

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L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH
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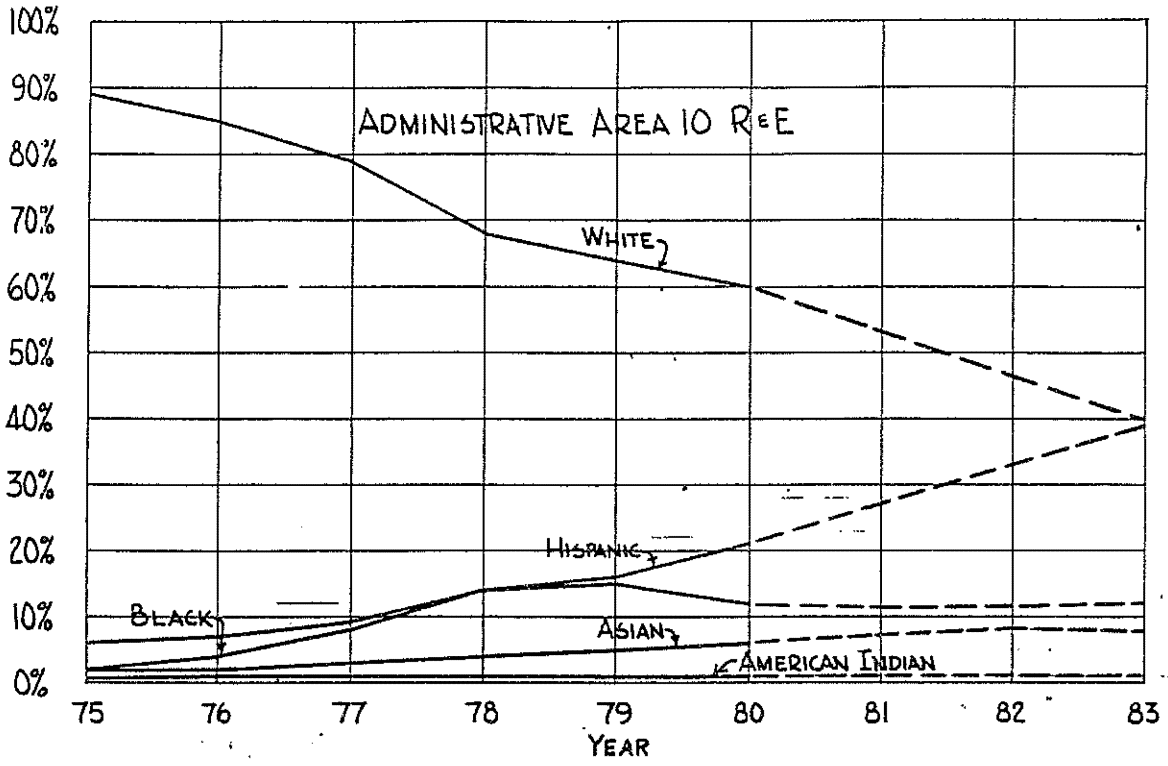


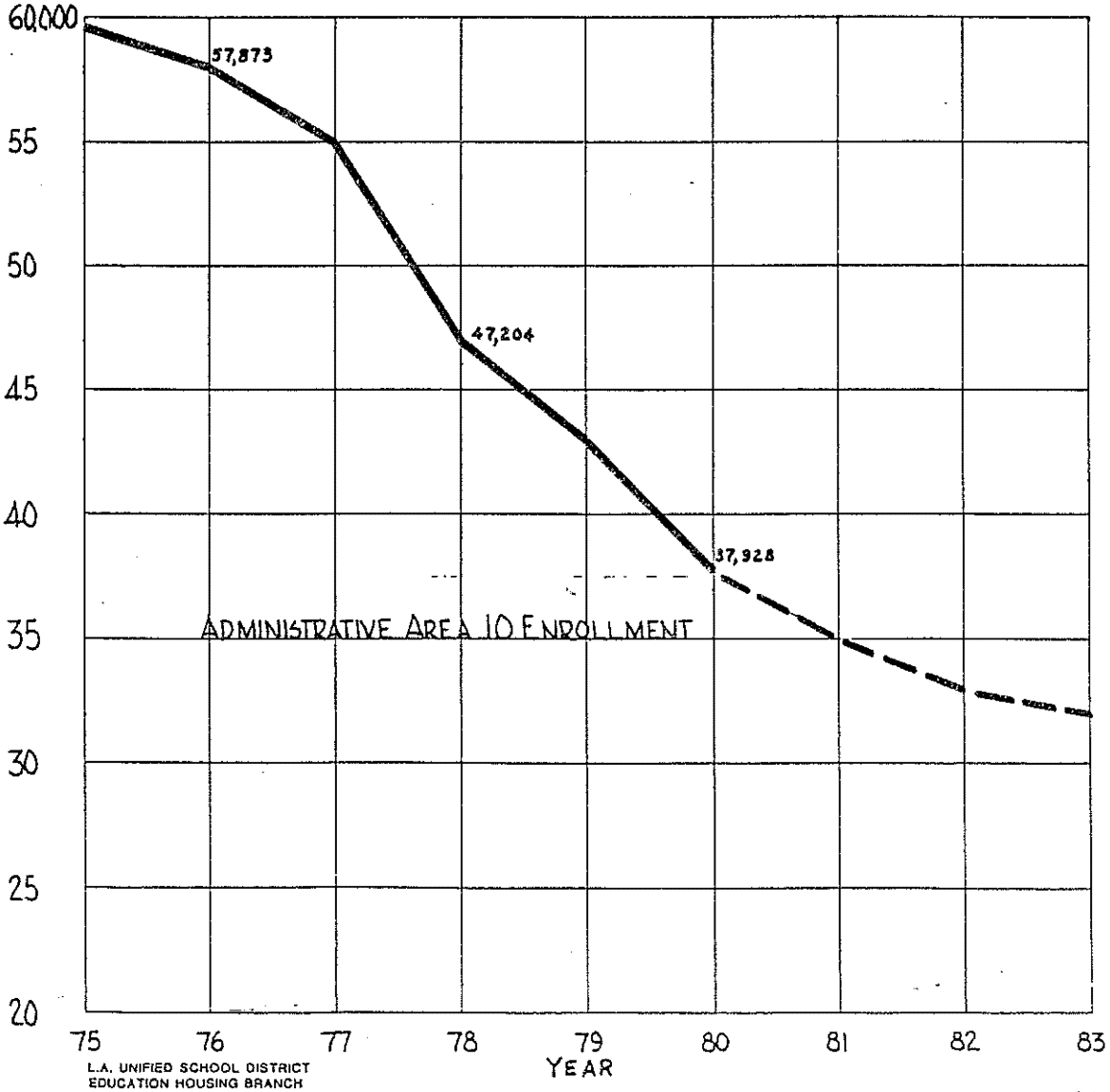


L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH


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YEAR
L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH


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AMERICAN INDIAN
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YEAR


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YEAR
L.A. UNIFIED SCHOOL DISTRICT
EDUCATION HOUSING BRANCH

RACIALLY ISOLATED MINORITY SCHOOLS

To further the District's commitment to implement programs aimed at alleviating the harmful effects of racial isolation pursuant to the provisions of the two Minute Orders by Judge Paul Egly dated August 21, 1979, and August 28, 1980, relating to the development and implementation of programs for racially isolated minority schools (RIMS), the Los Angeles Unified School District initiated the implementation of the Racially Isolated Minority School Programs.

These programs seek to improve the learning environment in the District's minority segregated schools in an effort to reduce and ultimately remove consequences of racial isolation. The programs described herein are educational in nature and provide students with the opportunity to: improve self-esteem, reduce interracial hostility and violence, improve levels of academic achievement, and allow students access to postgraduate educational and employment opportunities.

The recommendations for continuing RIMS programs and the addition of other programs are based upon several factors:

1. Initial data and analyses obtained through the evaluation process
2. Results of recent educational research
3. Survey data from local racially isolated minority schools and communities
4. The Racially Isolated Minority School Minute Orders of August 21, 1979, and August 28, 1980
5. District experience with Racially Isolated Minority School Programs during 1979-80 and 1980-81
6. Recommendations for programs provided by:
   a. School community groups
   b. District Racially Isolated Minority School Advisory Council
   c. Court-ordered educational consultants
   d. Critique supplied by plaintiffs

A primary focus of the RIMS Program this year will be the continued upgrading of the quality of contact between pupils and teachers. As Dr. Benjamin Bloom, a leading educational researcher has noted, classroom success may be less dependent on the personal characteristics of the teacher as an individual than upon the qualities of teaching style utilized by the teacher. This finding reinforces the need for continuing staff development among the teaching and administrative staff of the District. Teaching strategies that stress the use of appropriate cues and reinforcement and active participation in the teacher/learner relationship will be emphasized in staff training sessions.

Research indicates that the most effective school programs are those with teachers and administrators who like where they work, are creative, dedicated, willing, and flexible. Programs included in this document strive to develop these behaviors.

There is also evidence in research to support the need for educating students in their early years and for assisting parents toward active participation in the education of their children. Programs are included herein which require active parent participation at school. In addition, training is provided for parents in their homes. Education of the 3-5 year old child is also addressed in preparation for entry into the regular elementary school.

Studies of successful inner-city school programs by Dr. Daniel Levine reveal the importance of effective administrative leadership to provide direction for school and its staff. A program is included to build a cadre of potential administrative leaders who have had successful experiences in working with racially isolated minority school communities.

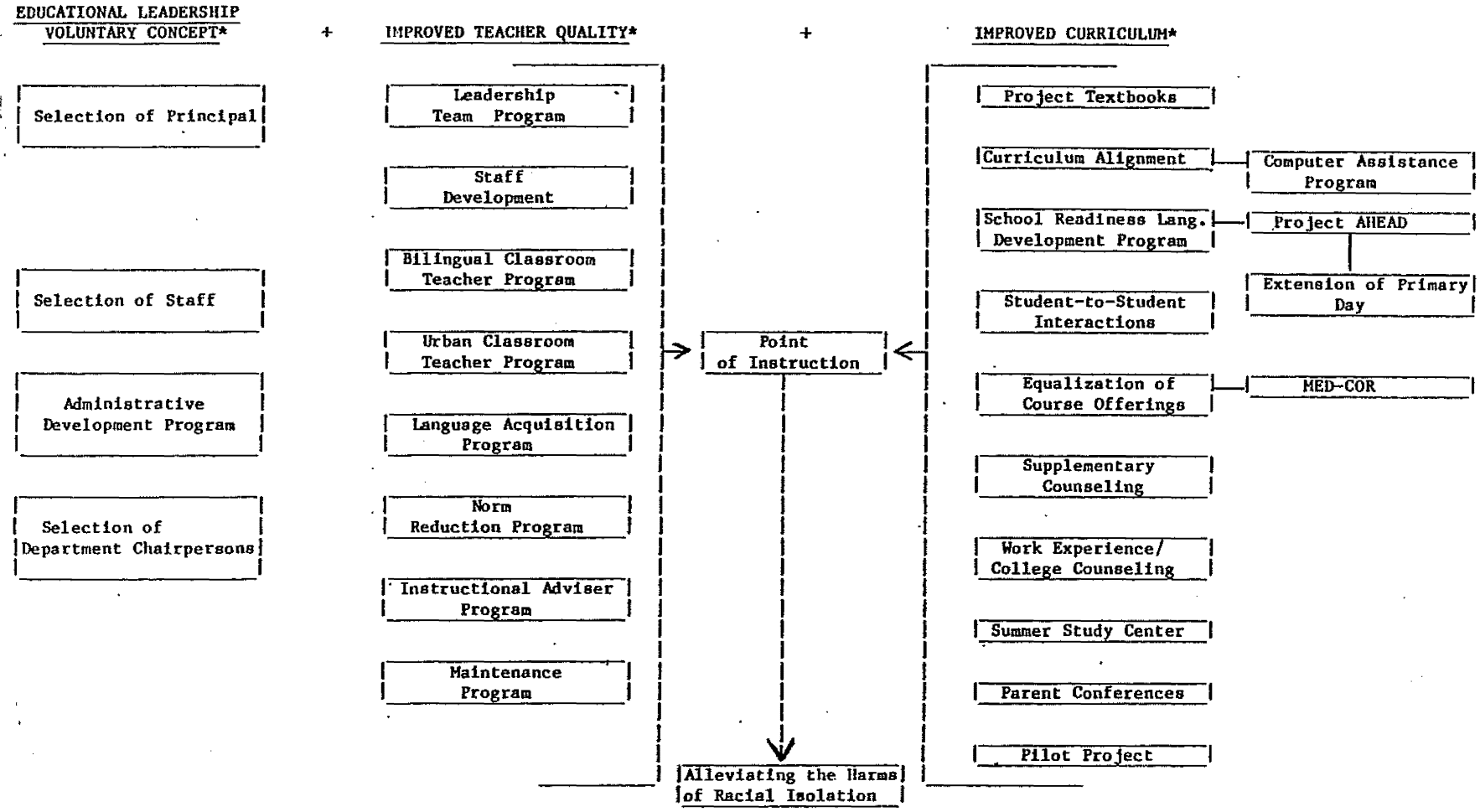
Overall, programs for racially isolated minority schools are designed to improve the school climate through more effective administrator, teacher, and community involvement, while at the same time providing opportunities beyond the school for improving the quality of life in the community.

The following program descriptions contained herein are grouped in three general categories: Continuing Programs, High School and Other Expansion Programs, and Expansion Programs.

Programs for racially isolated minority schools are grouped in two major categories as shown in the diagram following. These programs converge at the point of instruction with the intended outcome of alleviating harms of racial isolation.

Integration Planning and Management

PROPOSED PROGRAMS FOR RACIALLY ISOLATED SCHOOLS - 1981-82



*Support Services - Evaluation Unit, Impact Unit

A. CONTINUING PROGRAMS

URBAN CLASSROOM TEACHER PROGRAM 1981-82

This program is designed to recruit and retain teaching staff, to upgrade the teaching quality, and to provide additional services to students through additional teacher/student contact at identified educationally impacted schools (EIS). A salary differential will be given to identified certificated staff who agree in writing to provide those additional services through increased student contacts.

The District will designate as educationally impacted schools (EIS) a number of racially isolated minority schools (RIMS) and reserve the right to determine yearly the number of participating schools. Selection of schools will be based upon, but not necessarily limited solely to, analysis by the Integration Impact Unit of historical and current data related to:

1. Percentage of Teacher Stability (Retention of Teachers)
2. Percentage of Substitute Teaching Staff
3. Average Years of Teaching Experience of the Current Staff
4. Needs Assessment Factor

The schools will be divided into three categories for the salary differential.

Category I:	$2,000 differential per C Basis or equivalent assignment basis (most difficult to staff)
Category II:	$1,500 differential per C Basis or equivalent assignment basis
Category III:	$1,000 differential per C Basis or equivalent assignment basis

The lump sum salary differential described above is the total yearly compensation. This total lump sum salary differential will be payable in two installments.

The principal will determine teacher and support staff commitments based on the needs/problem assessment, and the goals and objectives developed during the preschool or other staff development sessions. Teachers time reported from EIS sites and specified full-time Support Services Personnel will receive the differential when the approved written commitment has been signed. Support Services Personnel must be assigned full time to one EIS location for the Category I, II, or III differential allocated to their assigned location.

Each selected EIS commitment must 1) be conducted on a regularly scheduled basis; 2) be a structured activity in instruction or enrichment; and 3) have a specific number of pupils involved. The proposed number of pupils to be served will be included on the Teacher Commitment Form. Participating staff members will be required to sign the Commitment Form at the beginning of the assignment. Also, participating staff members will certify monthly that the two and one-half (2 1/2) hour weekly time requirement has been met and a specific number of pupils have been served.

Commitments approved by the principal must assist in improving curriculum, instruction, and services to students. To increase student/teacher instructional contacts and improve student academic output, schools will follow one of the suggested techniques for utilizing the additional two and one-half (2-1/2) hours.

- Increase the staff day by 1/2 hour, 5 days a week for regularly scheduled academic reinforcement activities (elementary).

- Extend the pupil day by 1/2 hour, 5 days a week in regularly scheduled instructional classes (elementary).

- Teachers in back-to-back sessions in kindergarten, grades 1 and 2, may team teach with the room partner for 1/2 hour daily in the regularly scheduled instructional program (elementary).

- Utilize a divided-day technique which allows for increased student/teacher contact with longer teaching periods (elementary).

- Add a 6th or 7th period for 3 days a week for academic opportunities for students to enroll in classes that can give 2-1/2 credits (secondary).

- Utilize a structured instructional period for enrichment or remediation (secondary).

The local school administrator may assign up to 20% of the total EIS commitment time available to the school to other duties as needed, including supervision duties.

Successful performance of both basic duties (Article XI-A, Section 4.0) and/or the EIS responsibilities shall be a condition of continued assignment to any EIS location.

Throughout the school year, the entire Urban Classroom Teacher Program shall be carefully monitored and evaluated to determine the effectiveness of the additional commitments made to students.

Each school will be provided with funds for clerical and custodial relief/overtime. The objective is to provide EIS locations with the capability of responding to additional demands on custodial and clerical employees resulting from the Urban Classroom Teacher Program. The EIS location will be allocated a budget for this purpose which is based on the number of certificated personnel and students.

Pursuant to its agreement with United Teachers-Los Angeles (Article XIA, Section 9.0) the District desires to clarify certain specifics with respect to payment of the Lump Sum differential. In order to ensure equity and consistency payment provisions should be the same for the Urban Teacher Program as for the Bilingual Classroom Teacher Program. Under the latter program teachers receive the Lump Sum salary differential except during periods of paid leaves of absence of more than twenty (20) days (Appendix D, Section 6.0 of the Agreement) and substitutes receive the defferential when they serve twenty (20) days or more at the school (Appendix D, Section 10.0). It was the intent of the parties that these same provisions be implemented for the Urban Classroom Teacher Program. It is therefore requested that the Court accept these provisions in the Urban Teacher Program thereby providing the specific clarifications needed by the parties.

STAFF DEVELOPMENT PROGRAM 1981-82

This program is designed to alleviate the harms of racial isolation by improving techniques of implementing the instructional program, enhancing self-esteem and resolving dilemmas emanating from cultural differences. The focus of this program includes two segments. The first segment will involve a two-day preschool training activity. The second segment will focus on a training program that will be continuous throughout the school year.

An essential ingredient in the staff development program is the school leadership team. Each RIM school will have a local school leadership team that will assist in planning and conducting the staff development at the school site. This responsibility will include not only the preschool segment but the continuing year-long training plan. Each school will be expected to design a comprehensive staff development program that will include a definite needs/problems assessment, a specification of training and development objectives and an implementation plan. Additionally, schools will be expected to make provisions for monitoring and evaluation. The staff development activity will be required of all RIM schools.

In the first segment, certificated staff members will receive a two-day preschool assignment, paid on X basis. It is expected that the two-day preschool training experience will provide the forum for establishing the yearly plan, developing UCTP or BCTP commitments and making necessary preparation for students' arrival.

In the second segment, staff development plans at each RIM site to include the following: improving staff and student attendance, focusing attention on appropriate instructional strategies and techniques, improving attitudes and self-esteem, meeting staff and student needs, and reducing suspensions and expulsions. Emphasis will be given to greater teacher expectations in relation to student performance while providing strategies that will facilitate an understanding of the learning and behavioral styles of various learners, improving academic achievement and enhancing staff/community relations, and meeting other needs as specified by the needs assessment. Twenty-four hours of training time per school have been allocated to accomplish these tasks.

Training throughout the school year will occur during shortened or minimum days, after school, during urban classroom or bilingual classroom teacher commitment times or through participation in inservice classes, faculty meetings and other times as designated by the school principal/area/District staffs. Monitoring and evaluation will be an ongoing process.

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ADMINISTRATIVE DEVELOPMENT PROGRAM 1981-82

To address the need of identifying and developing administrators for racially isolated minority school (RIMS), the Administrative Development Program (ADP) was implemented to enlarge the pool of potential administrators in RIM schools. This program seeks to encourage and develop administrative leadership among personnel assigned to RIM schools and various District offices.

The Academy provides an intensive management training program for one certificated representative from each of the RIM schools and for 40 additional participants representing areas, branches, and units.

The goals of this training and development program are:

- To identify and encourage the development of leadership potential among personnel assigned to RIM schools and various offices
- To develop instructional leadership skills and techniques; to assist teachers in providing a successful educational program for students in RIM schools
- To provide technical and management skill training; to assist trainees in the execution of the program
- To develop understanding of the harmful effects of racial isolation on students and residents of the community in which trainees work
- To provide career counseling and guidance for selected trainees by principals and other District staff
- To provide on-the-job training experiences for RIMS administrative trainees
- To develop the ability to select innovative methods and positive remedies in addressing problems in RIM schools
- To provide special directions for members of the District staff who have not participated in the promotional procedure process

Site level administrators, branch and unit heads, in conjunction with area superintendents and division heads, are responsible for the selection of participants. Selection of potential school representatives and other members of the District staff is based upon a candidate meeting a list of specified qualifications and having demonstrated potential for administrative leadership.

The ADP begins in October and ends in March of each year. This training program consists of two components:

- Thirty-four (34) hours of after-school, paid, off-site workshop sessions (in addition three two-hour counseling sessions by the group leader)
- Forty (40) hours of on-site, non-paid administrative field work under the direction of the participant's immediate supervisor

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The content of the inservice program is developed through needs assessments conducted by the Staff Development Branch. In this way, a balance is maintained between an emphasis on (1) technical knowledge and human relations skills and (2) specific needs of individuals and the needs of the District organization to improve the management of RIM schools.

Examples of topics covered during the off-site workshop sessions include: leadership, staff communications, team building and morale, staff planning/meetings, conflict management, developing staff, instructional skill building, stress management, and an orientation of business services, support services, and special programs provided by the District.

Counseling and guidance sessions include: field work planning and implementation, individual counseling, problem solving and role playing, mock orals, and bulletin writing.

On-site training includes activities that provide experiences in the following areas: professional skills, organization and management skills, human relations, communication skills, community participation, and academy participation. Participants are to maintain a daily log of administrative experiences. RIM school principals and other supervisors will schedule ongoing conferences to provide on-the-job counseling, guidance and training support.

The Staff Development Branch is responsible for conducting this program in cooperation with area office staffs and for coordinating it through the Academy. District personnel possessing expertise in selected fields will be requested to contribute to this program.

Teachers in non-RIM schools may apply for participation in the program with the recommendation of their administrators. Participation is contingent upon a willingness to transfer to a RIM school, compliance with guidelines regarding staff integration and the availability for opening at a particular RIM school for an ADP participant.

LEADERSHIP TEAM PROGRAM 1981-82

The Leadership Team Program is the vehicle by which the staff development program at the local school will be implemented. The Leadership Team is composed of the principal, four teachers, and two community representatives. The Leadership Team Program will provide for the training of a cadre of personnel and community representatives from each school. This cadre will be trained to serve in a variety of leadership roles at the school level. The team members may be deployed as inservice leaders, conductors of staff development sessions, monitors, community liaisons, and participants in the needs assessment and program planning process. The team will be trained in methods of identifying local school needs and problems and how to assist staff in securing resources to achieve established school objectives.

The community representatives on the team will be expected to conduct orientation/information sessions for advisory councils, PTAs and community members. Each school will be given a sum of money that will allow pay for the representatives on a continuing basis.

The leaderhip teams will participate in 20 hours of training and planning with area teams and Staff Development Branch in preparation for the two-day preschool staff development program. This training will occur in late August. The teams will be utilized in implementation of the two-day preschool staff development.

The leadership teams will be involved in continuous training activities led by the area teams and Staff Development Branch/District staff. Training will be designed to develop skills in serving in a trainer-of-trainer relationship between the Staff Development Branch and school sites. Training will also develop skills in personal awareness, group process and group management techniques appropriate to a multicultural setting, skills in conducting effective training programs, a greater degree of understanding, sensitivity and appreciation of multicultural education, cultural awareness and interethnic relations, and increased ability to assist in implementing quality instructional programs. As a result of this training, team members can provide training leadership at staff development sessions during shortened and minimum days, after school, during urban classroom and bilingual classroom teacher commitment times, faculty meetings, and other times as designated by the school principal/area/District staffs.

SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM 1981-82

The School Readiness Language Development Program provides for students, ages 3 years 9 months to 4 years 9 months of age in selected schools, an opportunity to develop readiness skills. Major emphasis is placed on the development of oral language skills emphasizing listening, speaking, and vocabulary development. The development of other academic, physical, and social skills that will prepare students for success in the regular school program is also included. This program also focuses upon parent education and parent participation.

Specific goals and objectives related to the classroom instructional component and the parent education component are as follows:

Instructional Language Development Program

Goal: To provide an oral language program that will enable the child to listen with understanding, speak effectively, and use a wide range of vocabulary appropriately in the syntax of standard English

Objectives: To have children develop the skills necessary to communicate ideas and feelings effectively at a level appropriate to their age, maturity, and general ability

To have children develop listening and speaking skills

To assist children in learning to think effectively and creatively

To assist children with the development of creative self-expression through speech, dialogue, drama, and singing

To assist children with the development of their vocabulary by increasing their acquisition and understanding and usage of words

To assist children with the development of sensory-motor skills

To utilize the children's own experiences in helping them develop language skills

To help children develop a better self-image by enabling them to express ideas in oral communication

Parent Education Program

Goal: To provide a parent education program that helps meet the needs of parents in racially isolated minority schools to positively facilitate the prekindergarten child's developmental potential

Objectives: To assist parents to understand the School Readiness Language Development Program, its rationale and curriculum

Objectives: (continued)

To have parents informed about the skills necessary for children to communicate ideas and feelings effectively at a level appropriate to their age, maturity, and general ability

To provide learning opportunities for parents so that they may expand their information, knowledge, and skills in the areas of language development, child development and guidance, nutrition and health, and multicultural education

To help parents perceive themselves as an integral part of and equal partner in the educational process

To give parents the skills needed to provide experiences at home and in the community that will expand and reinforce the child's physical, emotional, social, and mental development

To encourage and assist parents in the development of skills for effective participation in the local school/community

To provide opportunities for parents to improve their human relations and communication skills in working with children and school/community personnel--i.e., public agencies, community organizations

Every effort is made to recruit and enroll children who are most in need of this program. Each principal, through knowledge of the school community or of individual families, will employ appropriate means of encouraging eligible parents to apply for enrollment.

The principal and the teacher, in conjunction with the other key staff members such as nurse and child welfare worker, will screen and select students. Some factors considered include: age of child, participation potential of parent, residency requirement, family income, welfare status, unemployment, one parent family and size of family.

One prekindergarten language development teacher is assigned to each program and teacher both a morning and an afternoon class. Each class is composed of fifteen students who attend two-hour sessions Monday through Thursday. Two education aides are assigned to each program for a period of three hours each per day. Additional parent volunteers reduce the adult/child ratio in the classrooms.

Friday of each week is reserved for teacher staff development, parent/teacher conferencing, teacher-aides staff development, and instructional program planning. The District and area staff development meetings are also held on these days.

Parents are encouraged to participate in the program through volunteer tutoring and parent education classes. A parent education teacher is assigned to each program and provides approximately forty hours of instruction to parents during the school year. The program provides time for the parent education teacher and classrom teacher to plan cooperatively so that parents will have profitable experiences in classroom observations, inservice training, and instruction in child growth development and guidance, language development, health, nutrition, and muticultural education.

49:1-7

Two District advisers provide instructional support and services to classroom teachers, education aides, and parent education teachers. They also plan and conduct parent workshops and staff development meetings at the local school, area, and District levels. The two advisers work under the direct supervision of the program coordinator an in unison with the instructional advisers from each area office.

The evaluation of the program will include assessment of the pupils' classrooms, parent education classes, and staff development sessions. Both standardized and non-standardized instruments will be used. Standardized tests, observation checklists, questionnaires, and needs assessment forms will be included in the collection of data for the mid-year and final program evaluation reports. Pupil progress will be measured by the use of the Cooperative Preschool Inventory and the SRLDP Teacher Observation of Oral Language Skills Checklist. Both the SRLDP classrooms and parent education classes will be assessed through the use of observation checklists developed for the program. A questionnaire will be administered to the parents attending the parent education classes. Needs assessment forms will be distributed at the beginning of the first semester to the teachers and aides regarding the staff development meetings and each meeting will be evaluated with additional evaluation forms.

CURRICULUM ALIGNMENT PROJECT 1981-82

The Curriculum Alignment Project began as a collaborative effort of the Los Angeles Unified School District and South West Regional Laboratory (SWRL) Educational Research and Development. The program, under SWRL's leadership, will accomplish the following goals in participating elementary schools and two secondary schools.

- Help teachers match their classroom instruction with the District-defined essential skills for reading, mathematics, and written language.

- Help teachers match the time required for what they need and want to teach with the time actually available for instruction.

Each of these schools will use Curriculum Alignment Project activities as the primary portion of their staff development. The principal of each school will appoint one or more of the resource staff to be a Curriculum Alignment Coordinator. These coordinators will, with the support from project staff, be responsible for conducting and following up project activities with all teachers in their school. Most of the school coordinator's efforts will be in conjunction with the project's six staff development activities. They will plan, conduct, and follow up each staff development activity in their own school. These six staff development activities are:

- Analyzing and using results from the Survey of Essential Skills (SES)

- Matching the continuum to instructional materials

- Planning and scheduling instruction to match time available with time required

- Providing appropriate practice

- Finding instructional methods to improve weak skill areas

- Assessing mid-year progress and planning remaining instruction

In addition to the training, these activities will be supported by a variety of project materials (e.g. field coordinator's manual, school coordinator's manual, text-continuum correlation charts, supplementary practice items, class progress sheets, staff development worksheets, newsletters, and reports) by consultation and by on-site assistance in conducting the activities. Such on-site assistance will be provided on an as needed basis.

Project materials, staff development training, and coordination and consultation will be provided by the SWRL staff. The SWRL staff includes a project manager (1/2 time), a senior staff member (3/4 time), and associate staff member (full time), four field coordinators (full time), senior staff project consultants (1/2 time) and a secretary (full time). Two additional senior staff members of the Curriculum Alignment Project will work with the SWRL staff but will be supported by RIMS funds.

MAINTENANCE/ALTERATION/IMPROVEMENT PROGRAM 1981-82

In the District's November 29, 1977, response to the Court addressing the types of assistance to racially isolated minority schools, activities being considered to alleviate the consequences of racial isolation for minority schools were identified. As a part of this response to the Court, the District described its intention to improve and upgrade the quality of physical plants at racially isolated minority schools.

In the fall of 1978, the Board of Education, recognizing the great backlog of major maintenance needs identified in the Report, approved the implementation of a $10 million maintenance program to improve and upgrade the quality of physical plants at RIM schools.

The RIMS Maintenance Program targeted five major categories for proposed work originally scheduled to be completed over a five-year period:

- Replacement of unvented heaters
- Substandard lighting
- Asphalt paving beyond economical repair
- Reroofing
- Repainting of exterior wood and metal trim

Utilizing the August 26, 1978, Backlog Report, representatives of the Maintenance Branch subsequently met with representatives of each school and community for the purpose of reviewing proposed work to be done and to reach a consensus as to priorities of proposed projects to be completed. The procedure used in the decision-making process relating to work priorities included the use of Statement of Intent and Statement of Need forms with a "sign off" by interested groups indicating their agreement with established priorities. The forms included needs in addition to those recommended by the Maintenance Branch. The contract work resulting from these discussions was presented to the Board of Education via the Building Committee for approval.

A unique aspect of the program is that each school will receive service according to its individual needs. While the effort of the Maintenance Department is directed to completing the five target categories of work, a school may request and receive any work it desires that can be done within its budget. The Statement of Need is the contractual agreement between the school and the Maintenance Branch. The Maintenance Branch may not deviate from the contract.

Administrators, staff, community and area superintendents will work together in a mutual effort to identify maintenance and minor alteration needs within the school setting. The proposed program for 1981-82 will follow the same general procedure described above. The major variance will allow the area superintendent to determine project priorities in his/her area based on the current District backlog of maintenance needs. The following formula will be used to allocate funds for the proposed three-year period.

$$\frac{\text{Admin. Area "RIMS" Maintenance Backlog (less repl. of equip.)}}{\text{Total Dist. "RIMS" Maintenance Backlog (less repl. of equip.)}} \times 14 = \text{Amt. Rec'd by each Admin Area}$$

COMPUTER ASSISTANCE PROGRAM 1981-82

The purpose of this program is to provide more time for elementary school teachers to plan instruction and develop curriculum by reducing responsibilities related to programming, placement, grading, and other record-keeping duties in areas of high transiency in selected elementary schools.

Twenty elementary schools received the Computer Assistance Program in 1979-80. Court-ordered consultants in the publication Initial Report of Consultants Concerning Affects of Racial Isolation in Minority Schools, 1980, page 45, recommended an expansion of 100 additional schools during the 1980-81 school year. Although the program was to be placed in 100 additional schools in 1980-81, budgetary problems prevented this implementation. In March, 1981, a sum of $300,000 was released to provide software and related services to the existing original twenty schools.

Specifically, existing software items described in the following paragraph would be expanded to be more responsive to elementary school needs. An instructional management system will also be developed.

Software items encompassing the areas of attendance, accounting, class assignment, school control, and student identification will be immediately available for use by the proposed additional schools. Specific functions include the following:

Attendance Subsystem

- Daily Readmittance Procedures; Daily Absence Recording Procedures; Daily Absence Report Preparation; Daily Irregular Attendance Letter Preparation; Attendance File Update; Student Apportionment Display; Monthly Statistical Report; Monthly Classification Report; Year to Date Attendance Summary

Class Assignment Subsystem

Teacher Class File; Update of Student Location File; File Printing Procedure; Class Roster Report; School Information Program

Identification Subsystem

Enter/Update Student Data; Classroom Update; Label Generator; Print Student Data Information

Proposed software for development during the 1981-82 school year will be used to continue the computer managed instruction subsystem begun in spring, 1981. This subsystem would download the competency-based test results from SES, and using an identified set of desirable learning objective, report on each student's status relative to those objectives. The status of students with regard to specific objectives, suggested grouping of students for instruction, and reports for teachers and parents would all be part of the system. Periodic input from teachers on mastery or progress on the part of individual students would produce additional information for teacher support. This could take the form of the next appropriate sequential objectives for which instruction area should be supplied or the identification of areas in need of reinforcement.

49:1-11

If time and resources allow, a generalized report generator, a local inventory system, a centralized file of RIMS students, and a report card system will be developed.

These subsystems are described as follows:

Centralized File of RIMS Students

This requires the development of student identifiers which are unique District-wide, not only school-wide as is the case at present. This capability needs to be wedded to the basic upload-download communication function (already existing) which enables the school computers to send data to our central computer. After such a centralized file is developed and maintained (i.e., kept current) then various levels of information need to be abstracted from this file and downloaded to the computer at the RIMS office. Then further manipulation and development of specific Court-required reports can be undertaken on that computer.

Report Cards

This subsystem may require a great deal of flexibility including the ability to accept school-determined anecdotal comments to reflect the needs of each school. While a secondary system exists, the flexibility required at the elementary level could require a completely new report card subsystem. The extent of what can be done in this area during the next year remains to be determined.

Generalized Report Generator

This program would allow the user to specify in detail the information required (limited by the type of data previously stored) and would generate the appropriate report. The user specifies the report title, the headings of columns, and the data required. An example might be, a list of all households with more than one child in residence and the names of the children in each house.

Inventory

This subsystem would provide a data file of all District and/or Title I equipment at a site and be capable of convenient update. It would also print various reports.

Management Information Division (MID) will conduct the inservice training at the individual school site. The trainees will include administrators, office personnel, teacher coordinators, and/or other staff members. Every school will receive the Student Data System Manual (elementary version) which provides information regarding both hardware (computer) and software (program) aspects of the subsystem.

By the end of the training sessions, trained personnel will be able to successfully operate the student data system which will provide access to information to assess programs.

MEDICAL-COUNSELING, ORGANIZING, AND RECRUITMENT PROGRAM (MED-COR) 1981-82

MED-COR is a unique program for academic enrichment of junior and senior high school students. This program is cosponsored with USC School of Medicine. The program goals include increasing the maturation, interest, and skill level of RIM school students. It acquaints students with various careers and prerequisites in the health-related careers and courses of study.

Students receive individual tutoring in chemistry, biology, math, and English. Guest speakers, group projects, field trips, and a summer work/study experience make up the instructional mode. The student's self-esteem is enhanced through group identification and group interaction. Students are also assisted in applying to universities or colleges upon graduation from high school.

The fourteen junior high schools that matriculate into the eleven high schools are included in the program as 8th and 9th graders. The program will enroll approximately 360 students in grades 8-12 in the 1981-82 programs. Students are selected for the program primarily upon their interest in a health career. Academic success is also considered as well as school staff suggestions in the selection process.

There are four components of the MED-COR Program. They are: 1) The Saturday Tutorial Program (9:00 a.m. - 1:00 p.m.); 2) The Summer Work/Study Program; 3) The Family Core Unit; and 4) Counseling Services.

During the tutorial sessions students meet on the main campus of USC and are provided with academic enrichment in math, science, English, and study skills. Students receive 59 minutes of instruction, one hour of tutoring, and one hour of an organized symposium exposing them to issues of health care delivery.

The Summer/Work Study program provides students with nine weeks of work/study in the LA County USC Medical Center introducing each student to the health system. This program is for the high school students so that in tenth grade, the experiences are an introduction to basic medicine. Eleventh grade experiences are in basic science and twelfth grade experiences are in laboratory research.

The families of MED-COR students are organized into a support group. They meet once monthly and provide many services to the program.

Students are provided counseling services in a number of areas: career, academic, personal, college, how to fill out forms, how to apply, etc. These meetings are held after school or during the lunch hour.

The program is evaluated by an outside consultant. The evaluation is designed to answer questions about the success and effectiveness of the program and its components in meeting the program's goals. The preliminary evaluation of January 30, 1981, indicated that 97% of June 1980 graduates are enrolled in college; 69% are pursuing a science and/or health-related careers; 97% rated the tutoring received in math helpful; and 90% rated the MED-COR experience helpful in developing self-motivation and self-discipline.

49:1-13

PROJECT AHEAD 1981-82

The Project AHEAD Program (Accelerating Home Education and Development) is based upon a model by Dr. Dorothy Rich, Founder and Director of the Home and School Institute (HSI) in Washington, D.C. This program focuses on training the parents of primary grade children (K-3) in participating schools to assist their children in the educational process by providing a stimulating environment for learning in the home and increasing communication between the parent and child.

The goals and objectives of the program are to achieve the following:

Goal	Parental participation in and responsibility for the ongoing educational development of their children
	This will be accomplished through:
Objectives	Home visit by trained AHEAD staff
	Parent education group meetings
	Distribution of resource material on parenting
	Acquainting parents with available community resources
Goal	An ongoing and positive attitude toward learning between parent and child
	This will be accomplished through:
Objectives	All of the objectives stated above
	Parent and child joint projects in home, school, and the community
Goal	Parental skill in the development, implementation, and evaluation of the child's learning
	This will be accomplished through:
Objectives	All of the objectives stated above
	Utilization of specifically designed educational aids
Goal	An improvement of the child's academic ability
	This will be accomplished through:
Objectives	All of the objectives stated above
	Identification of resource materials for the enhancement of learning readiness teaching skills

The Project AHEAD staff prepares educational activities, called appetizers, which are sent home on a monthly basis. Thirty-four (34) trained consultants,

who are usually community persons or parents, make home visits every four to six weeks to discuss with parents on a one-to-one basis, the application of appetizers and other concerns relating to their child's academic progress and achievement in school.

Most consultants are assigned to one particular school. However, some function as "floaters" serving more than one school. The consultant trains parents to perceive and carry out their role as educator using the home as the learning environment and utilizing materials that are found in the home for educational purposes.

Four supervisors coordinate a team of consultants. The supervisors gather community resource information that becomes available to consultants in their daily work with parents.

The assistant program director is responsible for the development of the monthly educational activity (appetizers) and special projects throughout the school year, i.e. multicultural events, creative fair, kite flying.

The program director coordinates staff development activities which occur each Friday. Samples of topics include child growth and development, human relation skills, parenting, and bilingual (English/Spanish) language proficiency, etc.

The administrative staff, secretarial staff and artist/translator complete the staffing for Project AHEAD.

PROJECT TEXTBOOKS 1981-82

The Pendente Lite Minute Order dated August 21, 1979, directed the District to determine the existence and location of shortages of textbooks and supporting instructional materials in racially isolated minority schools, and determine the causes and proposed remedies to eliminate the shortages. The objective--to improve the quality of the instructional program at RIM schools by ensuring that all students will have individual textbooks for the basic subject areas. Project Textbooks will perform the following ongoing functions:

1. Determine textbook overages and shortages at each RIM school based upon assessment made by the local school during the first school month. The District will purchase those textbooks which were indicated as not available.

2. Coordinate the activities of the textbook subcommittee of the RIMS Advisory Council which is actively involved in the enhancement of parent involvement in such areas as:

   a. Use of the rubber stamp which was developed to create a sense of student ownership and identification of misplaced textbooks

   b. Make bookmarks and backpacks (classroom projects)

   c. Redirect parents' and students' responsibility in maintenance of textbooks

3. Coordinate meetings involving parents' designated textbook responsibility at the local school, to continue to discuss problems that surface, and develop a methodology to relieve same.

4. Continue staff development for teachers which involves presentations at faculty and staff development meetings, and for parents at inservice workshops and parent meetings (i.e. PTA, school advisory councils, and community group meetings). Maximize effective use and care of textbooks, underscoring District policy on use of textbooks as indicated in Bulletin No. 40.

5. Coordinate the ongoing District inventory of textbooks with procedures for maintaining an adequate textbook inventory of each school. Included in this program is a centralized system of ordering textbooks.

INTEGRATION IMPACT UNIT 1981-82

The RIMS Minute Order dated August 21, 1979 required the District to conduct studies and to prepare and submit to the Court over a period of time considerable data and analyses regarding conditions in District schools which may be associated with the harmful consequences of racial isolation. In response to the August 28, 1980 Order, the District established for 1980-81 an Integration Impact Unit to perform the following functions:

1. Meet the data and analyses requirements of the RIMS Minute Order through October 1981, and thereafter, and the Final Order.

2. Monitor implementation by schools and offices of existing and proposed RIMS programs and expenditures and other District integration programs and expenditures.

3. Conduct studies of relationships between RIMS/non-RIMS locations and programs and other variables (e.g., student achievement, student suspensions, expenditures per student, etc.).

4. Coordinate the development of school profiles and necessary data regarding students (e.g. NES/LES status).

5. Assess the positive or negative impact of existing and proposed District programs on District student and teacher integration activities and, conversely, determining the positive or negative impact of existing and proposed District integration programs on other District programs and activities through the conduct of integration impact analyses studies.

These functions were implemented through the application of necessary District personnel, professional experts, contract services, equipment and supplies to the purpose ordered by the Court in the August 28, 1980 Pendente Lite RIMS Order.

It is proposed this unit continue for the 1981-82 school year.

EVALUATION UNIT 1981-82

The formative evaluation is an effort to assess 12 of the 16 RIMS programs--Urban Classroom Teacher, Bilingual Classroom Teacher, Staff Development, Administrative Development, Leadership Training, Project Textbooks, Maintenance, Language Acquisition, Norm Reduction, Computer Assistance, Schoolwide Project, and Curriculum Alignment. The formative evaluation will have two phases, implementation and progress.

Phase one will describe the levels of implementation of each component following the delivery of implementation and progress evaluation data during 1980-81.

Phase two will provide information about how the components have impacted upon the students utilizing baseline data collected in 1980-81 and compared with data collected during 1981-82. This information will be sought to determine whether or not there is progress toward ameliorating the "harms of racial isolation" while in a racially isolated milieu.

For the two phases, an evaluation planning team will design the evaluation and develop instruments for data collection which will involve questionnaries, interviews, and classroom observations. In addition, achievement and attitude measures will be used. The Survey of Essential Skills (SES), and the Comprehensive Test of Basic Skills (CTBS) will be used to measure student achievement in elementary and secondary schools, respectively. The School Attitude Measure (SAM) will be administered to evaluate student perception of self in relation to school. The team will be responsible for mid-year and end-of-year reports.

The RIMS Evaluation Unit will be responsible for the data collection activities. The evaluation is scheduled as follows: a) Program re-specification in July and August 1981; b) Implementation Study II, August 1981 through January 1982; and c) Outcome Study II, January through June 1982.

BILINGUAL CLASSROOM TEACHER PROGRAM (BCTP) 1981-82

This program is designed to meet the needs of national origin minority students who are required by a state mandate (AB 1329) to participate in Lau programs. Objectives of the Bilingual Classroom Teacher Program (BCTP) include: a) recruiting and retaining bilingual teachers at specific locations, and b) providing additional language services to NES/LES students at identified RIMS locations.

To meet eligibility requirements, schools must have qualified bilingual teachers, approved bilingual programs, and a sufficient number of NES/LES pupils. All contract bilingual teachers who possess at least one of the following qualifications may apply for the BCTP:

1. Bilingual/Cross-cultural Specialist Credential
2. A Multiple Subjects Credential with Bilingual Cross-cultural Emphasis
3. A Single Subject Credential with Bilingual/Cross-cultural emphasis
4. A Bilingual Certificate of Competence
5. An Emergency Bilingual/Cross-cultural Credential
6. A-Level Fluency on a District Examination

Bilingual teachers who participate in the BCTP agree to assigned additional duties and responsibilities for 2-1/2 hours per week. These additional responsibilities will assist in the improvement of curriculum, instruction, and services to NES/LES students. Teachers who meet all program criteria and possess a certificate of competence or an appropriate bilingual credential will receive a responsibility salary differential amounting to $2,000 per school year. Teachers who meet all program criteria and possess District identified A-level fluency in a language of need and who meet or agree to meet state waiver requirements will receive a responsibility salary differential amounting to $1,000 per school year.

The principal will determine teacher and support staff commitments based on the needs/problem assessment, and the goals and objectives developed during the preschool or other staff development sessions. Teachers time reported from BCTP sites and specified full-time Support Services Personnel will receive the differential when the approved written commitment has been signed. Support Services Personnel must be assigned full time to one BCTP location for the differential allocated to their assigned location.

Each selected BCTP commitment must 1) be conducted on a regularly scheduled basis; 2) have commitments approved by the principal and must assist in improving curriculum, instruction, and services to students, and 3) have a specific number of pupils involved. The proposed number of pupils to be served will be required to sign the Commitment Form at the beginning of the assignment. Also, participating staff members will certify monthly that the 2-1/2 hour weekly time requirement has been met and a specific number of pupils have been served.

Successful performance of both basic duties (Appendix D - BCTP) and the responsibilities shall be a condition of continued assignment to any BCTP location.

Each school will be provided with funds to support custodial and classified services. The objective of the program is to provide BCTP locations with the capability of responding to additional demands on custodial and clerical services resulting from the Bilingual Classroom Teacher Program.

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LANGUAGE ACQUISITION PROJECT 1981-82

The Language Acquisition Project is one of several programs geared to upgrade the quality of teaching in racially isolated minority schools.

The project provides an opportunity for school staffs to participate in a high intensity language acquisition program.

The RIMS Language Acquisition Project will provide a total of 210 hours of instruction for all participants at the intermediate level.

Classroom Unit (Intermediate Level - One-Year Program) 720 Participants

Participants will be selected for the one-year project in accordance with the criteria and data collected from the Bilingual Office.

Classroon Unit (Beginners - Two-Year Program) 720 Participants

Participants will be selected for the two-year project in accordance with the criteria and data collected from the Bilingual Office.

Project participants will sign a commitment to complete the required one or two-year coursework and to take the District Fluency Exam or the exam for the State Certificate of Competency upon completion of the project.

The Language Acquisition Project will provide a total of 210 hours of instruction for all participants the first year, and an additional 210 hours of instruction for beginners the second year.

The format for the classes will utilize the model established for the ESAA bilingual program. Instructors will be involved in preservice in an effort to standardize class content. Instruction will concentrate on oral and written language that is practical for classroom use.

It is expected that participants will be better able to communicate with their students thereby allowing them to carry out their instructional responsibilities more effectively. This, in turn, will assist in developing higher self-esteem and increase the level of achievement for RIM students.

The Project will be administered by a coordinator from the Bilingual-ESL Services Branch and will continue on a year-to-year basis depending upon the Court's decision regarding the RIMS projects.

B. HIGH SCHOOL AND OTHER EXPANSION PROGRAMS

WORK EXPERIENCE/COLLEGE COUNSELING PROGRAM 1981-82

This program will fund an off-norm counselor who will coordinate either one program or both programs depending upon the needs of the RIM high schools.

The goal of the Work Experience Program is to give practical experiences to students to prepare them for the real world of work by assisting them to obtain jobs available in the community and greater Los Angeles area. Students receive five-ten credits for one semester of Work Experience depending upon the hours and weeks of work. Students can earn up to 40 Work Experience credits during their high school years.

A Work Experience Counselor will perform the following functions:

1. Coordinate an office that locates job opportunities for students.
2. Maintain a channel of communication publicizing job opportunities (i.e. special bulletin board, public announcements, information to homeroom, newsletter).
3. Act as a liaison between employer and student.
4. Issue work permits.
5. Process all work permits.
6. Plan instructional activities and class assignments that are mandatory if work credit is to be received.
7. Maintain records of employment, assignments, grades, etc.
8. Monitor student work experiences.
9. Provide ongoing counseling.
10. Protect the rights of students.
11. Work closely with career adviser to coordinate activities to benefit students.
12. Supervise a voluntary program wherein students with special interests volunteer services without pay to hospitals, medical laboratories, etc.

The goal of the College Counseling Program is to continue to reinforce student motivation to attend higher institutions of learning by providing specialized counseling resources. Students need to be well informed; to know that college education is helpful in acquiring a rich and fruitful life in today's society. This program will improve student access to post-secondary educational experiences. It will encourage students to take advantage of the hundreds of scholarships and grants that are unclaimed each year.

Counseling resources will be provided all students in grades 10-12. A counselor will perform the following functions:

1. Maintain a yearly calendar of events.

2. Provide college information to the entire student body.

3. Provide a special orientation course entitled Guidance Class or Introduction to Social Studies to all 10th grade students.

4. Conduct orientation meetings for parents, parent advisory councils, PTA, and staff.

5. Conduct student workshops.

6. Provide testing information related to college entrance, i.e., American College Testing (ACT), Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and Achievement Test.

7. Maintain college catalogs of local and state schools; maintain independent and out-of-state catalogs.

8. Maintain college catalogs of local and state schools; maintain independent and out-of-state catalogs.

9. Coordinate visitations of representatives from college and university campuses located throughout the United States whose main objective is the recruitment of senior students.

10. Maintain liaison between colleges and universities.

11. Coordinate all merit and financial awards, i.e. LA Times Award, Bank of America Award, California Federation of Labor Award, LA Basic Educational Opportunity League, and countless other grants and aids.

12. Advise/assist students in college selection.

13. Write letters of recommendation for students.

14. Maintain a record of students entering higher institutions of learning; maintain a record of their progress in the freshman year and succeeding years.

15. Evaluate program and make recommendations to improve program.

SUMMER STUDY CENTERS (SENIOR HIGH) 1981-82

This program will provide students with an opportunity to select elective and academic courses during a six-week summer session. The program will operate in 13 selected RIM high schools and will enable RIM high school students to select curriculum offerings other than those currently available under AB 8 summer school provisions. No location differential (UCTP, BCTP) will be provided to teachers assigned to this special summer program.

The Summer Study Center will impact the lives and educational programs of students, parents, and school staff members alike. The personal efforts of teachers, administrators, and school community will become involved in the total school planning and environment for this unique Summer Study Center.

Senior high students may select a one-, two-, or four-hour program. Programs at selected RIM sites will offer classes that meet these needs of high school students: 1) English immersion and ESL Bilingual for NES/LES students; 2) Provide additional opportunities to eliminate previous failure and/or appropriate assistance in Core classes; 3) Academic courses, i.e., language, math, literature, science, social studies, etc., for 10th graders; 4) University of California requirements/acceleration; and 5) Fulfillment of a major.

The Summer Study Center staff selection will be at the discretion of the local school administrator.

Thirteen Schools

Banning HS
Belmont HS
Crenshaw HS
Franklin HS
Gardena HS
Garfield HS
Jordan HS
Los Angeles HS
Manual Arts HS
Roosevelt HS
San Fernando HS
South Gate HS
Washington HS

EQUALIZATION OF ADVANCED COURSE OFFERINGS 1981-82

The Equalization of Advanced Course Offering funds have permitted schools to offer and/or maintain many advanced courses which might otherwise be cancelled from the master program due to lower enrollments or redirection of teacher resources to more pressing course needs such as proficiency remediation.

In RIM high schools priorities are given to proficiency remediation and required courses. Advanced course offerings have a much lower priority. The program will supplement the regular program provided by the District.

Evidence at the University of California at Los Angeles shows the attrition rate to be significantly higher for minority students. A justifiable reason may be the inability to compete with students who have had access to advanced courses which provide prerequisite knowledge, skills, and attitudes necessary to perform successfully in the competitive university program. Therefore, intensive learning experiences (advanced courses) in which there are high expectation levels and demands for accomplishment must be available to RIM students.

These courses are needed to overcome the lack of opportunities for educational enrichment available to RIM students. Smaller class sizes and a resource packet of funds to purchase special instructional materials, supplies, field trips, etc., will enable students to participate in enriched educational experiences.

Providing these courses at the local school site may accommodate those students who normally obtain a permit to take courses at another school. Time spent traveling on the bus could be spent productively in local school activities.

Advanced courses will be available to all RIM high schools. Each school will receive seven semester courses for the school year. Examples of advanced courses include AP English, French 3-4A, Computer, AP Spanish, Advanced Composition, Advanced Biology, Economics, and Trigonometry.

SELECTION OF DEPARTMENT CHAIRPERSONS 1981-82

In The Initial Report of Consultants Concerning Programs Addressing Affects of Racial Isolation in Minority Schools, drafted August 14, 1980, the Court-ordered educational consultants recommended that the principal should be the person to select department chairpersons at the local school level.

The consultants stated that while they recognize the teacher's concern for participation in decision-making led to this requirement in the negotiated contract, they still recommend that this reponsibility be returned to principals of racially isolated minority high schools.

If progress is to be made in improving educational opportunities in RIM secondary schools, the principal must be held accountable for improvement in curriculum, instruction, and administration. It is difficult, if not impossible, to hold principals accountable unless they have the authority to select department chairpersons who must play a major role in supervising and evaluating teachers as part of a school-wide plan for educational improvement.

Based on the above and interviews and observation by Court experts, it has been recommended that the responsibility for the selection of the department chairperson be returned to the principal if he/she is to be the educational leader in creating a positive school climate.

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STUDENT-TO-STUDENT INTERACTIONS PROGAM 1981-82

The goal of the Student-to-Student Interactions Program is to help every student develop and increase his/her ability to interact positively and effectively in multiethnic relationships. A tenet of the program is that students must be provided with the means of becoming knowledgeable and appreciative of their own background and self-worth, as well as gain an understanding of the contributions of people of different backgrounds. To achieve the program's goal, it is essential that the RIM students have many opportunities to become active participants with those of different racial-ethnic backgrounds in activities which promote positive interaction.

Task-oriented activities are provided with the objective of reducing racial isolation, promoting intercultural, interracial understanding, reducing fears and anxieties about unfamiliar cultures and geographic areas, and encouraging affirmative student interaction among students most directly affected by racial isolation. These activities include:

- Student exchanges
- Talent shows
- Assemblies
- Student drama productions
- International days
- Camping experiences
- Fairs
- Bazaars
- Pen pals
- Videotape exchanges

Conferences are an important aspect of the program. They have been of both the overnight and single-day variety. A concerted effort will be made to involve students of varying ethnicities in all of these events.

The program's central office staff will assist schools and areas with many of these conferences. In several instances, the central office of the Student-to-Student Interactions Program will provide staff development for school and area conferences. Whenever possible, the program will provide assistance of professional experts, community representatives, student aides, teacher assistants, independent contractors, and substitute teachers.

RIM funds will be made available to each administrative area and will be used to assist RIM schools in their implementation of student-to-student activities. These funds will be allocated to the areas based on either the number of RIM schools or the number of students in a school. Responsibility for distribution of these funds remains with the area. (See Implementation of the Student-to-Student Interactions Program at The Area and School Levels, Bulletin #74, Rev. September 1978.) The area staff under the direction of the area superintendent will outline the procedures for schools to follow in making student interaction grant proposals and disbursement of the funds. Non-RIM schools will be required to participate with the RIM schools. A RIM school may participate in activities with several non-RIM schools.

It is the school's reponsibility to submit a student interaction activities plan to the area superintendent's office. Items in the plan should include:

Title of activity/program
Statement of needs
Description of activity/program
Implementation data:
- Dates for activity/program
- Personnel needed
- Materials needed
- Other (e.g. transportation)
- Evaluation procedures
- Budget (if funding is requested)

A District Student Advisory Committee on Student Integration was formed for the purpose of providing the program District-wide student leadership on matters relating to student interaction.

The committee is composed of 38 student leaders--natural as well as elected--from each school level (elementary, junior high, senior high, and Special Education) and are drawn equally from each administrative area. Additionally, the committee includes parents, teachers, and administrators. Community persons who are involved in human relations activities for young people serve as a continuing resource to the committee.

Each RIM school must establish and/or maintain a school student advisory committee on student integration to promote student interaction activities and programs. The committee should reflect all ethnic groups and natural as well as elected leaders in the school. The following committee composition is suggested as a model:

The administrator
A teacher
A parent
A PTA representative
A school community advisory council representative
Nine students (3 from each grade level in secondary schools and 3 from each of the upper grades in elementary schools)

Actual committee formation, composition, and relationship to existing structure within the school will be determined by the principal.

INSTRUCTIONAL ADVISER PROGRAM 1981-82

This program is designed to equalize the educational opportunities for students in racially isolated schools by giving assistance in curriculum improvement and upgrading achievement scores in academic subjects. Instructional advisers will be assigned to each administrative area office based on a ratio of one adviser for every 150 RIMS teachers.

At the direction of the area superintendents, the instructional adviser teams will assess and evaluate each school's instructional programs and prioritize the assessed needs to plan strategies for improvement of the programs at that school. Their responsibilities will also include helping teachers to analyze test data, adjust instructional strategies, and relate instructional materials to program objectives. They will assist new and transferring teachers to implement the content and concepts gained from staff development workshops and in-service classes to improve teacher performance in the classroom. Instructional advisers will give direct aid to classroom teachers in reading, mathematics, science, English, and other subject areas.

The area instructional team will be composed of:

- Director of Instruction
- Instructional Specialist
- Instructional Advisers, based on 1:150 teacher ratio

The area superintendent will be responsible for coordinating the responsibilities of the instructional adviser teams.

EXTENSION OF SCHOOL DAY FOR GRADES 1 AND 2 1981-82

The regular school day for students in grades one and two is currently 230 minutes. This time is instructional time, exclusive of noon intermission and recess.

The Court-appointed experts in the publication, Initial Report of Consultants Concerning Programs Addressing Affects of Racial Isolation in Minority Schools, page 56, Item 4, August, 1980, recommended a longer school day for first and second grade students. Primary students would receive instructional time equal to that currently provided to students in grades 3, 4, 5, and 6.

The experts point to cities and states that have provided a full day of schooling for primary children and to parochial and private schools in Los Angeles that have provided longer school hours for primary grade students over the past years.

Poor academic achievement in grade 3 and safety hazards created by primary students being released on an earlier schedule are two factors considered for this recommendation.

A lengthened day will provide fifty minutes of additional instructional time to direct teaching toward the mastery of academic skills identified in the District's instructional guide, Elementary School Curriculum, A Balance Program.

These skills are organized in thirteen continuums by subject areas as follows: Reading Skills, Written Composition, Oral language, English As A Second Language, Mathematics, Science, Social Studies, Environmental Education, Health Education, Music, Art Education, Physical Education, and Library Media.

RIM schools have emphasized instruction in the areas of reading, math, oral, and written language. An extended instructional day will allow continuing mastery of skills in these areas. In addition, there will be greater opportunity to teach a balanced curriculum, one which includes all subject areas.

SUPPLEMENTAL COUNSELING (SENIOR HIGH) 1981-82

The District, along with its basic counseling service, will provide RIM senior high schools with additional counseling assistance. A counselor/pupil ratio of 375:1 will be the goal of the program RIM senior high schools will begin to develop a whole-child approach to counseling. Each counselor, to the extent possible, will maintain the same students for the duration of the students' senior high experience. The lowered ratio will allow counselors to meet with students individually on a regular basis. The counselors will also engage in group counseling as needed.

The counseling program will assist pupils and parents to profit from a planned three-year educational experience. Counselors will also provide direct help to pupils requiring individualized, small-group counseling, or classroom activities. Counselors will work with staff to decrease feelings of isolation and to increase pupils' value of themselves and others. By helping parents, teachers, and pupils, the counselor provides a service that is essential to the success of RIMS students. Counselors will also assist with specific requirements for graduation. There is a critical need to maintain careful records of pupils' educational progress. This is even more important if the student is to be assured the proper progress to graduation.

The principal will select counselors with the knowledge, ability, and skill to work effectively with RIMS students, parents, staff, and community. The counselor will receive direction from the administrator and will utilize all educational opportunities to relieve the harms of racial isolation.

Recruitment of appropriately qualified counselors to serve in RIM high schools will be extended to all existing District staff. In addition, necessary modifications will be sought in current District policies and procedures to permit the recruitment, employment, and assignment of other qualified persons from outside the District in order to maximize the potential resource pool for counselor selection.

PILOT PROJECTS 1981-82

The Los Angeles Unified School District, Administrative Area 3, will be implementing pilot preparatory programs at two schools to enhance the academic achievement of students in pre-kindergarten, kindergarten, and grades one through eight. The elementary school program will be for students in pre-kindergarten, kindergarten, and grades one through five. The secondary school program, called an Intermediate School, will be for students in grades six through eight.

Ninety-fifth Street Elementary School has been selected as the preparatory elementary school whose organization will be converted to Pre-K through grade five. Bret Harte Junior High School has been selected as the preparatory secondary school whose grade level organization will be converted to six through eight and designated as an Intermediate School.

Washington High School will also be included in the pilot project and an effort will be made to recruit on a voluntary basis current eighth graders who may matriculate to Washington as ninth grade students during the 1981-82 school year.

Key to the success of the pilot schools will be the reciprocal commitment of parents, students and staff to adhere to the schools' philosophy including the maintenance of a consistently enforced set of behaviorial standards. A sign-off by parents indicating their willingness to support the philosophy and goals of the school and subscribe to a defined standard of pupil deportment, will be required prior to admission of any student. Students will be recruited from the current feeder elementary schools of the selected junior high school.

Efforts will be made to exercise contol over two variables: enrollment limits of 600 for the elementary level school and 900 for the intermediate level school. Additionally, staff selection will be based on an assessment of pupil needs and commitment of teachers to strengthen and develop:

- An understanding and sensitivity to the needs of minority students
- An ability to plan and work cooperatively with other teachers in a team teaching approach
- A willingness to use their knowledge of specific subject matter and their special skills to enhance the total instructional program
- A willingness to work with students in a self-contained classroom organization
- A willingness to assume responsibilities which may extend beyond the normal school day
- A willingness to participate in planning and implementing an instructional program for pre-kindergarten, kindergarten, and grades one through five (Preparatory Elementary School) or six through eight (Intermediate School).

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C. EXPANSION PROGRAMS

49:1-28

PARENT CONFERENCES/COUNSELING/ARTICULATION

Conferences, K-12

Each RIM school will conduct individual parent conferences on the school site twice a year. The conferences will take place during the second school month and eighth school month. The purpose of the first conference will be to discuss with the parent(s) the teacher's diagnoses of recent test results, the student's prescribed program and objectives for the school year. The second conference will give teachers an opportunity to provide parents with an update of the student's academic status utilizing the thirty week report or other current information.

A written record of parent participation will be maintained by the teacher. Parents will verify conference attendance by signing a conference attendance form at the time of the conference.

A master calendar of RIM school conference schedules will be kept by each administrative area office to minimize conflicts in scheduling.

Conferences will be scheduled during shortened days or early evening hours to allow parents and teachers greater flexibility in scheduling.

The conference periods may replace Back to School Night and Open House activities.

These conferences will not be in lieu of the twenty week or forty week structured grading reports to parents.

All support staff and administrators will be available to participate when needed.

Elementary/Junior High Articulation

Improved articulation and counseling at all levels will be an integral part of the conference structure.

Junior high school counselors will conduct articulation meetings with parents of sixth grade students prior to meeting with the sixth grade students at the local elementary school. The purpose of the meetings will be to give parents an opportunity to gain a better understanding of program opportunities at the junior high level. The meetings may be a combined meeting of all elementary feeder schools or individual meetings at each feeder elementary school. The meetings will be conducted at a time when the majority of parents will be able to attend.

Parents will also be notified of the date when the sixth grade articulation meetings will take place at the elementary school. This will afford the parents an opportunity to meet with the counselors a second time.

Junior High/Senior High Articulation

The procedure described for elementary/junior high articulation will also apply to junior/senior high articulation.

Printed material on high school and college requirements will be discussed and distributed at these meetings.

Counseling Program for Secondary Schools

Junior and senior high schools' counselor programs will be designed so that students will remain with a counselor for the duration of the junior or senior high school experience.

Counselors will meet with parents by grade level at the beginning of each school year prior to the parent conference period. Course requirements and student/parent expectations will be discussed.

Counselors will meet with students by grade level at the beginning of the school year to discuss program goals and objectives for the current year.

Programming for Secondary Schools

Counselors will conduct general grade level meetings with parents to discuss program options for the next year prior to meeting with students. These meetings will be informational in nature providing parents with programming information.

Before final programming, parents will have an opportunity to sign a form indicating approval of the program.

If a conference is requested by the parent or counselor, it will take place before the final program is established.

PARENT/STUDENT COUNSELING CENTERS 1981-82

A Parent/Student Counseling Center will be established in all RIM schools. The local center will be supervised by a licensed counselor who has had a background of experiences in the local community. The counselor will be selected from an approved list established by authorities in the field and by District personnel. The amount of counseling time allocated to each school will be contingent upon funds available to schools based upon a predetermined formula.

The goals of this program will be (1) to provide the support necessary to maximize student abilities so that his/her potential is realized; (2) to reinforce the parents' role in the educational process so that ongoing support is given to students as potential skills, talents, and abilities are developed; (3) to assist teachers in developing a greater awareness and sensitivity to affective (behavior) issues related to teaching in racially isolated situations.

The Parent/Student Counseling Center will provide the following services:

1. Increase student counseling and guidance.

2. Establish liaison services with Pupil Services and Attendance Counselors, School Psychologists, and other Pupil Services personnel.

3. Advise parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.

4. Interpret student behavior to teachers and parents in order to promote a better learning situation for students.

5. Provide guidance to students so they can effectively utilize the educational opportunities of the school.

6. Hold conferences with principal or designee regarding supplementary counseling needs of the students.

The counselor will facilitate greater growth in student achievement and success in school by performing the following functions:

1. Provide orientations for students and parents.

2. Explain all of the counseling services available to students and parents.

3. Work on an ongoing basis with selected students who are referred or who seek help on their own either individually or in group counseling.

4. Help students develop and/or increase self-esteem, self-worth, and a positive total self-concept.

5. Provide information and guidance in relation to post-secondary educational and career opportunities.

6. Work with classes to develop better intercultural and interpersonal relationships.

7. Help teachers incorporate student coping techniques into instructional programs which are aimed at improving intra- and interpersonal behaviors through workshops, demonstration of techniques, and individual consultation.

8. Provide guidance for parents who have special concerns for their children in the school.

9. Make presentations to the PTA, community councils, and other parent groups upon requests for the purpose of assisting parents who want to help their children in obtaining the best integrated educational experience possible.

10. Maintain constant contact with students through classroom, playground, and extracurricular progams so that they will always be available for service and so that they will be knowledgeable about student needs for counseling services.

11. Participate in year-round staff development in which they will develop those skills relevant to counseling and which will increase their awareness and ability to work with students of many cultural backgrounds.

SUPPLEMENTAL COUNSELING (JUNIOR HIGH) 1981-82

The District, along with its basic counseling service, will provide RIM junior high schools with additional counseling assistance. A counselor/pupil ratio of 300:1 will be the goal of the program. RIM junior high schools will begin to develop a whole-child approach to counseling. Each counselor, to the extent possible, will maintain the same students for the duration of the students' junior high experience. The lowered ratio will allow counselors to meet with students individually on a regular basis. The counselors will also engage in group counseling as needed.

The counseling program will assist pupils and parents to profit from a planned three-year educational experience. Counselors will also provide direct help to pupils requiring individualized, small-group counseling, or classroom activities. Counselors will work with staff to decrease feelings of isolation and to increase pupils' value of themselves and others. By helping parents, teachers, and pupils the counselor provides a service that is essential to the success of RIMS students. Counselors will also assist with specific requirements for graduation. There is a critical need to maintain careful records of pupils' educational progress. This is even more important if the student is to be assured the proper progress toward graduation.

The principal will select counselors with the knowledge, ability, and skill to work effectively with RIMS students, parents, staff, and community. The counselor will receive direction from the administrator and will utilize all educational opportunities to relieve the harms of racial isolation.

Recruitment of appropriately qualified counselors to serve in RIM junior high schools will be extended to all existing District staff. In addition, necessary modifications will be sought in current District policies and procedures to permit the recruitment, employment, and assignment of other qualified persons from outside the District in order to maximize the potential resource pool for counselor selection.

COMMUNITY CENTERED SCHOOL MODELS 1981-82

The RIMS Minute Order of August 21, 1979, page 6, required the District to indicate which programs will benefit from the cooperation of other city and county governmental agencies. The Initial Report of Court-Appointed Consultants, August 14, 1980, pages 57 and 58, also recommended implementation of programs that involve other governmental agencies with the schools. The consultants determined that the sense of estrangement of schools and communities could be eliminated by implementation of such programs, and these centers could serve as prototypes of other minority communities. The community centers would enhance the schools as educational and service community centers. As a result, the Community Center School models were developed with input from the RIMS Advisory Council.

Research indicates that there are two basic types of community education models. One is program-centered and school-based; for example, adult education and recreation programs are centered in the school during the after-school hours. The second type is process-centered and community based. This model perceives the school as merely one agency that shares the responsibility with various community agencies and other persons in the community. Further, the activities, programs, and processes are neither limited to the school site, nor after-school time. The conclusion then is that the community exists 24 hours a day, seven days a week. The result of this should lead to a closer relationship with the school, other agencies, and persons in the community.

The District will utilize the process-centered and community-based model.

The models will be supervised by a certificated community center coordinator, a part-time aide, youth services personnel, and a clerk-typist.

The community center coordinator will be responsible to the high school principal. The coordinator will perform the following functions:

1. Conduct a community needs assessment, define problems, write program objectives, prepare cost estimates, and set program priorities.

2. Articulate the school community site personnel, the community adult school personnel, and the community school advisory council.

3. Promote and coordinate services of community, county, state, and federal agencies and organization for the purpose of obtaining fiscal community school support.

4. Coordinate site and facility usage with the site administrator (LAUSD and others).

5. Provide a monthly status report of classes, programs, and services to the community school advisory council, site administrator(s), and area superintendent.

6. Provide necessary support to community school advisory council.

COMMUNITY RESOURCE CENTERS 1981-82

A Community Resource Center established within the attendance area of each RIM high school will provide services based upon the needs of the local community. Each center will be staffed by a certificated teacher with professional and personal experience in the community, a part-time education aide, and a full-time clerk.

The goals of the Community Resource Center will be to maintain communication, understanding, and cooperation between school and community; provide needed resources to school and community; and increase the involvement of the community and its resources in the educational process of students, thereby increasing the effectiveness of instructional programs in schools.

The Community Resource Center will achieve its goals by providing the following services:

1. Determine community concerns, desires, and problems.
2. Identify existing resource services, facilities, programs, and activities.
3. Develop a community resource guide.
4. Plan regular conferences with local school support personnel and administrators to maintain a working relationship.
5. Meet with District and other personnel as needed.
6. Increase public relations with the schools by providing a sense of community.
7. Work closely with the advisory councils.
8. Schedule local agencies for tutoring, crisis intervention, counseling, and referrals of parents and students.
9. Coordinate inter-agency activities, youth services, and career and continuing education as related to schools.
10. Establish hotline telephone service.
11. Conduct local workshops and information sessions.
12. Involve community in various programs.
13. Facilitate the development of community leadership.
14. Minimize the duplication of services.
15. Maintain a continuous liaison service between school and community.
16. Work cooperatively with Community Network.

49:2:9

SUMMER STUDY CENTERS (ELEMENTARY) 1981-82

This program will provide reinforcement programs in reading, writing, and mathematics for approximately 50,000 students presently in grades 1-6 at 168 elementary RIMS locations. In addition, instruction designed to assist non- or limited-English speaking students to acquire English language skills will be provided. No location differential (UCTP-BCTP) will be provided to teachers assigned to this special summer program.

The Summer Study Center will impact the lives and educational programs of students, parents, and school staff members alike. The efforts of teachers, administrators, and school community will be involved in the total school planning and environment for this Summer Study Center.

The Summer Study Center Personnel selection will be at the discretion of the local school administrator.

The following student instructional need categories should be considered in the determination of class offerings:

Reading
Mathematics
Language Arts
ESL/Bilingual Transition

In the selection of students the following priorities should be considered (no rank order):

Retention
SES scores
Reinforcement
Transition of students from ESL/Bilingual
Functioning below grade level
Teacher judgment

SUMMER STUDY CENTERS (JUNIOR HIGH) 1981-82

This program will provide students with an opportunity to select elective and academic courses during a 6-week summer session. The program will operate in selected RIM junior high schools and will enable RIM junior high school students to select curriculum offerings other than those currently available under AB 8 summer school provisions. No location differential (UCTP, BCTP) will be provided to teachers assigned to this special summer program.

The Summer Study Center will impact the lives and educational programs of students, parents, and school staff members alike. The efforts of teachers, administrators, and school community will be involved in the total school planning and environment for this summer study center.

Junior high students may select a one-, two-, or four-hour program. Programs at selected RIM sites will offer classes that meet various needs of students: (1) English immersion and ESL Bilingual for NES/LES students; (2) Provide additional opportunities to eliminate previous failures and/or appropriate assistance in Core classes; (3) Academic courses, i.e. language, math, literature, science, social studies, etc.; (4) Experimental courses in practical arts when instructional materiels have already been designed for proficiency; (5) Guidance and study skills for 7th and 8th graders; and (6) College advisement for 9th graders.

The Summer Study Center staff selection will be at the discretion of the local school administrator.

SCHOOLS

Curtis JH	Foshay JH
Wilmington JH	Mt. Vernon JH
Calver JH	Belvedere JH
Edison JH	El Sereno JH
Markham JH	Hollenbeck JH
Bethune JH	Stevenson JH
Harte JH	Burbank JH
Muir JH	Nightingale JH
Audubon JH	Pacoima JH
Pasteur JH	San Fernando JH

URBAN CLASSROOM TEACHER SPECIALIST PROGRAM 1981-82

The Urban Classroom Teacher Specialist (UCTS) program is designed to attract and retain high quality experienced teachers in the classroom in RIM schools. The need to retain qualified classroom teachers in the inner-city has been repeatedly expressed by staffs and communities.

All RIM schools will be eligible for the Urban Classroom Teacher Specialist Program. Teachers will be eligible to participate with a permanent status and a minimum of three years service at the same RIM school at the time of assignment to the UCTS or one year of service in a RIM school after transferring to the school as a permanent teacher and teaching in a full-time classroom assignment. They must demonstrate outstanding classroom performance; demonstrate interest in school/community activities and environment; and demonstrate school leadership. Interested teachers will submit a standard application for UCTS. The final selection and designation of the UCTS will be the responsibility of the UCTS evaluation committee and the local school principal. The evaluation committees will be established at the District level and will be composed of:

1 Teacher Training Coordinator from an institution of high education
1 Principal
1 Assistant Principal
1 Teacher
1 Community Representative

Only teachers who have been approved by the RIMS UCTS evaluation committee may be assigned to the program. The evaluation process will take place once each year during the spring semester.

The UCTS assignment is for one year and is to be reviewed each year for reassignment. Selected teachers will receive a UCTS certificate and a pay differential of $100.00 per pay period.

Duties and responsibilities include serving as a resource in inservice training and community relations; serving as a demonstration/training teacher; and developing and modifying school curriculum as appropriate.

The number of Urban Classroom Teacher Specialists allocated to each school will be determined by average enrollment and percentage of nonpermanent teachers.

An evaluation will furnish information at the end of the year to determine the advisability of changing future allocations of UCTS titles.

VI. NATURALLY DESEGREGATED SCHOOLS

It is the goal of the plan to preserve and enhance those schools which are desegregated as as a result of neighborhood desegregation. One of the principal goals of any school desegregation effort is to achieve residential integration. Although difficult, it is easier to keep a school and its surrounding neighborhood from becomming racially isolated than it is to integrate that school and neighborhood once it has become racially isolated. Unfortunately, the District's naturally desegregated schools do not have stable enrollments, and historically, have become minority segregated schools within a few years.

This component of the District's plan attempts to assist schools which have acheived some level of natural desegregation through integrated residential housing patterns in stablilizing their desegregated enrollments. A principal technique to be employed will be class size reduction in an effort to continue to make the school educationally attractive. This will be coupled with staff assistance and training to aide the school in becomming a stable element in what otherwise might be a changing community.

Additionally, although there has not been significant planning time for 1981-82 implementation, the District intends to re-evaluate and modify its Educational Complex Proposal as described in its Court submission of April 1980 Exhibit C attached hereto. Assuming the availability of adequate funding, the District would propose to revise and refine the proposal for educational complexes as a future viable voluntary integration component.

Educational complexes will consist of a K-12 organizational structure comprised of a high school and its primary feeder junior high and elementary schools. Each complex community, which will include parents as well as representatives of

local business and civic institutions, will plan educational and other programs designed to encourage and stabilize school and residential integration.

Approximately 40 schools presently have resident enrollments of between 40 and 50% OW and are not otherwise involved either as PWT or Satellite Zone receivers. These schools, listed hereafter, will receive immediate attention to preserve their desegregated status.

Schools Proposed to be Integrated by Neighborhood

		% OW	
		80-81	81-82
Area	School	Actual	Estimated*
1	Chapman	42.7	44.4
	Halldale	47.7	46.0
	Harbor City	40.0	39.5
	156th St.	41.8	41.6
	President	46.1	45.9
	Dana JH	47.0	46.9
3	98th St.	46.6	42.9
4	Beethoven	46.1	46.6
	Brockton	40.1	37.6
	Mark Twain JH	40.2	40.2
	Venice SH	40.8	38.9
5	Carthay Center	41.4	43.1
	Melrose	51.3	48.1
	Bancroft JH	48.6	48.0
	LeConte JH	40.2	39.6
	Fairfax SH	42.0	44.4
7	Cheremoya	46.4	42.3
	Dahlia Hts	54.9	53.5
	Eagle Rock	48.5	45.9
	Franklin	48.1	48.5
	Grant	41.1	38.4
	Ivanhoe	45.7	46.2
	Mt. Washington	41.4	40.7
	Eagle Rock SH	48.3	48.5
8	Coldwater Cyn.	47.7	44.9
	Kittridge	50.6	46.9
	Plummer	40.2	42.6
	San Jose	43.6	42.6
	Strathern	44.4	43.3
	Vena	43.9	41.9
	Francis Poly SH	49.9	48.1

*Computed by subtracting graduating grade level and doubling lowest grade level.

Schools Proposed to be Integrated by Neighborhood

Area	School	% OW 80-81 Actual	% OW 81-82 Estimated*
9	Bassett	47.4	46.6
	Cohassett	47.7	46.6
	Hubbard	50.7	49.7
	Sylmar	40.3	39.3
	Olive Vista JH	47.2	47.0
	Sylmar SH	50.8	47.8
10	Canoga Park	43.8	39.3
	Reseda	56.4	55.1

*Computed by subtracting graduating grade level and doubling lowest grade level.

EXHIBIT C

THE EDUCATIONAL COMPLEX

I. BACKGROUND

This component is designed to provide resources to encourage residentially integrated schools and communities, including neighborhoods in transition, to develop innovative and creative programs to maintain and enhance the natural integration of the schools and community. In addition, it is designed to help desegregate those schools within the Complex which are minority segregated. The schools forming an Educational Complex will join in a coordinated program to provide quality education and a range of educational options to all students residing within the Complex boundaries.

The concept of the Educational Complex is believed to be unique among integration programs nationwide. It is the only known proposal which addresses the future of urban areas in a positive manner by offering citizens a process by which they can help to shape the destiny of their communities. By offering options within a quality public educational program, this component has the potential to cause the return to the city of many who have left thus reversing the trend in other urban areas. Other unique aspects of the Complex are:

1) adaptability

The programs are based upon a community needs assessment involving both residents and school staffs in an effort to stabilize the schools through the provision of uniquely tailored programs.

2) community involvement

The Complex requires a heavy involvement and commitment of both parents and representatives of local businesses, civic

institutions, and social agencies to work in a close relationship with the public schools.

3) educational options

The option to select one of the magnet-type programs provided by the Complex schools will be given to students residing within the Complex.

4) desegregation of RIM schools

a) The possibility of attracting students of the needed ethnicity to those Complex schools that need to enhance their racial balance will be increased by structuring the location of the various educational options.

b) Movement to enhance ethnic balance within the Complex and to carry out the exchange programs among the schools is facilitated because of the proximity of Complex schools. (Within any proposed Complex, the farthest schools are less than six miles apart.)

5) meaningful integration

Each student shares long-term continuing integration experiences with increased provisions for matriculating upward through currently integrated secondary schools.

After a review of each high school and its feeder schools within the LAUSD, sixteen school communities were selected. It was felt that, at the current time, they could benefit most from efforts to stabilize their multicultural, residential student population.

In an effort to generate data that would give current and practical knowledge to the staff, representatives from each of the seven areas that have identified complexes were requested to meet with staff. Specifically, each area sent one Deputy Area Administrator, the Administrative Consultant for Integration, and the Director of Instruction. These interviews resulted in identifying instructional programs that would be a reflection of community/student needs and would be viable for implementation in selected schools. It should be noted that this approach maximized information input that related to current programs now in operation as well as the thoughts, feelings and concerns of the parents, students and community persons in any future viable integration program. Subsequent opportunity will be provided for direct and additional input of information, suggestions, and recommendations by local school community and staff.

II. CRITERIA FOR SELECTION OF SCHOOLS

In determining the criteria for selecting the schools to participate in complexes, critical data were reviewed:

A. Unique Programs Currently Operating

B. Perceptions of the Schools and Their Programs

C. Rates of Ethnic Change or Stability

D. Current Ethnic Balance

E. Current School Housing Availability

F. Leadership Potential of the School Administrator/Faculty

G. Current Operating Magnet Programs

H. Feeder School Demographics

I. Impact of PWT

J. Distance/Transportation Factor

III. GUIDELINES FOR TRANSFER

A. General Rules of Operation for Transfers Within and Without the Complex

To implement programs of effective integration through curriculum specialization, it will be essential to facilitate movement of students on a part day or full day consistent with the Complex program intent.

Specifically:

1. Distributing student population within all reasonable means so that "overcrowding" is lessened in the schools within the Complex. Therefore, initial placement of specialized programs were at schools which do have the accommodations for additional students.
2. Reducing or eliminating the transfer of "Other White" students to other schools outside the complex except as it may improve ethnicity in the receiving or sending school. Consideration was given to the magnet school programs which do need "Other White" student enrollment. However, student permit movement will be closely monitored so as to maintain integration within the educational complex.
3. Directing that each school within the complex will reduce the harms of racial isolation as much as possible through the instructional opportunities and through the processes determined for transfer of students within the Educational Complex.
4. Authorizing the matriculation of all elementary students within the complex through the junior high school and senior high school levels in such a manner as to enhance integration.

B. Specific Rules of Operation For Student Transfer

1. Within complexes, intra-complex transfer requests will receive first priority.

2. Students attending a complex school identified as a PWT sender may transfer out of the complex.

3. Students attending RIM and ORIM schools will be given first priority for openings available to students outside the complex. Students from overcrowded RIMS will have priority over all RIM and ORIM schools.

4. Transfers within or into complex schools must not cause a receiving school to exceed 50% CM.

5. Transfers from the complex schools to magnet programs will be permitted only if the desired magnet program is not offered in the complex and, other enrollment priorities for magnet schools have been met.

IV. GENERAL RULES FOR OPERATING EDUCATIONAL COMPLEX ADVISORY COMMITTEE

A. Membership

The Complex Advisory Committee will consist of one principal, one teacher, and one representative from the School Community Advisory Councils of each school participating in the complex. The teacher coordinator and teacher advisors of the complex will also have membership on the committee.

B. Coordination

The Director will be responsible for coordinating the activities of the Committee.

C. Responsibilities

The major functions of the committee will be to assure that the curriculum specialization programs correctly define the needs of the various schools comprising the complex.

The Committee may supplement or modify the program consistent with the intent of the Board of Education. For example:

As the advisory committee of each complex implements, reviews, and monitors its programs, it may expand its programs or additional programs to a greater number of schools as it sees fit.

V. BUDGET

A. Area and Complex Support

An area team will be funded for each administrative area which contains one or more educational complexes so as to guarantee coordination, communication and efficiency of operation.

The administrative area teams will consist of such budget items as a director and clerical support personnel.

Each Educational Complex support package will have one teacher coordinator and two teacher advisors to implement the specific instructional program of the complex. Funds will also be available for an evaluation component, plus funds for substitute days, and mileage costs.

Additional implementation funds will include:

1. Professional Expert Time
2. Advisory Council Expenses
3. Clerical Relief and Overtime
4. Complex Determined Needs
5. Imprest Funds (IMA)

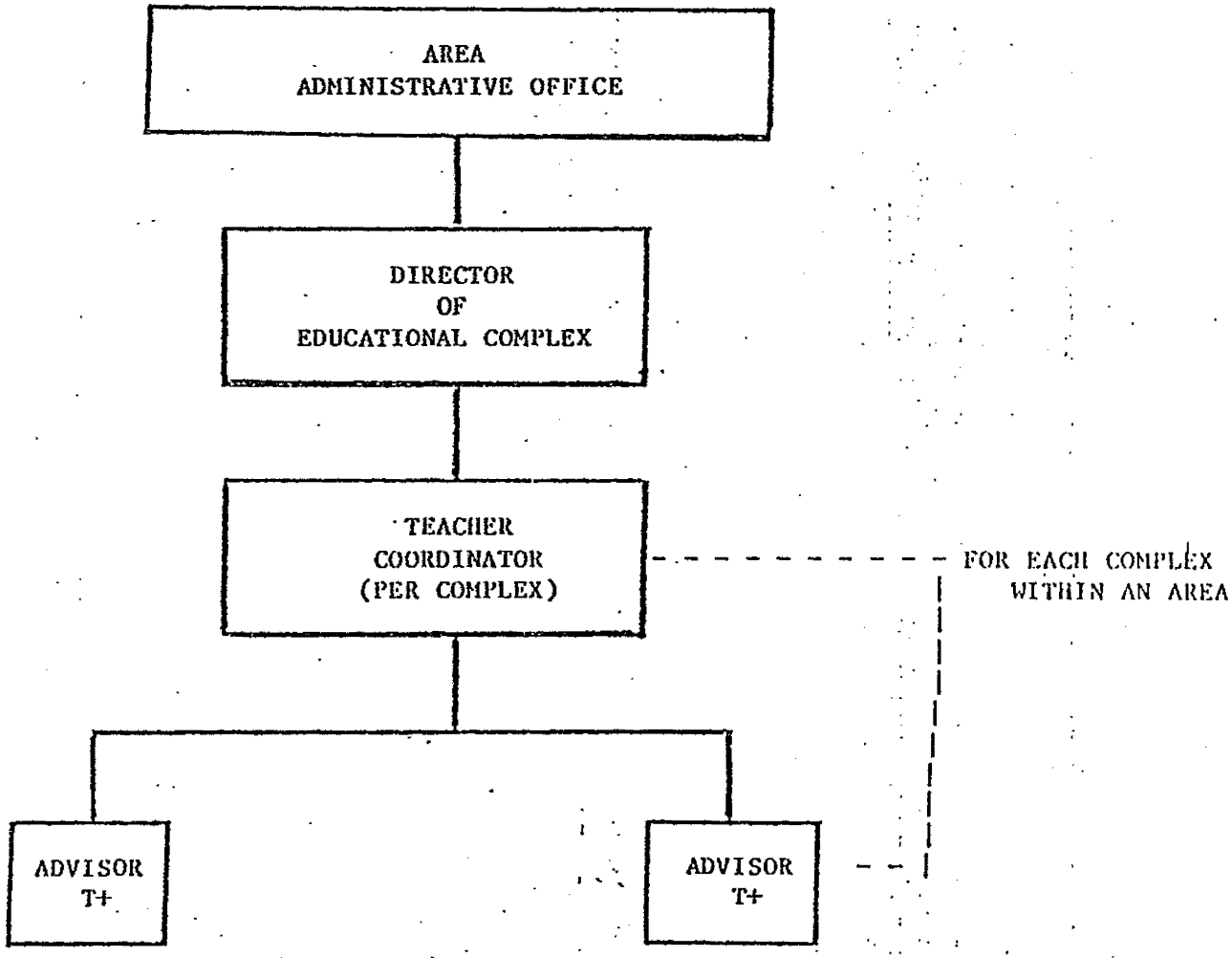
Area and Complex support funds will be administered by the Area Superintendent.

B. Educational Complex Budget

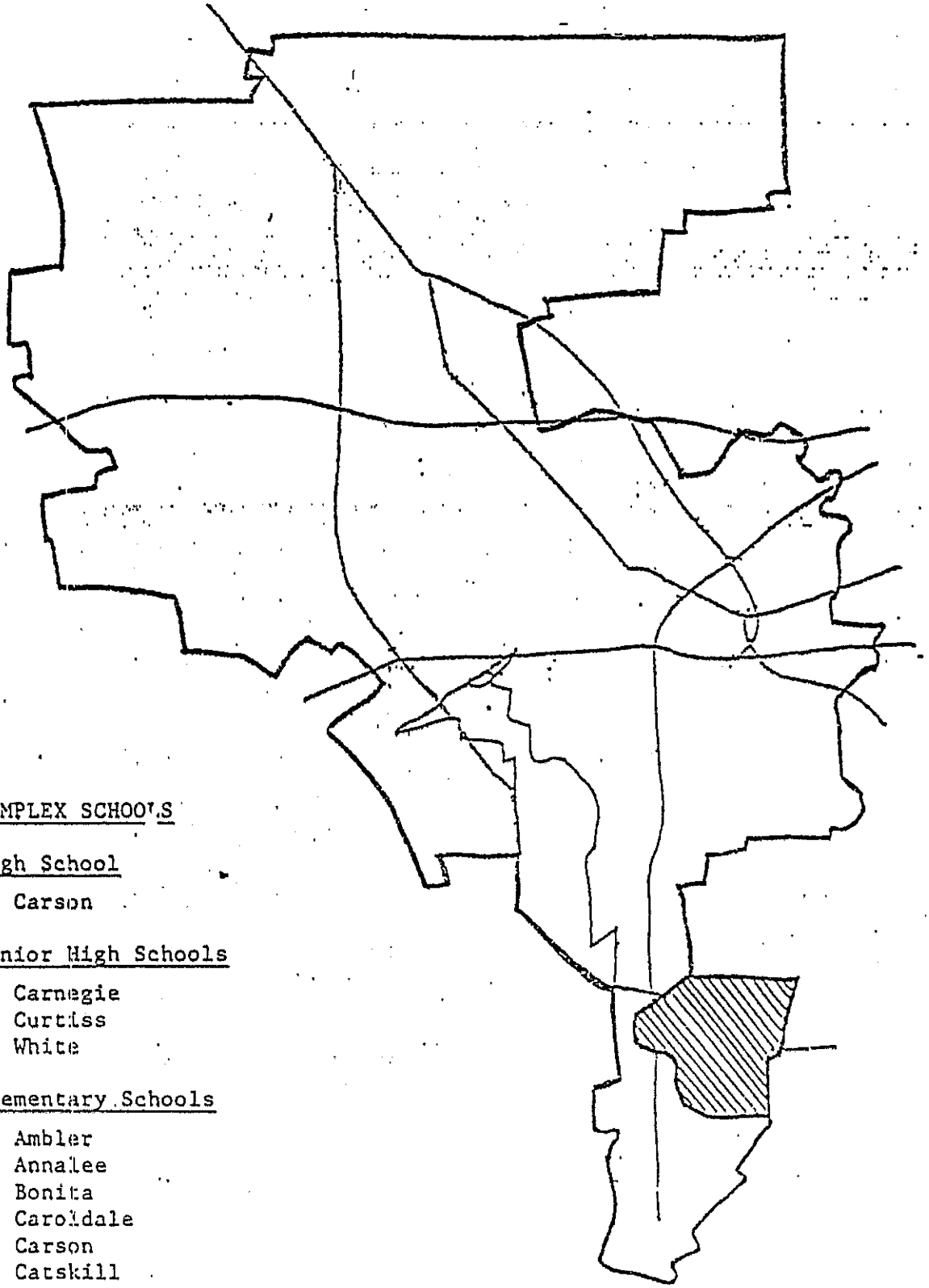
The budget component for the specialized curriculum of each complex is specifically stated in the budget description on subsequent pages. Complex advisory committees may wish to consider the following types of budget items to address the curriculum specialization program objectives of the Complex.

1. Teacher-off norm
2. Instructional materials
3. Staff development
4. Instructional equipment
5. Complex determined needs
6. Mini-buses/transportation
7. Substitute days
8. Professional expert time
9. Clerical relief time
10. Alterations and improvements

CHART OF AREA AND COMPLEX SUPPORT SERVICES



CARSON EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Carson

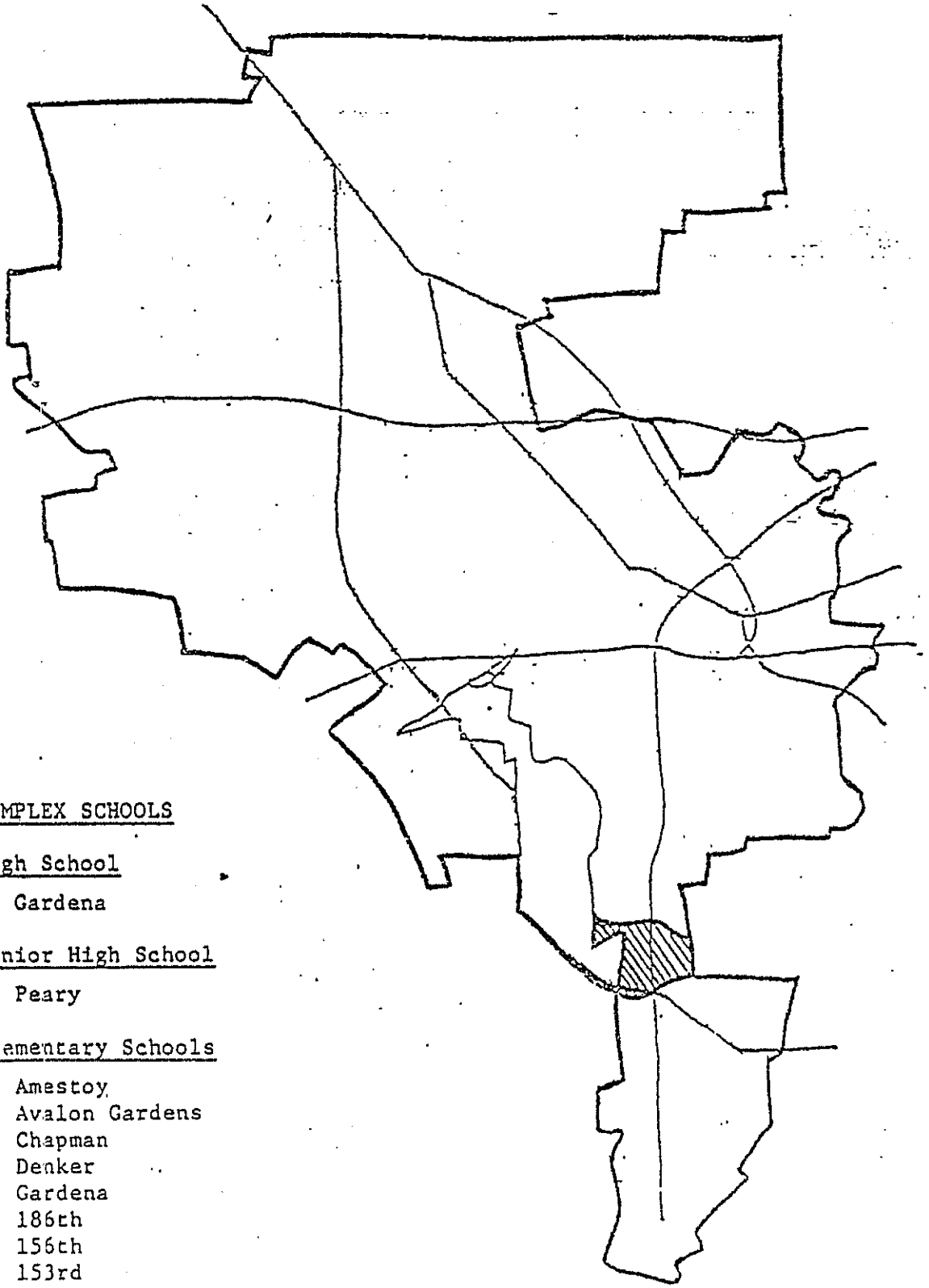
Junior High Schools

Carnegie
Curtiss
White

Elementary Schools

Ambler
Annalee
Bonita
Carildale
Carson
Catskill
Delores
Leapwood
Towne
232nd Street
Van Deene

GARDENA EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Gardena

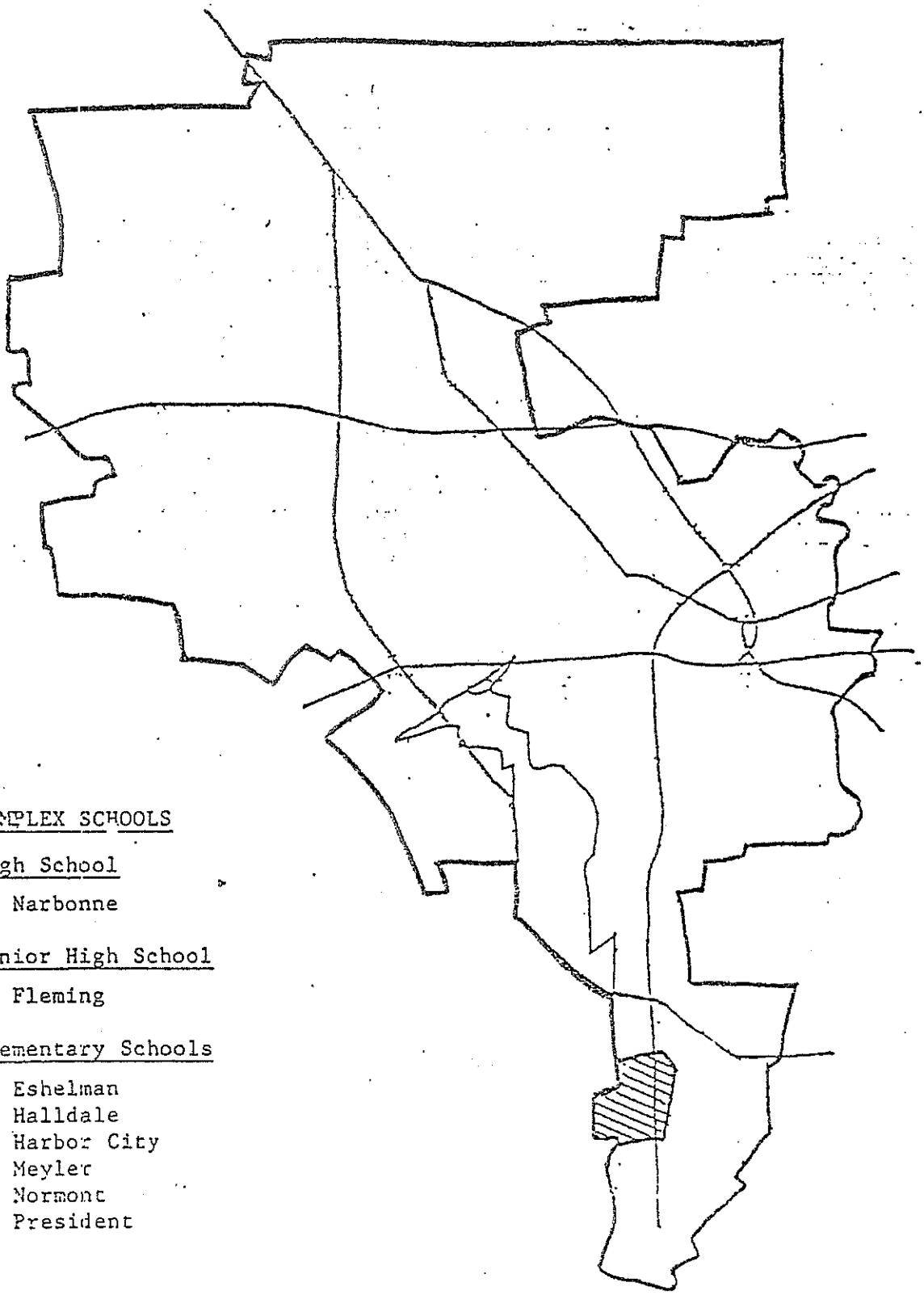
Junior High School

Peary

Elementary Schools

Amestoy
Avalon Gardens
Chapman
Denker
Gardena
186th
156th
153rd
135th
Purche Avenue

NARBONNE EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Narbonne

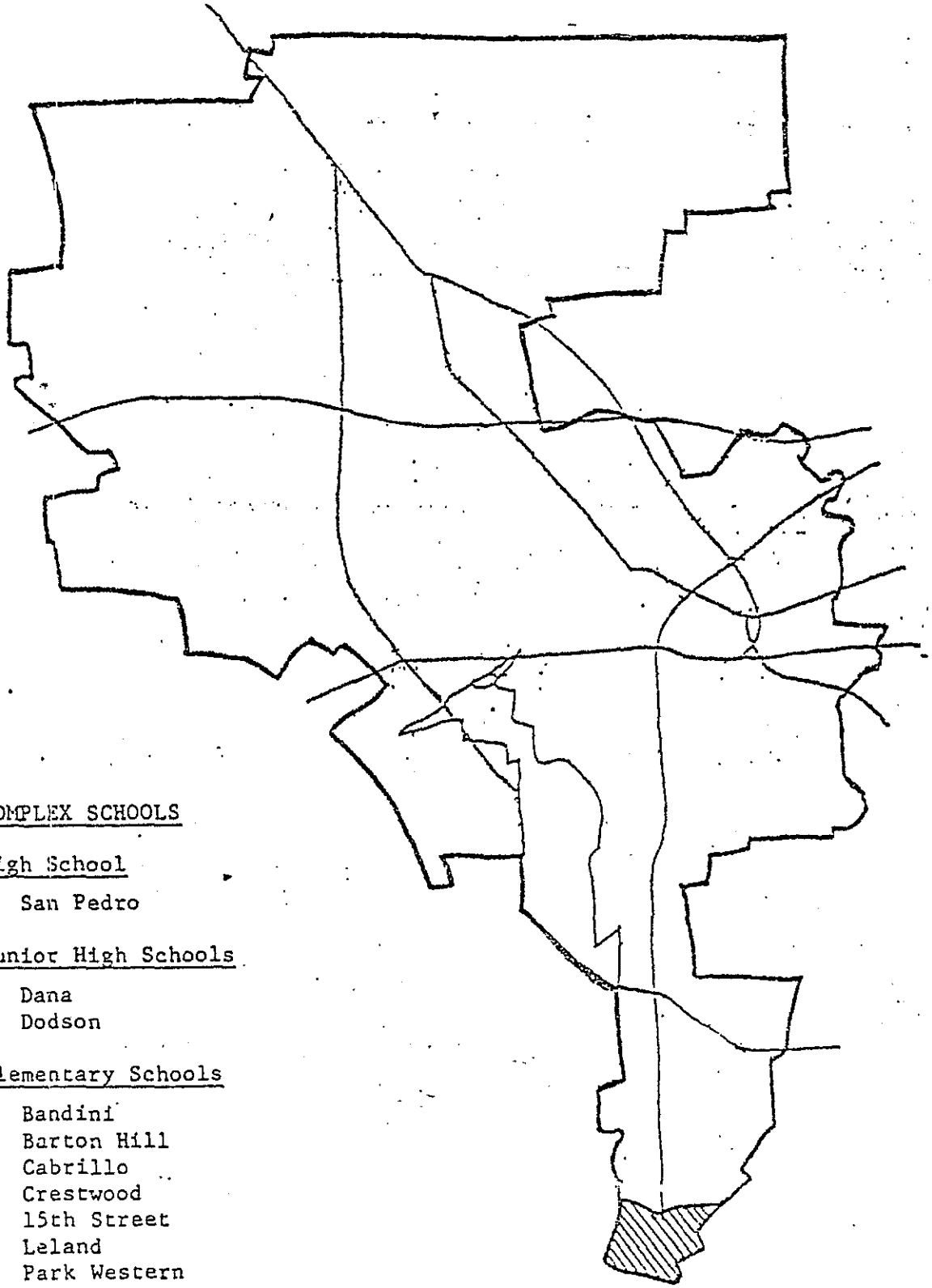
Junior High School

Fleming

Elementary Schools

Eshelman
Halldale
Harbor City
Meyler
Normont
President

SAN PEDRO EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

San Pedro

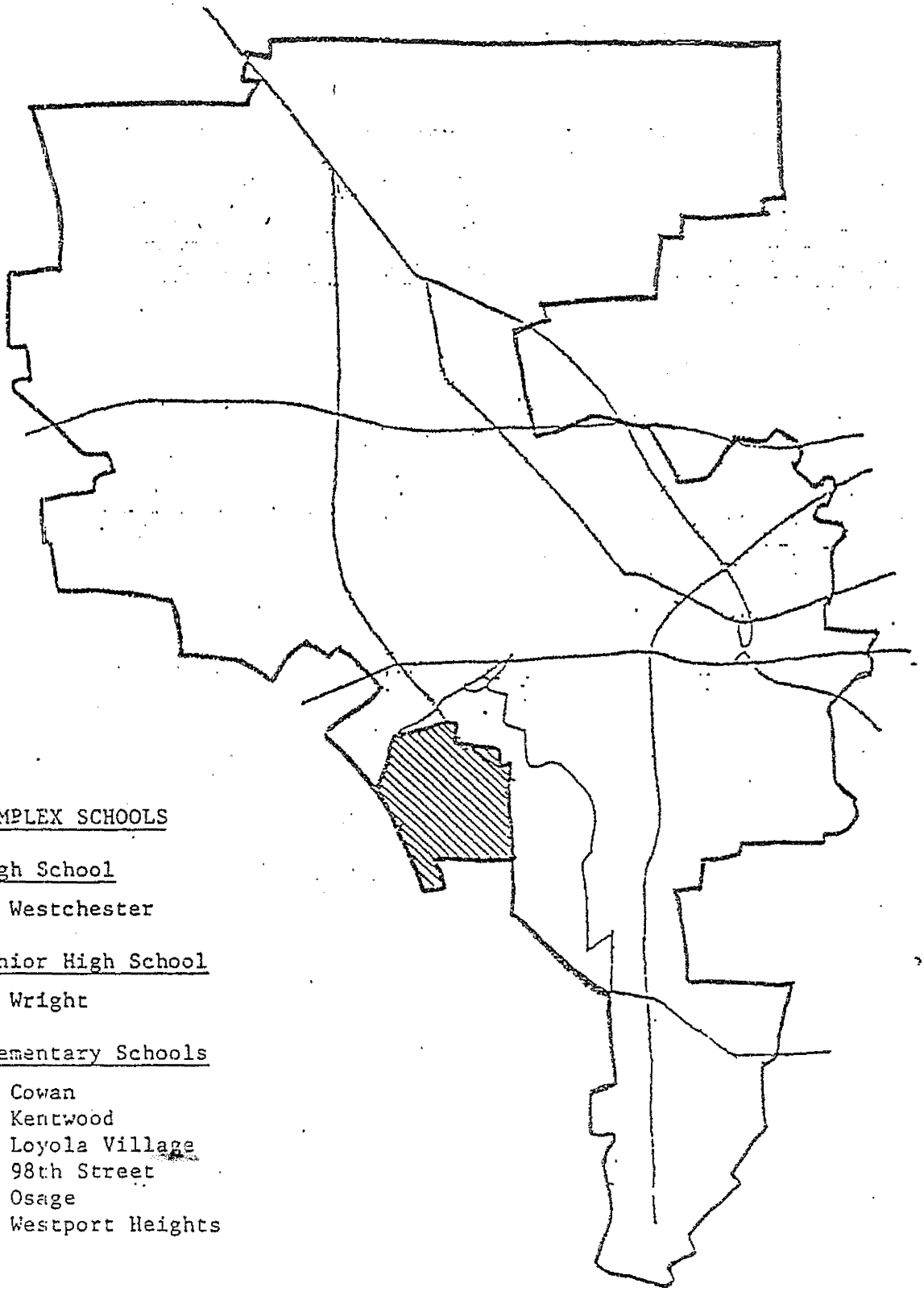
Junior High Schools

Dana
Dodson

Elementary Schools

Bandini
Barton Hill
Cabrillo
Crestwood
15th Street
Leland
Park Western
Point Fermin
7th Street
South Shores
Taper
White Point

WESTCHESTER EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Westchester

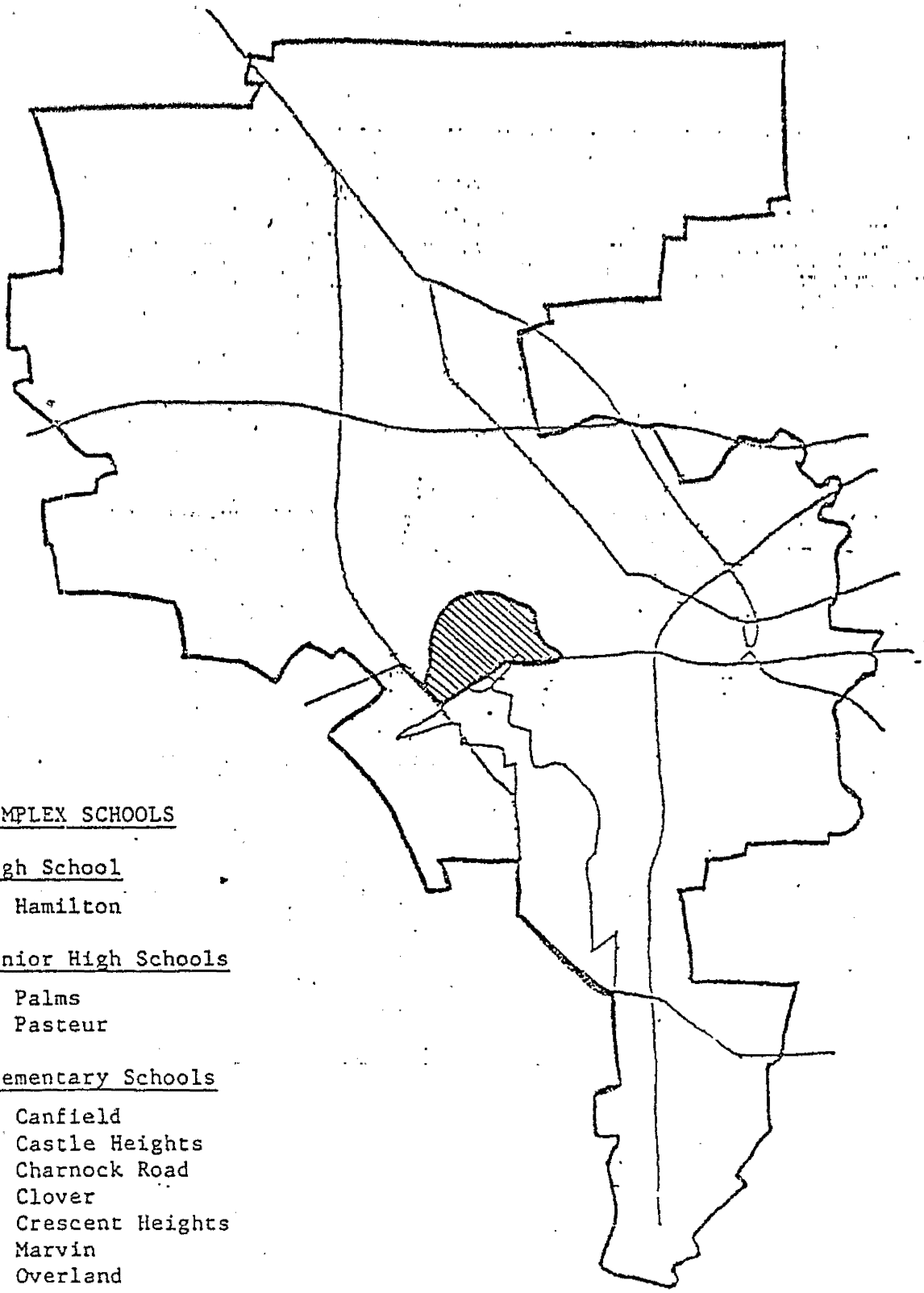
Junior High School

Wright

Elementary Schools

Cowan
Kentwood
Loyola Village
98th Street
Osage
Westport Heights

HAMILTON EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Hamilton

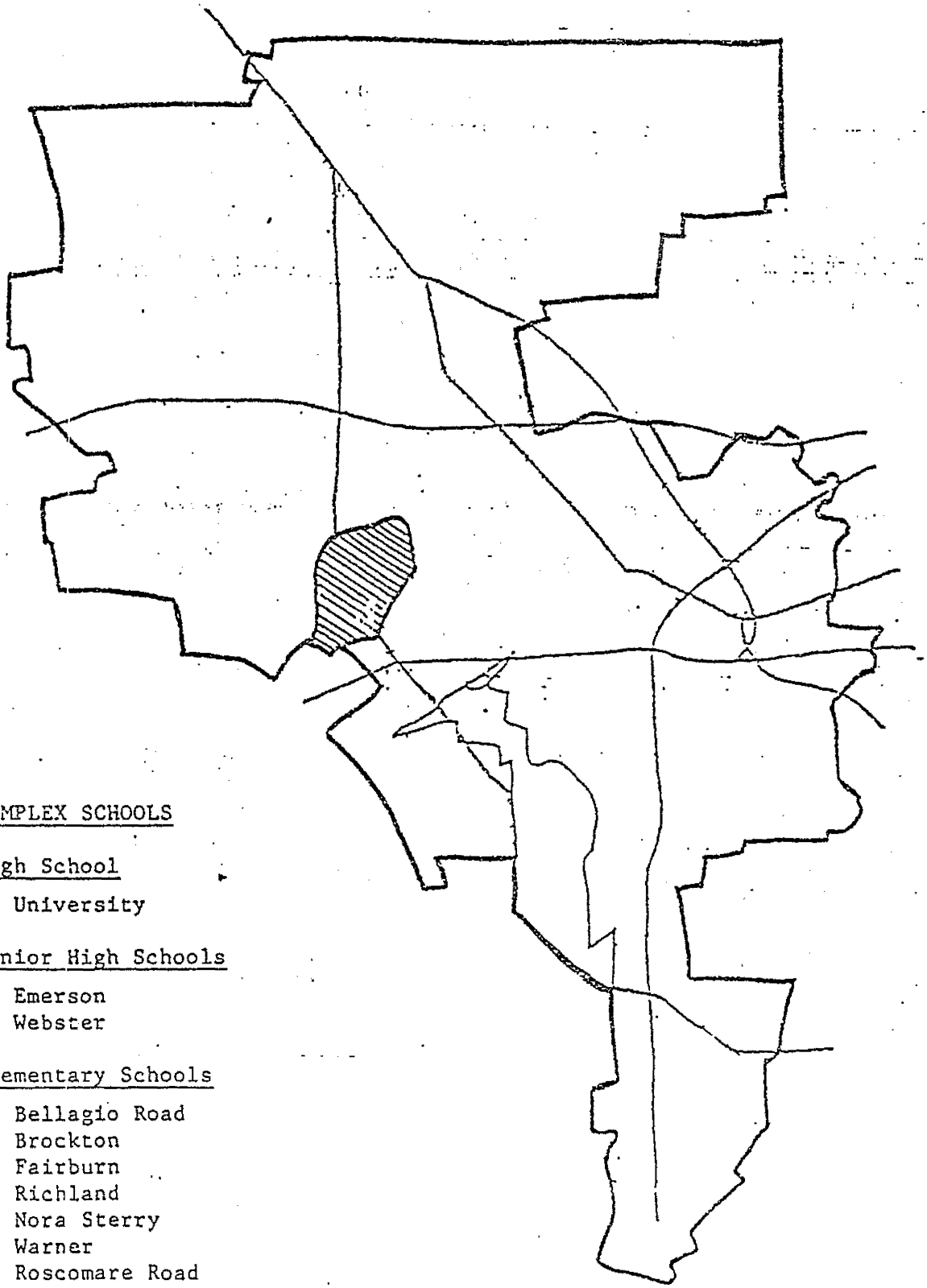
Junior High Schools

Palms
Pasteur

Elementary Schools

Canfield
Castle Heights
Charnock Road
Clover
Crescent Heights
Marvin
Overland
Palms
Saturn Street
Shenandoah Street

UNIVERSITY EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

University

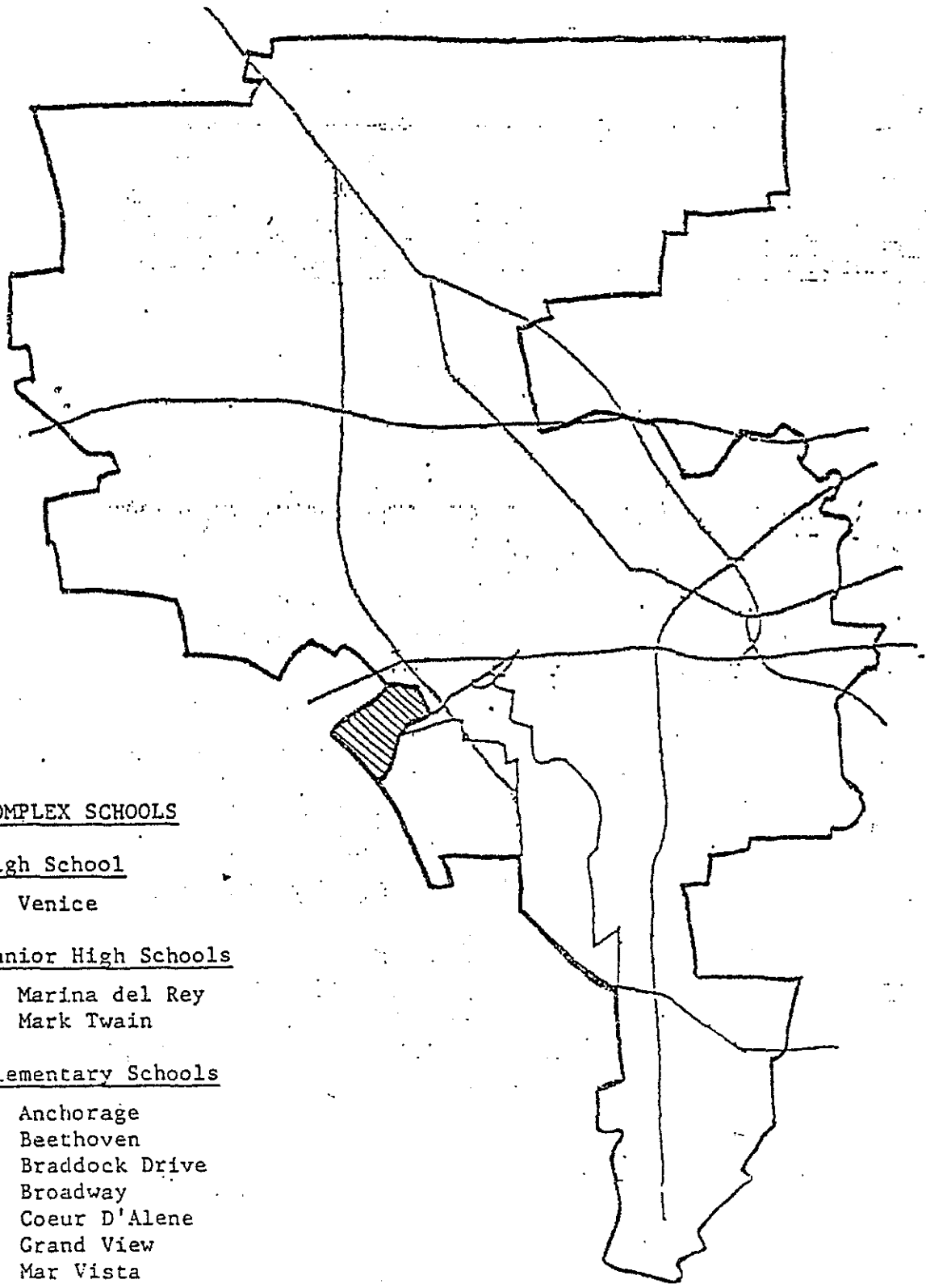
Junior High Schools

Emerson
Webster

Elementary Schools

Bellagio Road
Brockton
Fairburn
Richland
Nora Sterry
Warner
Roscomare Road
Westwood

VENICE EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Venice

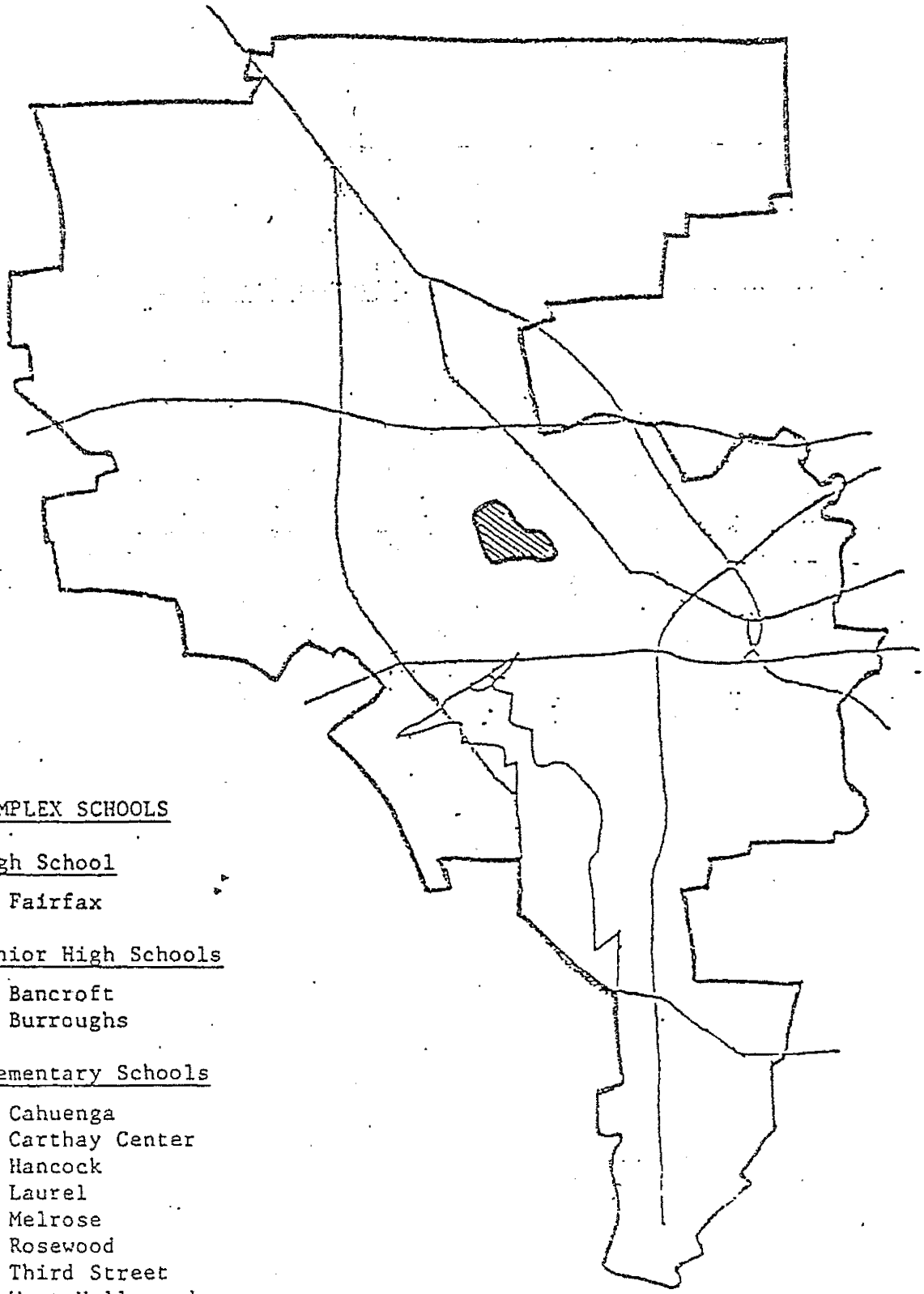
Junior High Schools

Marina del Rey
Mark Twain

Elementary Schools

Anchorage
Beethoven
Braddock Drive
Broadway
Coeur D'Alene
Grand View
Mar Vista
Playa del Rey
Short
Stoner
Walgrove
Westminster

WILSHIRE/FAIRFAX EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Fairfax

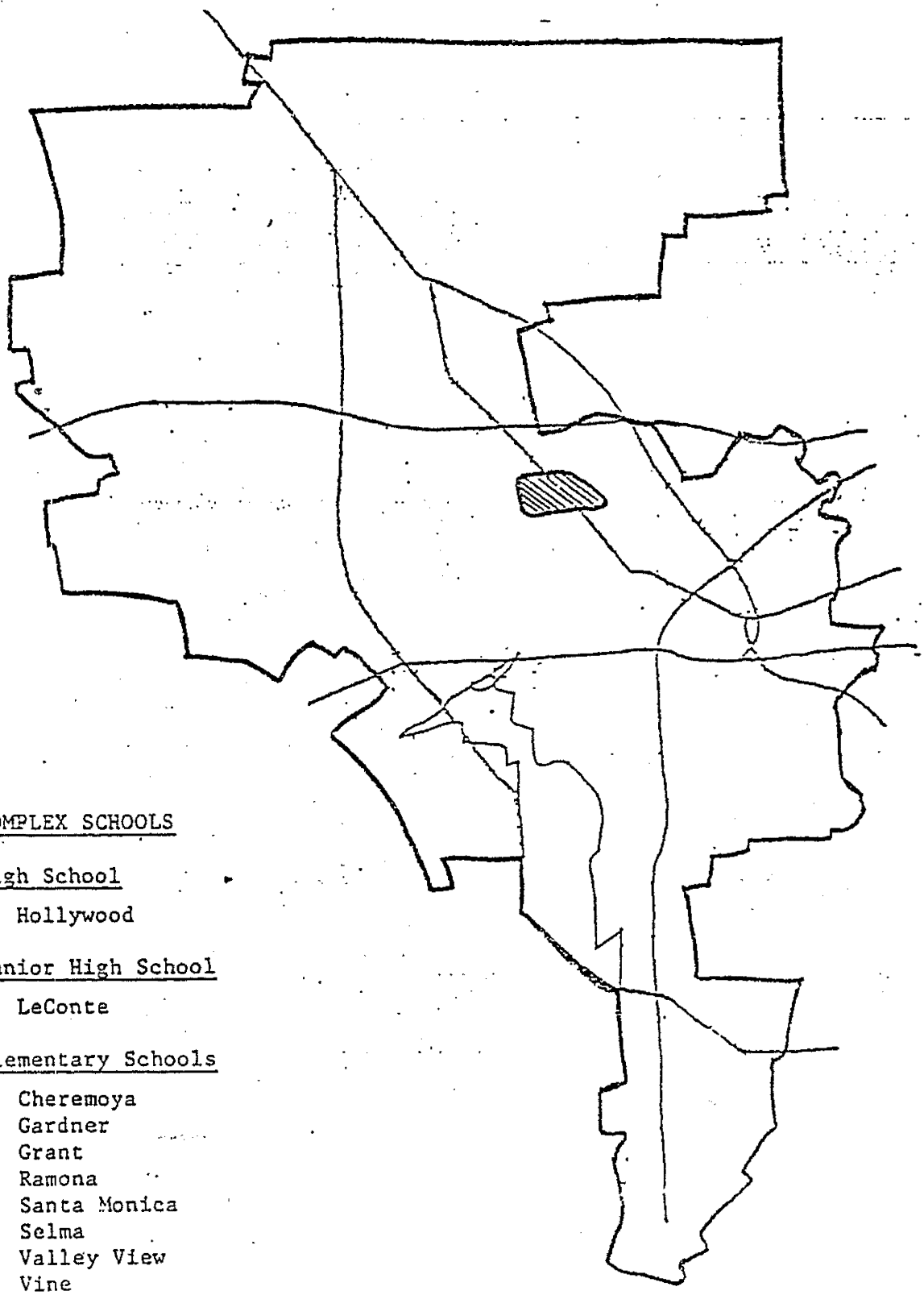
Junior High Schools

Bancroft
Burroughs

Elementary Schools

Cahuenga
Carthay Center
Hancock
Laurel
Melrose
Rosewood
Third Street
West Hollywood
Wilton Place
Wilshire Crest
Wonderland

HOLLYWOOD EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Hollywood

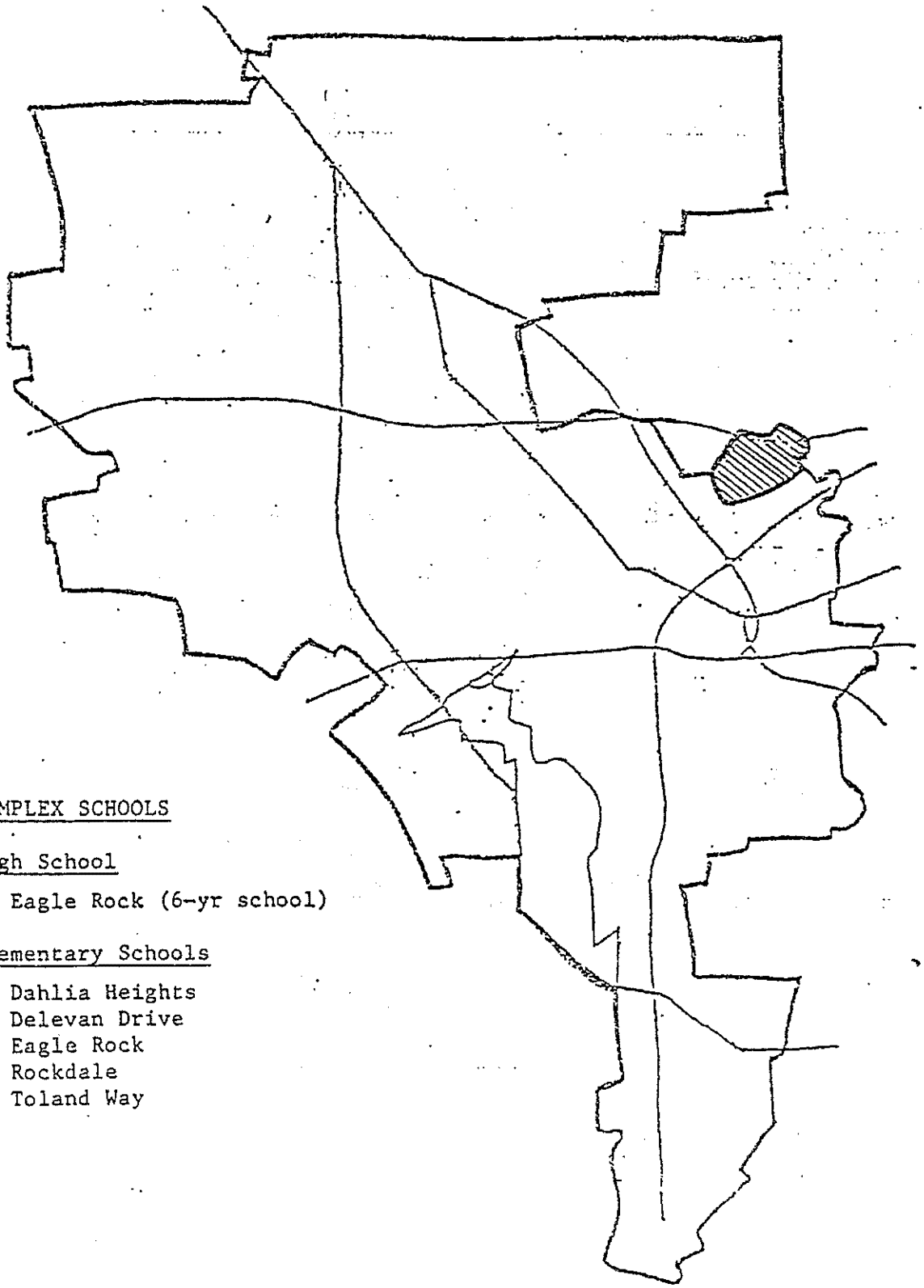
Junior High School

LeConte

Elementary Schools

Cheremoya
Gardner
Grant
Ramona
Santa Monica
Selma
Valley View
Vine

EAGLE ROCK EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

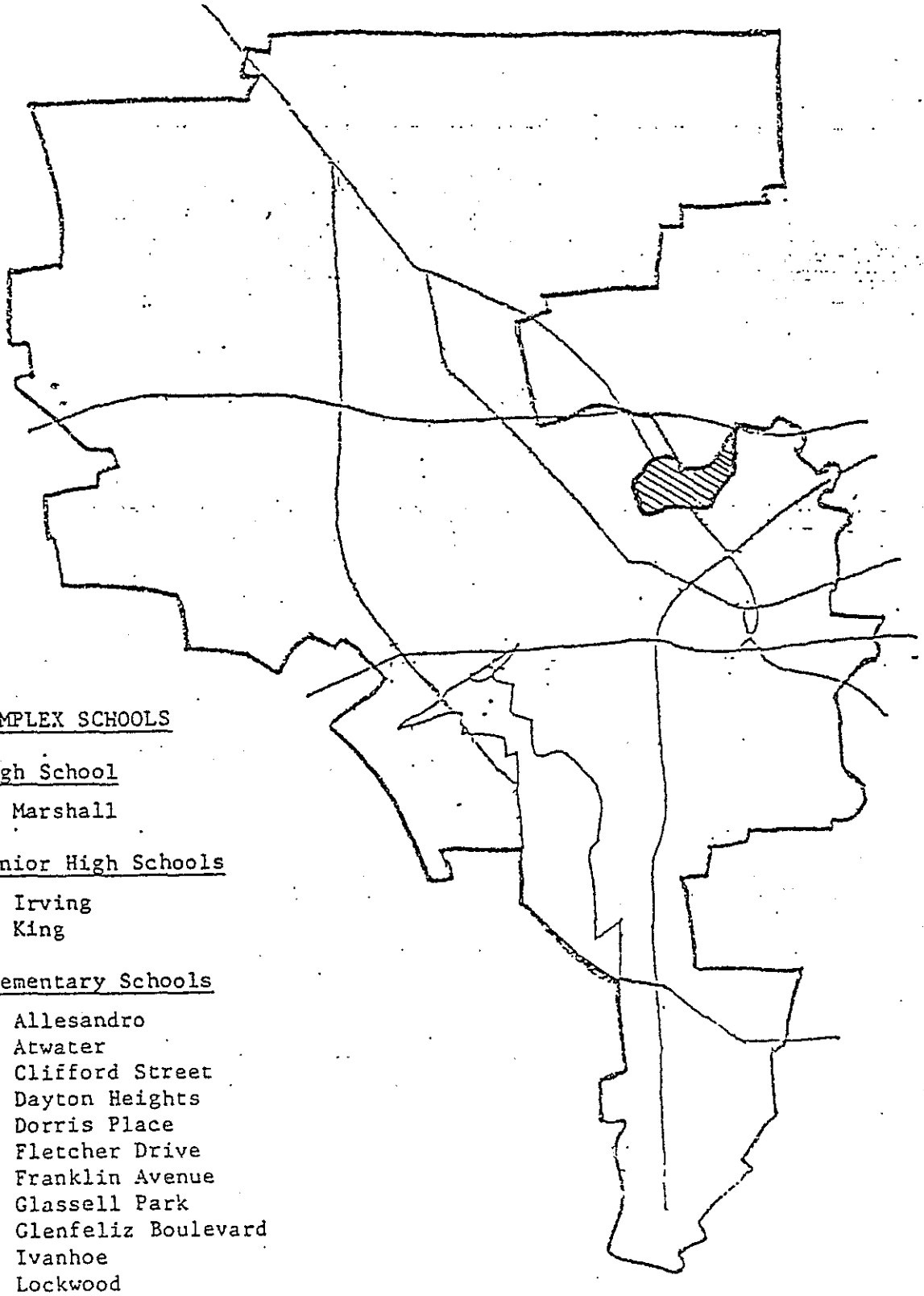
High School

Eagle Rock (6-yr school)

Elementary Schools

Dahlia Heights
Delevan Drive
Eagle Rock
Rockdale
Toland Way

MARSHALL EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Marshall

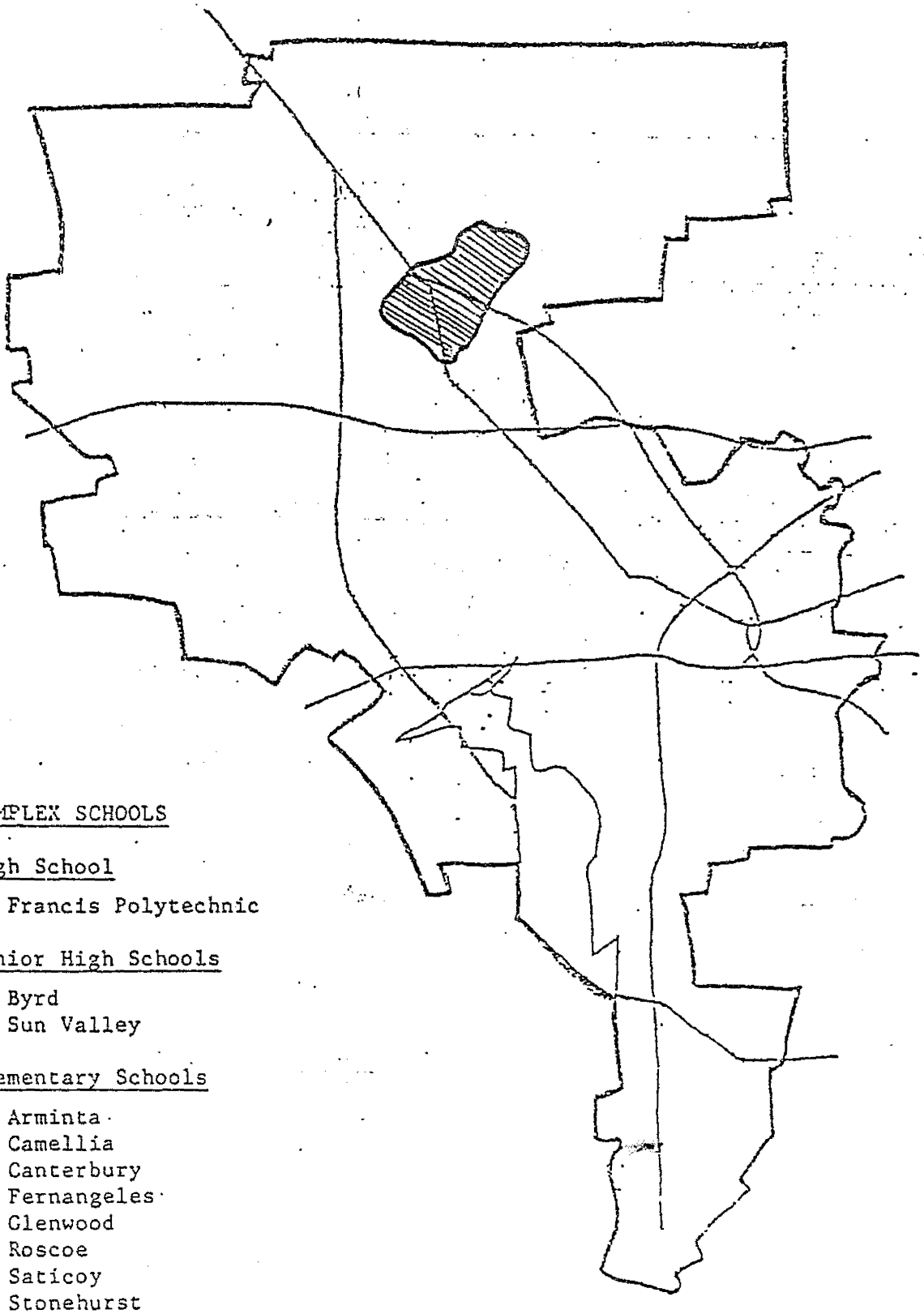
Junior High Schools

Irving
King

Elementary Schools

Allesandro
Atwater
Clifford Street
Dayton Heights
Dorris Place
Fletcher Drive
Franklin Avenue
Glassell Park
Glenfeliz Boulevard
Ivanhoe
Lockwood
Los Feliz
Mayberry
Micheltorena

FRANCIS POLYTECHNIC EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Francis Polytechnic

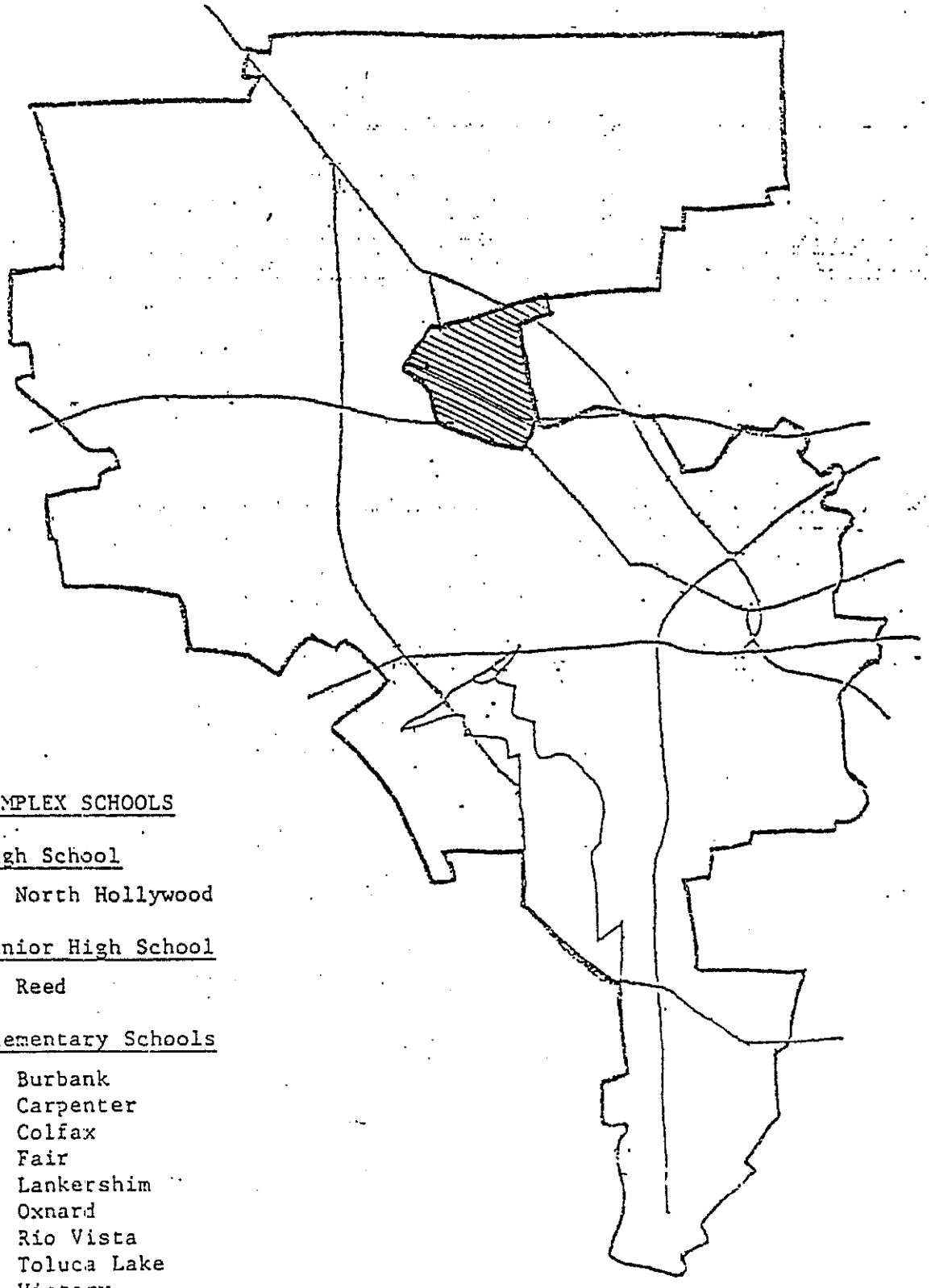
Junior High Schools

Byrd
Sun Valley

Elementary Schools

Arminta
Camellia
Canterbury
Fernangeles
Glenwood
Roscoe
Saticoy
Stonehurst
Strathern
Vena
Vinedale

NORTH HOLLYWOOD EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

North Hollywood

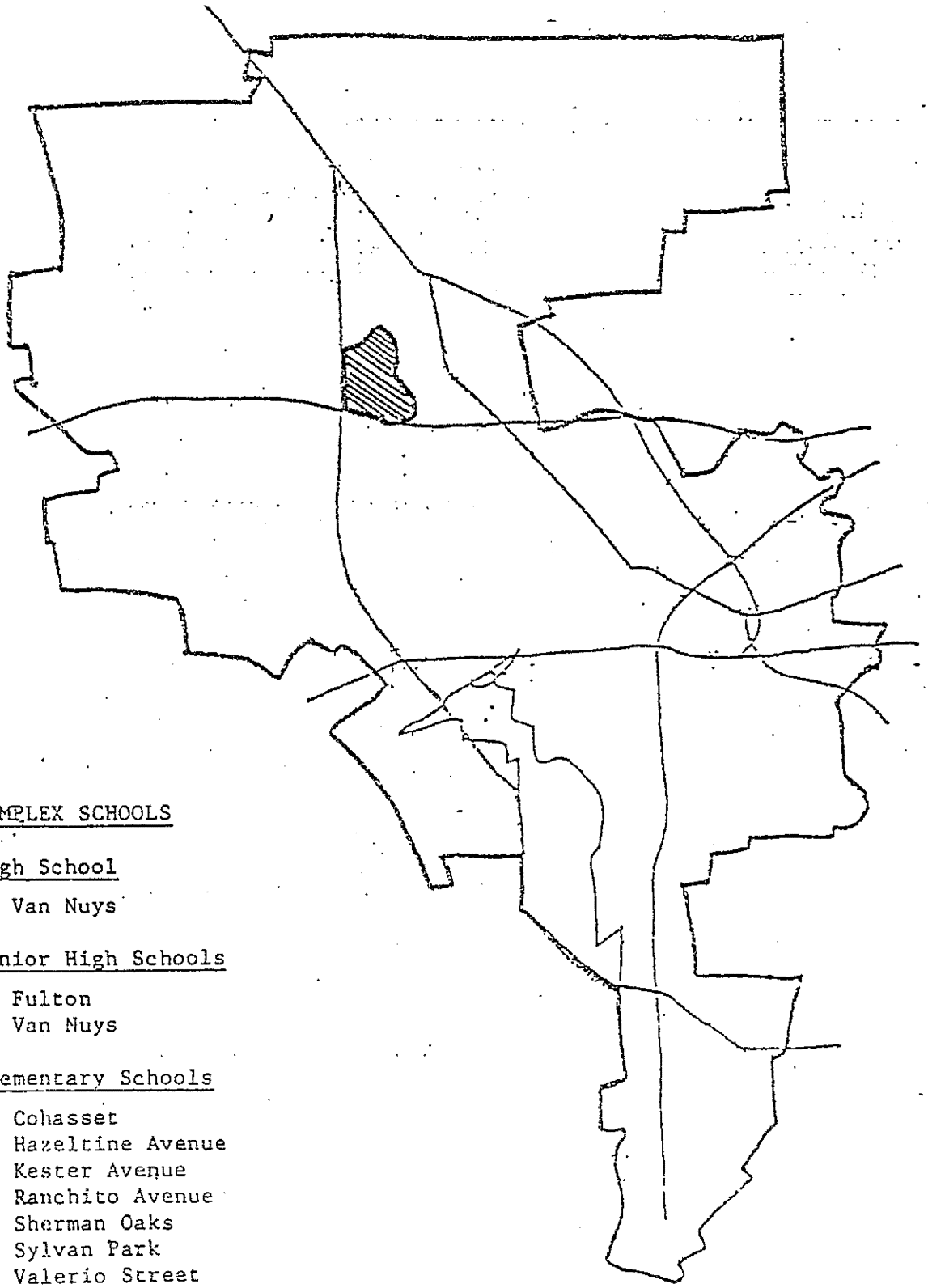
Junior High School

Reed

Elementary Schools

Burbank
Carpenter
Colfax
Fair
Lankershim
Oxnard
Rio Vista
Toluca Lake
Victory

VAN NUYS EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Van Nuys

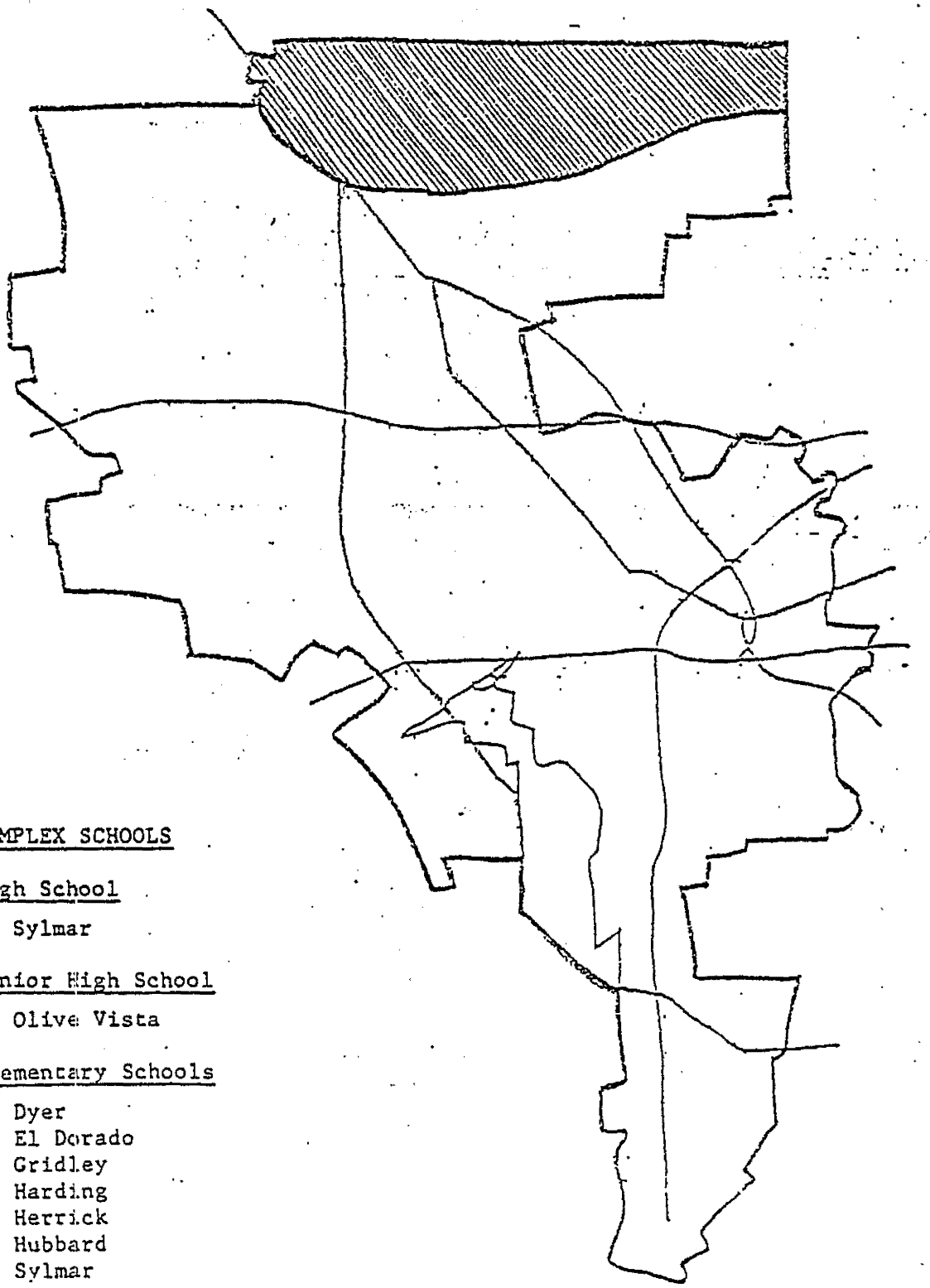
Junior High Schools

Fulton
Van Nuys

Elementary Schools

Cohasset
Hazeltine Avenue
Kester Avenue
Ranchito Avenue
Sherman Oaks
Sylvan Park
Valerio Street
Van Nuys

SYLMAR EDUCATIONAL COMPLEX



COMPLEX SCHOOLS

High School

Sylmar

Junior High School

Olive Vista

Elementary Schools

Dyer
El Dorado
Gridley
Harding
Herrick
Hubbard
Sylmar

VII. CLASS SIZE REDUCTION

The reduction of class size enables school staffs and communities to provide improved integrated educational programs and to address the needs of racially isolated minority students. Many teaching methods are more successful in smaller classes and have the potential to reduce discipline problems.

The improvement of instruction and learning is a dominant goal for all of the District's programs. All efforts to reduce educational harms of minority group isolation must have the firm foundation of a well-planned curriculum with appropriate attention to bilingual and multicultural education. Reduced class size enables teachers to devote more planning and instructional time for the individual needs and benefit of each student.

Reduced class size is one important remedy for the harmful conditions of racial isolation. Students in RIM schools require individualized prescriptions and monitoring of the instructional activities designed to meet those needs. In smaller classes where their individual needs can better be met, RIMS students will be provided the opportunity to develop more effective relationships with teachers and peers and to develop more positive self concepts.

The present Court order provides a 27:1 class average pupil teacher ratio in all RIMS, pair/cluster and magnet schools. Unfortunately, despite the benefit which that ratio provides, there are appreciable dollar costs which result from the application of that norm.

The District proposal for 1981-82 is a class average pupil teacher norm of 29.5:1 in RIMS and Magnet schools and 32.5:1 in all other schools that serve pupils from segregated schools or that are desegregated. The utilization of this norm would result in an appreciable saving from the amount expended for this component in 1980-81 and would still provide a pupil-teacher ratio with beneficial instructional outcomes.

VIII. Integration Support Services

The District's October 3, 1977 desegregation plan required, for effective implementation, two major managerial units to coordinate its component. These units have remained in existence, adjusting periodically to meet the needs of a new plan or component. They are the Integration Planning and Management Unit, and the Area Integration Teams located in each administrative area.

The Integration Planning and Management Unit (IPM): This Central Office Managerial Unit is administered by the Associate Deputy Superintendent, a Director, two Assistant Directors, a Project Director and five Component Coordinators. Adjunct staff assigned to the unit include the Director and Deputy Director of the School Building Planning Division. The primary programmatic responsibilities of IPM are indicated in the following descriptions:

- The Associate Deputy Superintendent is directly responsible to the Deputy Superintendent to conduct all student and staff integration plans
- The IPM Unit has responsibility for the ESAA Projects, Permits With Transportation Program, Special Permits, Magnet Schools and Centers, Student-to-Stuent Interactions Programs, Continuous Voluntary Prgrams, Year-Round Schools Program, Overcrowded Schools Program, Racially Isolated Minority Schools Program (RIMS), Evaluation and Integration Impact Unit.
- As adjunct staff assigned to IPM, the School Building Planning Division provides logistical plans for proposed relief for Over-crowded schools. The division provides an analysis of the effect of selected techniques of proposed plans and makes housing recommenda-tions relative to various programs. It continuously reviews patterns

and area boundaries and coordinates the planning for implementation of the RIM Maintenance/Alterations/Improvement program.

Area Integration Teams: Under the direction of the Area Superintendents, Area Integration Teams are the pivotal liaison with the District managerial unit and with the District's many school communities. Each Area Team consists of an administrative consultant, two teacher advisers, a secretary and two community representatives. Teams assist the Integration Planning and Management Unit in planning, organzing, implementing, monitoring and evaluating desegregation and instructional programs. The teams disseminate and receive information, collect data, interpret operational and policy bulletins, and serve as trainers and monitors for existing programs.

As a major support unit to IPM, Area Integration Teams provide essential counsel to central staff who make critical program decisions. The teams serve as important communicators of intended policies and procedures. The team serves as a viable liaison for rumor control with units such as the community network and public information office. The teams also provide technical information and field support to schools that is pertinent to related Board actions and Court orders.

In addition, Area Teams provide support to local school principals as a resource for staff development, leadership training and instructional program coordination.

Relative to the Permits With Transportation, Continued Integration and Magnet programs of the desegregation plan, the Area Teams help to prepare and interpret informative bulletins, applications for participation, and stand as a ready resource for schools and offices.

The linkage between the Integration Planning and Management Unit and the Area Integration Teams is an imperative one if continuous and effective planning, implementation, and evaluation of the integration plan is to occur in a school district that serves more than 530,000 students.

- Staff and community perceptions of the communication procedures of the student integration plan
- The relative success or failure of components of the student integration plan and the reasons for their success or failure.

Evaluation of the outcomes of a desegregation effort must be ongoing and continuous. Although fairly valid judgments can be made in regard to the degree to which program implementation has been effectively carried out, only longitudinal evaluation studies will adequately determine whether the desired stated goals of integration have been achieved. These studies will be implemented given a stable plan.

Academic gains, social interaction, access to employment and additional educational opportunities are factors that can only be assessed as data are accumulated over a period of several years. As a result the evaluation component must continue to be included as a part of each year's plan and the interim reports which result will offer the potential for more definitive and conclusive objective judgments in subsequent years. Consequently, the interim evaluation reports on these factors will be tentative in nature. As time passes and data are accumulated which allow for comparisons across the years, the findings of the evaluation effort will become more definitive.

X. BUDGET COMPONENT

It is manifest that an overriding constraint with respect to program planning and implementation is the availability of funds for the District's integration programs. The two sources of funds available for support of our proposed integration programs are: (1) those provided under state reimbursement for school districts that are required to comply with Court mandates and (2) those limited resources that it has been possible to commit from within the General Fund of the school district budget.

The planning process for all desegregation programs begins in December of each school year for implementation with the beginning of the school year in the following September. This planning requires, prior to approval by the Board and submission to the Court, careful consideration of the amount of funding which will be available when the state budget becomes official. The amount of funding available to school districts is not known until the budget is signed by the Governor, and that date is always seven to nine months after the commencement of the planning process. This year, for the first time that District staff can recall, the Budget was signed without "blue penciling" piror to July 1, i.e., on Sunday, June 28, 1981. It was only at that time that the District could be certain of the level of funds available, although the legislation had been presented to the Governor's office some ten days, or so, prior.

The program components described in this submission represent a significant effort to fulfill the District's obligation under Crawford I and reaffirmed in Crawford II. On June 28, 1981, Governor Brown signed the state budget into law. Under that budget the District will receive approximately 18 million dollars less than it received from the state last year for integration purposes. Thus, reductions in the District's integration budget

and programs will be necessary so that proposed, total District expenditures will not exceed the funds available. Because there is a need for new expenditures resulting from the expansion of desegregation efforts into the high school level, and the need to keep pace with the inflationary costs of personnel and equipment, budget and program cuts will be necessary and difficult.

The District is in the process of carefully reviewing all program components and will assume the responsibility of preparing for the Court a budget which addresses the level of funding now known to be available. District staff estimates that it will require approximately 15 days in order to prepare responsible, accurate budget and program information.
Any program alterations necessitated by the unavailability of funding will not substantially impact the proposal described herein. Although the scope of some programs will be affected, the basic commitment to use all available dollars to achieve the goals of this plan remains.

PROOF OF SERVICE BY MAIL

I, the undersigned, say: I am and was at all times herein mentioned a resident of the County of Los Angeles, over the age of eighteen years and not a party to the within action or proceeding; that my business address is 450 North Grand Avenue, Los Angeles, California; that I am employed in the office of Jerry F. Halverson, a member of the Bar of this Court, at whose direction the service mentioned hereinbelow was made.

On June 30, 1981, I served upon each of the persons named below a copy of the document to which this declaration is appended by depositing the same in a mail box, mail chute, or like facility regularly maintained by the Government of the United States at Los Angeles, California, enclosed in sealed envelopes with postage thereon fully prepaid addressed respectively as follows:

See attached list.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on June 30 1981, at Los Angeles, California.

Yolanda Atler

Yolanda Atler

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