

#64

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

May 17, 1965

TO: Bruce Miller, Superintendent
FROM: Ray Berry, Associate Superintendent
RE: Supplemental Report on Instruction, 1964-65.

Each spring of the last three years, we have presented a large, comprehensive summation of progress and problems of various programs. It was an attempt to report to the Superintendent and the Board and staff of the District the status of the many complex, interrelated developments and concerns of the total instructional program.

Such a report, although cumbersome, seemed necessary in order to pull together all the various studies and data that come from the work of many hundreds of people and thus form a basis for sensible decisions pertaining to budgets, personnel, curriculum and the like.

This year the very fine curriculum studies under the direction of Dr. Farrer have resulted in a report and specific recommendations which cover the bulk of important curriculum areas. However, some on-going programs and studies do not appear in the final summation of the curriculum committee studies. Such supplemental but related programs should be summed up in an additional comprehensive report so that, once again, the total instructional division development of the District would be compiled and available for reference when making judgments on budget priorities, staff, etc.

Most of the following subjects have been reported during the year in various ways. Some of these reports appear as appendix material and are referred to by number in the body of the report.

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Supplemental Instructional Report

Library Program

At present we have libraries in 22 of the 28 elementary schools. Fifteen of these libraries have the part time service of a librarian. Each has a library clerk four hours a day, with the exception of Bryant and Highgrove, both of which opened in January and have temporarily shared one clerk. (Appendix A)

Our plan for 1965-66 includes:

- I. Complete installations in all remaining schools with the exception of Lincoln which will have classroom collections sent from the District Library.
 1. Alcott, Emerson, and Grant are completely equipped, except for typewriters, and we are now cataloging the book collection and plan to put it on the shelves in June.
 2. The book collection for Hawthorne is being organized and will be ready to move in when the new library building is completed.
 3. A library alcove at Sunshine will be completed in the fall.
- II. Staff needs
 1. Five additional half-time library clerks for the following new libraries:

Alcott, Emerson, Grant, Hawthorne, Highgrove
Work schedule--4 hours per day @ \$1,715--\$8,575
 2. One traveling librarian to coordinate and guide the programs in the twelve schools which are without a scheduled librarian's service. Her work would include:
 - a. Selection of new books
 - b. Assist the clerks with library routines, with ideas for room environment, with different ways of "selling" various types of books to children.
 - c. Help teachers become better acquainted with the materials in the libraries and ways of using the library.

III. Continued in-service program for personnel

1. Library clerks
2. School faculties

Physical Education

The annual physical fitness reports for the District required by Code have been somewhat delayed because of the long illness of Mr. Citarella, Physical Education Supervisor. He is compiling the report now and the report will be presented soon.

Vocational-Occupational Training

This entire field is not only likely to, but should, become one of great change and development in the near future. The foundation for such development is being laid by the occupational survey study. This has been and will continue to be reported in detail. Meanwhile, the following proposals for 1965-66 are recommended.

1. Continue the Occupational Survey as proposed under the Vocational Education Act.
2. Develop the agriculture program at North, including:
 - a. land development, temporary facilities and equipment
 - b. courses as outlined (Appendix B)
 - c. additional teacher
 - d. transportation of students
3. Consider development of district graphic arts program beginning in junior high but leading to district printing program at Poly and Riverside City College. During 1965-66 the printing program would be at Poly only.
4. Continue machine shop program in shop on Riverside City College campus but equipment and teacher would be employed by the Riverside Unified School District. If students for two vocational classes (6 hours) are available this would be a full assignment. If only one class is required then the teacher would receive a supplemental assignment in junior or senior high.

After 1965-66, District should know the full need for the long-term program and could then either dispose of equipment or locate the program in one of the high schools.

5. As has been stated to the Board several times, it is anticipated that highly specialized, technical training programs will be located in individual high schools as they develop, because duplication is virtually impossible due to cost and need for change and adaptability to need. Shuttling transportation between campuses morning and evening would be important.

Kindergarten

Considerable effort by teachers and others has gone into a study of the kindergarten program. One phase of this study included an effort to find a way to extend the length of the kindergarten session to at least 180 minutes and to reduce the number of children taught per day per teacher. (Appendix C)

A preliminary analysis indicated that it might be possible to extend a number of sessions to at least 180 minute single sessions from 150 minute double sessions by employing teachers on a 3/5 contract wherever vacancies and/or volunteers occurred. The proposal became complicated by the fact that full retirement credit could not be granted for a 3/5 contract assignment.

However, a number of capable, professional teachers have volunteered to teach a complete session of 180 minutes in such a program if approved and established.

If approved we would have 19 3/5 sessions of 180 minutes each and 27 double sessions of 150 per session per child. (Appendix

In-Service Education

A major contribution to education in the District in the last two years has been the in-service education program. A detailed analysis of total programs to date is being made and will be reported to the Board along with annotated recommendations for next year's courses.

Meanwhile, a tentative preliminary list of recommended offerings has been drawn from the staff and the program needs. (Appendix D)

Team Teaching (Appendix E)

During 1964-65 a number of teaching teams reflecting all levels of program have been in operation:

Jackson	2 teams
Jefferson	2 teams
Monroe	3 teams
Gage	2 teams
Chemawa	3 teams
Poly	1 team

2,000 children in grades 1 to 10 were in teams composed of 57 teachers and 12 one-half day modules of aide time.

Extensive study and evaluation of this type of service has occurred among teachers and administrators. Numerous visitations to neighboring district programs were made. After such study, teachers and administrators have requested consideration of the following team structure for 1965-66:

ELEMENTARY

Jefferson	2	Mt. View	3
Jackson	1	Highland	1
Monroe	6	Hyatt	1
Casa Blanca	1	Harrison	2
Washington	2	Victoria	1

SECONDARY

Chemawa	2
Gage	3
University Hts.	1
North	1
Ramona	1

Budget outlay to support such a program with aides would be \$47,600. This cost can be met by assigning 5 more students per 4-teacher team at elementary level and 5 more per teacher in a 3-teacher team at the secondary level. Approximate cost of the present team support is \$20,000.

Team teaching in its various forms seems established enough in terms of return to children to merit consideration of adapting some facilities for the flexible grouping. It is recommended that consideration be given to:

1. Replacing two walls at Monroe School with folding partitions.
2. Arrange for removal of the Poly Anza building to the Ramona campus.
3. Consider planning the Washington addition with flexible spaces for team function.
4. Relate the B-1 multi-purpose room to the classroom next door by installation of door and window in connecting storeroom-closet space.
5. Adapt the basement and a portable at Casa Blanca for upper grade classrooms so that the auditorium may be freed for multi-use purposes.

Instructional Materials Services (Appendix F)

During the last two years a good deal of thought and organization has been given to keeping up with technological advances and availability of materials. This need is being recognized on a state and national basis, also as evidenced by the amount of research and availability of funds in federal aid.

Our goal is to make available to teachers and central staff all aids and services which truly implement instruction in a practical, sensible manner. Such service particularly includes proper timing and availability.

Instructional Materials Services (Cont.)

Services such as film exchange, transparency preparation, tape recording, photography, mechanical service, etc., need to remain central. On the other hand, some services and materials should be housed and administered in the schools--probably in the library complex.

Some preliminary steps in arriving at such goals include:

1. NDEA video-tape acquisition and service. (Project approved for 1965-66)
2. Entering into a joint district-county engineering feasibility study for 2500 megacycle T.V. broadcasting in this area.
3. Implementing present T. V. instruction with in-service education and supervision--such as foreign language traveling teachers at 6th grade.
4. Enable adequate delivery and pick-up (timing and availability) by supplementing present truck and driver by either separating this service from mail delivery or by adapting truck and schedules to reach schools daily.
5. Evaluate staff in total instructional materials services and adapt assignments to support greatest needs in terms of changing services.

Compensatory Education

During the past two years, significant, numerous developments have occurred in the field of compensatory education. Most of these have been adequately reported. Some of the more significant recent ones are included in Appendix G.

Efforts are being made to discover and utilize new sources of support for economically and educationally disadvantaged youth. Meetings with community groups continue.

Considerable thought and effort should continue to be found, not only on how to improve programs in de facto segregated schools, but how to eliminate the schools themselves.

State and Federal Projects

In addition to the programs made possible by existing state and federal sources, a number of new possibilities are opening up under the Economic Opportunities Act, the Elementary and Secondary Education Act and the state funds such as those under the McAteer Act. We do not yet know the full implications of the Elementary and

Secondary Education Act and the state funds. The staff is, however, studying the needs of the district in the area of compensatory education for low socio-economic areas and will, once all the pieces are sorted out, begin to make recommendations for programs under the state and federal programs.

All special federal and state programs now available and under consideration or use are:

1. PL 874 - Impacted areas aid.
2. Elementary and Secondary Education Act of 1965.
3. Economic Opportunities, including Operation Head Start.
4. N.D.E.A. - Includes new aid for Reading and Social Studies.
5. Vocational Education Act
6. Manpower Deveopment Training Act.
7. McAteer Act (State)

Instrumental Music (Appendix H)

Two significant additions to the total instrumental music program were achieved this year. These are the Saturday orchestra and the 4th grade strings program.

It is recommended that these continue.

Driver Education (Continued)

The purchase of the 16-place drive-trainer for Ramona will involve a capital expenditure of approximately \$26,000. Under the recommendations of the committee, the lease arrangement for the 2 existing drive-trainers will be continued for 1965-66 for \$15,500, making a total expenditure of about \$41,500.

The alternative would be to lease another drive-trainer unit which would make the total lease cost \$21,500.

The difference of \$20,000 between the lease and purchase plans will be placed as an alternate in the budget considerations for 1965-66.

Another major consideration to be taken under study for next year is the programming of driver education in relation to the social studies program. If the Board approves a full year of social studies in the tenth grade, some other arrangement will be necessary for the driver education program.

Data Processing

Appendix K

The Data Processing Department will continue to develop its services under the general guidelines established and approved by the Board in March of 1964.

The following functions are scheduled to be performed all or in part by data processing next year:

- Student scheduling
- Summer school registration, grade cards and class lists
- School registration
- Attendance accounting
- Test scoring
- Textbook and library control

The proposed data processing budget is as follows:

	<u>Basic</u>	<u>Desirable</u>
Personnel salaries	\$21,016	\$25,132
Equipment rental	17,844	23,444
Capital outlay	1,759	4,689
Expendable supplies	2,778	2,778
Forms	5,761	5,761
	<u>\$49,158</u>	<u>\$61,804</u>

The increase in personnel salaries under "basic" above over the past year's budget is due to normal increments, plus a special raise for Ray Funderburk, the machine operator, which is considered mandatory. The additional amount in the desired column is for a second key punch operator. The amount for equipment rental represents current equipment, plus some minor modifications to increase machine speed. Additional desired equipment are a test scorer and calculator. These were included in the original proposal for 1965-66.

Data Processing (Continued)

The amount under "basic" for capital outlay is primarily for badly needed card storage files. The department needs ten and this allocation is for five. The "desired" capital outlay includes five more files, a form burster and other auxiliary equipment.

Expendable supplies and forms represent necessary IBM cards and forms. The form cost is offset in part by a reduction in the amount required for conventional printed forms.

The "basic" budget of \$49,158 compares with the \$41,540 of the original proposal of March, 1964. The primary difference is in the amounts for supplies and forms.

Actually, progress in development of practical use of data processing has been quite good. The key definitely lies in promotion of staff understanding and involvement in the schools. This is picking up speed through the use of liaison committees with each school. Use should accelerate as understanding spreads and as returns in form of service to teachers and children are recognized.

In-service programs are planned with teachers and administrators. Responsible persons are keeping closely informed about implementing funds and about the developments of county and regional centers which may offer supplemental service of value to us.