

**A BRIEF HISTORY OF THE
LIVERMORE SCHOOL DISTRICT**

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Soc Sci 461, 462 Senior Project Report

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San Luis Obispo, California

1970

Date Received:

Project Advisor:

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Betty Holdener gave a faded photocopy of this senior paper by her daughter **Marjorie Holdener Bright** to the Livermore Heritage Guild on 10/28/1974.

This searchable PDF version of 6/18/2021 made format changes, namely the use of Times Roman font, corrected spelling, bulleted lists, use of brackets for footnote numbers, a blank line between each paragraph, and pagination effected by these changes. The original grammar, vocabulary choices, passive tenses, and sentence structure remained untouched. - Harry Briley

INTRODUCTION

The history of the Livermore Valley Unified School District Stretches over the period from 1866, when the first school was built until 1966 when the district became unified.

Beginning with a background on the California School System, the paper then explains in detail the educational history of the colorful Livermore Valley. Each of the fourteen small school districts played an essential role in the formation of the district.

The next chapter brings into focus the Livermore district's history from 1866 to the present. This chapter contains interesting material on the district of today including how many schools, teachers, and students are occupying the district today.

The Board of Education plays a vital role in the Livermore School District. The Board members and the Superintendent are people dedicated to the cause of educating the entire district.

The Superintendent of Schools has a significant job being a very important member of the Board of Education. His qualifications are discussed in the last chapter.

Included in the Appendix are two maps portraying the progress of the district, from fourteen small districts, growing into one unified successful operating school district.

I - Background on the California School System

"California public schools rank high in the nation, in money spent per pupil and in the scope of service offered. California has been a leader in the fields of the junior high school, the junior college, adult education, and higher education"[1] The state offers free public education from kindergarten through junior college.

The state school system is managed by a network of local school districts of which Livermore is included. "The compulsory age for school children is six to sixteen"[2] For those who have not finished high school, education is compulsory until the age of eighteen.

The elementary school laws provide for the state financial support for kindergarten. Elementary schools can include kindergarten through the sixth grade and junior high through the ninth grade.

The Superintendent of Public Instruction is the chief administrative officer of the State Board of Education and the State Department of Education.

The County School Administration has a very important job. The election of the County Superintendent is required by law. The administration operates under established credential requirements and salaries.

The County Boards of Education reviews both the County School Service Fund and the County General Fund budgets. The board prescribes courses of study except in the city districts governed by city boards of education. The county board approves cert-in actions of the superintendent in carrying out his duties under the law.

[1] League of Women Voters of California, California Voters Handbook (San Francisco, 1968), p. 87.

[2] Ibid, p. 90.

It lays down policies for the county. It has a dual job. First, it coordinates the educational programs offered by the various school districts in the county. Second, it provides professional services to the smaller school districts, which cannot afford to undertake such services themselves, by means of a County School Service Fund.

The Local School District is responsible for the local management and control of schools in California vested in elementary, high school, unified and junior college districts. The union districts are those in which two or more districts on one school level, such as elementary are combined. A joint union district crosses county lines. The districts are quasi-municipal corporations operating under state law. The state encourages formation of unified districts to administer the entire education program of a geographic area. Final decision of unification is made by the voters.

The Livermore Valley Unified School District is classified as a union district. It was formerly fourteen separate districts being classified as a joint union district because it crossed the Contra Costa County line. This was in the May School District. The remaining districts were in Alameda County. The Livermore District became unified in 1966, thus combining the high school and elementary school districts.

The District Board of Trustees, sometimes known as the Board of Education are elected by the people of the school district. The duty of the board is to determine local educational policies, within limits of the state law; and to hold school properties in trust for the state. It is responsible for employment of a special staff of administrators, supervisors, and teachers. It controls and spends school district funds within the framework of state law.

The Livermore Valley Unified School District elects two members and then three members in alternating terms of the board. The present members are: Mr. James Day (President), Mrs. Ruthann Taylor (Clerk), Dr. James McFarlene, Mrs. Barbara Adams, Mr. Eldred Chance.

These members are dedicated to the cause of education for their salary is not counted in dollars. In a recent interview with Mr. Day, he stressed the very important problem of transition from separate high school and elementary districts to a unified district. In this same interview, Mr. Chance indicated the problems of transportation for the district since it has encompassed such a large area now.

The Superintendent of Schools has a term of four years. A unified district must select a superintendent. The superintendent must hold a valid school administration credential of appropriate grade and a valid teacher's credential. He is the executive officer of the board. He prepares the school budget for the district and assigns certificated personnel, subject to the approval of the board.

Mr. Edwin C. Rundstrom, a very dedicated educator, is the new superintendent for the Livermore Valley Unified School District. In an interview with the superintendent, his most important thought was to get the district in smooth operating condition. He stressed the great need for more permanent classrooms. Mr. Rundstrom pointed out the great increase of new people in the community. In a small pamphlet put out by the district, "an 800 student average growth rate per year is recorded since 1951. At the present time, Livermore schools are accommodating 11,800 students" [3]

This means that Livermore is in a situation of always increasing and expanding the school structures. At the present time, the district is providing temporary housing to be later replaced by permanent facilities.

The total number of pupils attending class in California schools exceeds the "total population of Oregon, Nevada, Utah and Arizona." [4] The average increase in population is "four percent per year and there is a disproportionate increase in enrollment in public school." [5] The census information reveals that the average age of the population is decreasing and the student population is increasing at a higher rate per year than the total population, "four percent to six point seven percent." [6]

[3] Edwin C. Rundstrom, Livermore Valley Unified School District (Livermore, 1969-1970), p.12.

[4-6] Eugene P. Dvorin and Arthur J. Misner, California Politics and Policies: Original .Essays (Massachusetts, 1956) p.187.

The structure of the California Education is not complex. The State Department of Education is the administrator of public education. The local school districts are agencies of the state for the local operation of the State School System. Public schools are of statewide concern. The state constitution gives the State Legislature comprehensive power for establishing, operating, and regulating there. The demand for unification came about because of the inefficiency and expense of the several small districts. The textbooks are printed by the State Printing Office. The selection of the elementary texts sometimes is disputed upon. "The range of districts in the form of shapes, sizes and varieties is from a one-room school which enrolls a small number of children to the huge Los Angeles Unified and Junior College Districts which educate almost a million pupils." [7]

A member of the Board of Education is involved with personnel and finance. Members are usually not professional educators. They must rely on advice from the superintendent and his staff. They are influenced by public opinions since that is who elected them.

Groups, at the state level with representatives to the Legislature are: "the California Parent-Teachers Association, the California Teachers Association, and the California School Boards Associations." [8]

[7] Ibid,

[8] Ibid, p.189

II. The History of the Livermore School District.

The Livermore School District v/as organized in 1862 and opened its first school in 1866. The school had one teacher and thirteen pupils. The school's first teacher was Miss Esther Meeks. In 1966, one hundred years later, the district had grown to "9750 pupils with 325 administrators, teachers and maintenance employees and 20 buildings"[9] in widely separated locations. Between 1866 and 1956, fourteen districts had evolved. By 1966, all these districts had been unified into the Livermore Joint Unified School District.

"The history of Livermore's schools can be associated with the changes in the economy of the community"[10] Robert Livermore in 1835 secured the Las Positas Grant. At this time, the valley was almost uninhabited, except for a few people devoted solely to raising cattle. In 1856, Joseph Livermore planted the first grain in the valley thus marking the end of the cattle raising era and marking the beginning of the farming era. "The farming era was brought to an end with the building of the Radiation Laboratory and the beginning of an atomic energy research center in Livermore in 1950"[11].

The farming era brought more people into the valley. This brought the need for more schools. The Livermore Grant in 1871 settled many uncertain titles and brought more rapid development of the valley.

The coming of the railroad in 1869 gradually increased the population. The May and Townsend Schools were built in farming areas, and Summit School in a railroad community. The Inman district was established a year later. In 1875, Green district was formed.

[9] Unsigned, "1866 to 1966." Herald and News, XXX (September 6, 1966), p. 1
[10] Ibid., p.2
[11] Ibid.

Two mining areas that developed in the hills surrounding Livermore were Harris in 1875 and Tesla in 1894. Two districts that developed in the canyons to the south of Livermore were Arroyo del Valle in 1880 and Vista in 1882.

In Livermore itself, the one-room school was not sufficient for very long. Improvement of farming methods increased the population. The improvement of transportation made it possible to take children longer distances to school. These changes in farming and transportation caused the districts to annex to other districts. Eventually, only four districts were left. These four districts decided on unification in 1966.

The school system of Livermore was one hundred years old in 1966. "It has been called the 'Century of Operation' by the people in the community of Livermore"[12] Today, May School is the only original building still in use. It is being used as a theater instead of a school.

Many of the districts have changed boundaries, or were annexed by other districts. "Many buildings changed locations, six for sure: Green, Highland (Contra Costa County), Livermore, Livermore High School, May and Mocho"[13]. All but one of the districts entered into unification in its original form. Inman was the only exception.

Two of the districts have been known by different names. Wilson became known as Mocho and Green Joint School District. One district has had three names; Livermore Union High School District, Union High School District No. 1 and Livermore Joint Union High School District. The Livermore district was established four years before it had a school.

[12] Ibid., p. 3.

[13] Ibid.

The Histories of the Individual School Districts

"Arroyo Del Valle was organized January 5, 1880"[14] The board of supervisors on September 13, 1909, declared it lapsed and Mocho annexed Arroyo on December 12, 1910. The school building itself was located on the western side of the canyon about four miles above Arroyo Sanatorium. Upon the completion of the Arroyo Del Valle Dam, the original building will be covered by the resulting lake. The building was erected by the residents of the district at their own cost. When Mocho annexed the district, the building and all the furniture and equipment went also. The building was used for the last time in June 1889, for a fund-raising event to finance the purchase of an organ.

"The Inman District was formed on June 7, 1870 as the result of unification between Green and Livermore Districts"[15] In 1911, Inman District gave some of its area to Antone when it was formed. Livermore, in 1914, took some area from Inman when it was formed. Its namesake is Daniel Inman, who was a prominent farmer of the area. "He was the county supervisor from 1867 to 1869 and a state assemblyman from 1869 to 1871"[16]

"The May District was organized on May 3, 1859"[17] George May, 'whom the school was named after, was a prominent farmer northeast of Livermore. Six of the thirteen students who attended the school were his children, when the school started three years previous. A dance was held in order to raise money for a bell eight years later. Green annexed May District on July 7, 1969 because of an inadequate enrollment. The Cast and Mask Little Theater Group use the school building by presenting plays regularly.

"The district of Midway was organized from a station on the Central Railroad on June 7, 1873"[18] The station, located in a farm and cattle area, had been in existence since 1859. It was annexed to Mountain House District on July 1, 1946, therefore excluding it from the area, which is included in the Livermore School District unification.

[14] Ibid., p. 3.

[15-18] Ibid., p. 4.

The Mocho district was established on July 21, 1890. It had been in existence since June 21, 1875 as the Wilson District. Most of the land where the building was located was owned by a pioneer settler named Peter Wilson. This land was where Mines Road crosses the Mocho Creek and starts up the canyon as Wilson Grade.

The Harris district is a small settlement of Harrisville established in 1873. It was surrounded by coal mining operations. It was located eight miles southeast of Livermore in a canyon along the present Jay Tesla Road. Two years later, in 1875, the school district was formed. The district was named after the first two coal miners, Thomas Harris and Jenkins Richards. Together they formed a stock company in order to carry on the mining. "This mining went on for ten years and then the population gradually drifted away until the district finally lapsed on March 14, 1904, when it was annexed to Tesla, where only three pupils were enrolled"[19]

"There were two Highland districts; the first established in the Altamont Hills on January 20, 1879"[20] By the time the second was established the first one had lapsed. The first district had been taken from Green and Townsend districts. John G. Young owned the land on which the schoolhouse was located. John G. Young was a pioneer farmer active in public affairs and a member of the first board of trustees of the Livermore High School. He was the great-grandfather of the principal of a present day school in Livermore, Mr. Melvern Sweet.

After the lapse of the district on August 28, 1905, the building was moved to the site of Jesses and Guy Young's ranch (sons of John Young). The ranch was located on Flynn Road, east of Livermore. In 1953 when John Lemos purchased the property, he built a new home with some of the wood that had been used in the original school building.

[19] Ibid., p. 4

[20] Ibid.

One of the first teachers at Highland was Roger Nissen, brother of Miss May Nissen. Miss May Nissen is a retired high school teacher still living today in Livermore. "Mr. Nissen graduated from Livermore High School in 1898 and then taught there until he enrolled at Stanford University in 1901"[21]

The Nissen family lived on Patterson Pass Road, presently the Thomas Greer place. Carl Jorgensen and Sophie Jorgensen, now Mrs. Sophie Holm of Livermore, were two pupils from a neighboring ranch. They would ride to school with their teacher.

The second Highland district was located in the Tassajara area of Contra Costa County, northwest of Livermore. "It was annexed to May district on July 1, 1949"[22] T.D. Carneal, who resided there and owned extensive farming land, presented the schoolhouse to the district. It was a concrete building, which was occasionally used for dances and other social gatherings.

Mrs. F. Kelly of Livermore, then Miss Anna Zaies, was the teacher for the district when the new building was opened for education.

The Green district was organized on September 20, 1875 in the town of Greenville. Greenville is four miles east of Livermore. Greenville was named in honor of Thomas Green who had built a store and started the settlement of Greenville. Mr. Green was an Alameda County supervisor twice; 1863-1867 and 1977-81.

The buildings were moved and the district was made larger resulting in an increase in population. On December 12, 1889, supervisors made boundary changes taking land from both Livermore and Townsend districts, following the change of name of the district.

[21] Unsigned news article, "In the Parlor of the Past," Herald and News, XXX (October 5, 1969), p. 4.

[22] Ibid.

"The minimum enrollment was fifteen students and the school lapsed in August, 1901 because of an enrollment of nine pupils. The school was reopened in April 1902"[23] It existed until July 1, 1945 when it was annexed to Livermore.

The building was made into a residence when it was moved to Pacific Court on Railroad Avenue. A proposal to hold classes at Mendenhall Springs was considered in 1901. This location was to be more convenient for most of the pupils. The proposal was later dropped.

"The Tesla district was established on May 3, 1869"[24] Being established in the same year as May school, they were the first rural schools in the valley. The school was established three years prior to the formation of the district. "The district lost area to Highland and Mocho. On July 1, 1944 it was annexed to Livermore"[25]

Like many other school buildings, the Tesla school was a social gathering place for the farming people. In March 1893, enough money was raised from these social functions to purchase an organ. The district was closed and the building was moved to Scenic Avenue where it is still being used as a residence.

"The Vista district was formed on January 30, 1882, being the last of the rural districts"[26] It was the shortest lived district, being annexed to Mocho on March 1, 1897. At this time the school had an average daily attendance of five. This annexation was opposed by those who felt that the change in location of the schoolhouse would increase the attendance. Also, some children might be unable to travel the extra five or six miles that would be required.

The people protesting claimed that there was a marked increase in the district, but the increase was in the opposite direction of the schoolhouse. This schoolhouse was twelve by twenty feet, but was made larger when it was necessary. The school district was named for the beautiful view of the canyon. The schoolhouse was built on the east side of the canyon opposite Cedar Mountain.

[23-25] Ibid., p. 5.

[26] Ibid., p. 6.

“The land was donated by A.E. Crane. The ridge on the west side of Mocho Canyon was named Crane Ridge, after his family”[27] Before he donated the land for the school, he sold it to Leopold Jaccard of Livermore. After Crane had moved to Sunol he became concerned about the land when the school district lapsed. The rule was that the land would revert to the owner if the district was ever discontinued. Complications arose because of Jaccard and information is not available as to the outcome.

"Thomas D. Veils bought the school building in December, 1897"[28] He promised to return it if the district was to reopen. Since the terrain of the canyon was so disadvantageous to travel, the district did not prosper. Vista was contiguous to Wilson at the mouth of the Mocho Canyon, being established before Vista, lapsing and then being annexed to Mocho District. Vista was actually annexed by Wilson District.

"The Summit district was established on May 3, 1869"[29] This was during the time the Central Pacific was under construction. Due to the Altamont Tunnel being constructed on the Southern Pacific, a town arose.

A post office and a school were built. The farmers in the surrounding area gave their support for many years. "Green annexed the Summit District on July 1, 1955"[30] A year later, Green District was annexed to the Livermore School District. Mrs. W.J. Armstrong was the last teacher of the school. She still lives in the Altamont.

[27] Ibid, p. 6.
[28] Ibid.
[29] Ibid., p. 8.
[30] Ibid.

The Board of Education

The first high school board was organized in 1891. The board had ten members, all of whom were farmers.

The first chairman of the board was Daniel Teeter. The first board was composed of one member representing each district. Mr. Teeter represented the district that included the town. His farm was located south of Mocho Creek and east of Arroyo Road.

In the Highland District there was a tie in 1889. Contra Costa County superintendent broke the tie by appointing a person that was not even a candidate. 1914 marked the first year that Mocho and Townsend elected women trustees. Mrs. Mary McCoy represented Mocho and the late Miss Tillie Nissen represented Townsend District.

School census figures of 1910 for enrollments of elementary districts were as follows:

"Green, 41; Inman, 45; Livermore, 723; May, 51; Midway, 12; Mountain House, 20; Summit, 45; Tesla, 45; Townsend, 67; and Vista, 15"[31]

The county funds allotted in 1903 were: "Arroyo Del Valle, \$258; Green, \$358; Harris, \$349; Highland (Altamont Hills), \$240; Summit, \$485; Tesla, \$362; Townsend, \$458 and Vista, \$244"[32]

The schoolhouses were not only used for educational purposes but for social purposes. These social functions consisted mainly of dances and programs by the students. Newspaper articles from the Livermore editions revealed that Arroyo Del Valle was the busiest of all the districts. Its schoolhouse was the scene for parties, dances, church services, Sunday School and Memorial Day, Fourth of July and Christmas programs. The school picnic, an annual affair, was held just before graduation. It was thought to be the most popular event. In 1890, there was a proposal to put a post office in the building, as there were no other buildings in the district except homes.

[31] Ibid., p. 8.

[32] Ibid.

All the districts in Murray Township, which included Pleasanton at the time, were anxious to improve administration. "They met at the Livermore town hall on January 28, 1898"[33] Mr. Fisher, County Superintendent of Schools, discussed with the trustees several matters on welfare of the schools and pupils. Their first event was planned for April 7. The event was a union picnic where all the schools would participate. The first problem that they encountered was transportation. It was solved apparently when almost 1500 people attended the picnic. The next event that was attempted by the organization was a money-raising event. This plan was not carried out and the organization dropped out of sight.

Three years after the high school was organized, the ninth grade at the grammar school was still in existence. "The high school was still a three-year school until 1895"[34] At this time, a ruling by the board of education moved that the ninth grade be made a permanent part of the high school. "Property owners complained that they were being taxed twice to educate the ninth grade"[35]

[33-35] Ibid., p. 8.

The Livermore District

The Livermore District has had three different names. The district was first known as Livermore. It did not have a school until four years after it was founded. When Murray Township was split, it was formed into two districts, Livermore and Murray. "This event took place on February 17, 1862. Pleasanton District was formed June 8, 1866"[36]

The district was organized seven years prior to the actual building of the town of Livermore. The schoolhouse was located where the Livermore historical monument sign is located on Junction Avenue. It has never been revealed why the schoolhouse was built such a distance away from the small village of Laddsville. "A prominent businessman named Israel Horton built the school and it was opened in May 1866"[37]. The funds were raised by popular subscription. Mrs. Esther Weeks was the school's first teacher. The building v/as moved to the site where the Livermore High School now stands. This was done in the spring of 1869, before the Central Pacific Railroad started its operation in the fall of that year. School Street got its name from the school being on that street.

F.R. Fassett was the principal at the time the second building was financed. He was responsible for introducing material into legislation to form the Livermore High School District. Fifth Street was the site of a two-story building erected in 1877. "William Mendenhall, who was responsible for designing the town, donated the land for the school"[38] The first floor was completed with four more rooms. In 1922, the building which stands today was constructed.

A new district was proposed in the southwestern part of the district in 1889. The reason for a school in this area was through the complaints by parents that the distance to school was too far. "Although there were thirty-five children between five and eighteen years of age and twenty-eight under the age of five living two miles or more from the school in town, the proposal for the district was dropped"[39]

[36-39] Ibid, p. 8.

The Livermore District grew by its annexation of Mocho, Townsend, and Summit. On February 14, 1914, the board of supervisors moved to bring in parts of Green, Inman, May, and Townsend, They had good reason to do this. May students were attending the Livermore school because they were closer to it than the school in their own district. Later, a law was passed to eliminate this because the school was not being financially reimbursed for educating and giving credit to these students. The Livermore school was referred to as a public school because the Livermore College was a private school and the only other school in operation at that time. It was then known as the Livermore Grammar School after the high school was built in 1891. In 1941, when Alton Scott became the principal, the name was changed to Livermore Elementary School. He argued that 'elementary was a more modern term. Officially, the name has always been Livermore School District.

"The first school in Livermore was completed in 1866. The district in which it was located was known as Union High School District No. 1, organized July 1, 1891"[40]

It was the first in the state formed after the law was passed a year before, providing for union districts. "This law was first discussed in Livermore, later being introduced into the California State Legislature by assemblyman F.R. Fassett of Livermore"[41]

"This first district was a combination of nine districts: Green, Harris, Highland, Inman, Livermore, May, Mocho, Townsend, and Vista"[42] Two other district sent representative to the meeting on April 4, 1891, but never joined. These two districts were Midway and Pleasanton. At the meeting the formation of the district, there were only four votes in opposition, two were in Livermore.

[40-41] Ibid, p. 8.

[42] Ibid, p. 9.

"On August 31, 1891, the high school opened in the grammar school building with fifteen students and Mr. E.H. Walker as the teacher"[43] He was also the principal of the grammar school at that time.

On August 27, 1892, a successful election was held to finance a building. "In December, 11,000 building was started and the school was opened the following August"[44] The state attorney ruled that the district could not issue bonds so the building was financed by taxes.

In 1893, Pleasanton tried to join School District but nothing came of it. Pleasanton joined the district for a month. "The Board of supervisors adopted a resolution on July 19, 1920 and annexed Pleasanton acting on the petition provided that any district contiguous to a high school district must join that district if three or more families held average daily attendance for two years"[45]. Pleasanton had "twenty percent of the graduates from Livermore"[46], but protested and was only willing to be taxed to pay for their attendance.

On August 16, 1920, a counter petition was filed by Pleasanton. "The supervisors rescinded their action being sure that Pleasanton would agree to pay for the education transportation of the students"[47] Amador High School District was formed two years later consisting of Pleasanton, Murray and Antone districts.

Sunol was contiguous southwest of Livermore and twice considered becoming a part of Livermore. Sunol was the most favorable choice, but Sunol declined membership to both.

On June 7, 1870 Mountain House was formed. It was connected with Murray Township but never with the Livermore High School. By law, it was forced to join a district; it decided to join Tracy, which was its trading center. Livermore approved of the affiliation.

[43-47] Ibid, p. 9

"The name Livermore High School District No. 1 remained until 1915. It was then changed to Livermore Union High School District"[48] The next change was on July 1, 1949, when Highland was annexed to May. Since Highland was in Contra Costa County, it required a new name. The district's last change was to Livermore Joint Union High School District.

Upon unification, the first union high school district in the state lost its historic identity entirely.

The district of Antone was established in 1911. "This district of Antone was located on Tassajara Road a joint district because it was partly made from Inman and Murray, which were both in Alameda and Tassajara which was in Contra Costa County"[49]

The districts namesake was Thomas Antone. He donated the schoolhouse property. The schoolhouse was moved in from its location near Sunol. The school opened its doors to thirty-eight children.

"Recent study of this district brought forth a mysterious question on how the residents of Antone were able to vote for Livermore High School trustees"[50]

"Election results of March 30, 1912, showed that representatives from Livermore, Inman, May, Green, Townsend, Mocho and Vista voted in the election"[51]. On April 13, election results reported five votes that were cast in the Antone district for the high school trustee. The next election held in 1916, showed that six people had voted. In 1919, three had voted in the election. Other elections had been reported only by total number.

"Mr. A.B. Casterson of Pleasanton and his brother, Harry Casterson who was one of the first trustees in Antone, could not enlighten the public on the mystery"[52]. The assistant county superintendent of schools, Nelson Vassaool, was unable to find any information in the records of the county office.

[48-52] Ibid. p.9.

The elections of 1912 and 1919 would not have altered the results, but in 1916, they could have made a difference. "In this election, H.M. Christensen had received 254 votes, Joseph Twohey 225, and E.W. D'Ombrian 219"[53] Antone had voted six for Christensen and Twohey and none for D'Ombrian. If the votes for Antone were eliminated, there would have been a tie but no protests were made.

"In 1922, Amador High School District was formed, which included Antone. Antone was not in favor of joining and voted 14-10 against it"[54]

Pleasanton and Murray joined after a very strong vote of 540 to 45. "The district finally lapsed in the 1940's and was annexed to Pleasanton"[55]

The Livermore Valley Unified School District 1969-1970

The educational process of the Livermore Valley is becoming a complex job for the board members and the superintendent. The fast growing population of the valley has brought this about. At this present time, the educational program is geared to handle the "11,800 students from kindergarten through senior high school"[56]

The district believes that communicating facts and information to the public about the district is very essential. The district tries to accomplish this by publishing a small booklet called the Livermore Valley Unified School District: District Survey I, 1969-1970. This booklet contains such events as the school calendar, a five-year trend in teachers' salaries, and anticipated expenditures. Such categories are very interesting to the public.

[53-55] Ibid., p.9.

[56] Edwin C. Rundstrom, Livermore Valley Unified School District (Livermore, 1969-1970), p.1.

As of September 17, 1969 the enrollment of the district .is as follows :[57]

Elementary

| | |
|----------------|-----|
| Almond Avenue | 635 |
| East Avenue | 135 |
| Fifth Street | 586 |
| Green | 238 |
| Jackson Avenue | 726 |
| Marylin Avenue | 684 |
| Joe Michell | 810 |
| Portola Avenue | 651 |
| Rincon Avenue | 654 |
| Emma C. Smith | 483 |
| Sonoma Drive | 801 |

Intermediate

| | |
|--------------------|-----|
| East Avenue | 548 |
| Junction Avenue | 902 |
| William Mendenhall | 924 |

High School

| | |
|-----------|------|
| Livermore | 1713 |
| Granada | 1266 |

Special School

| | |
|-------------------------|-----|
| Del. Valle Continuation | 32 |
| Alphonso Ladd | 21 |
| Adult Education | 979 |

[57] Ibid., p.7.

To educate and care for these some 11,800 pupils, it takes a number of qualified people. The following is a chart of the number of certified positions according to the 1969-1970 budget.

| <u>Elementary (K-8)</u> | | <u>Secondary (9-12)</u> | |
|-------------------------|-------|--|-----|
| Principals | 13 | Principals | 3 |
| Vice-Principals | 3 | Vice-Principals | 2 |
| Classroom Teachers | 287.5 | Classroom Teachers | 123 |
| Special Teachers | 8 | Deans | 2 |
| Librarians | 2 | Counsellors | 5 |
| | | Librarians | 2 |
| Total | 313.5 | Total | 137 |
| <u>Special Services</u> | | <u>Central Office</u> | |
| Health | 3 | Administration | 7 |
| Psychologists | 2 | | |
| Music | 4 | Total number of certified positions [58] | 501 |
| Special Ed. Teachers | 3.5 | | |
| Total | 44 | | |

These statistics show that there are 23.5 certificated people for every one student.

 [58] Ibid., p.8

The following chart clearly explains the income estimates for this year.

Source of Income

| | |
|------------------------------|----------------|
| Federal (PL-874) | 855,000 |
| Federal (from State Sources) | 61,716 |
| Federal (from Local Sources) | 17,200 |
| State Apportionments | 3,927,915 |
| Counts | 9,000 |
| District Taxes | 4,800,151 |
| Other Local Income | 26,018 |
| Transfers | 4,500 |
| Total Income | 9,701,500 [59] |

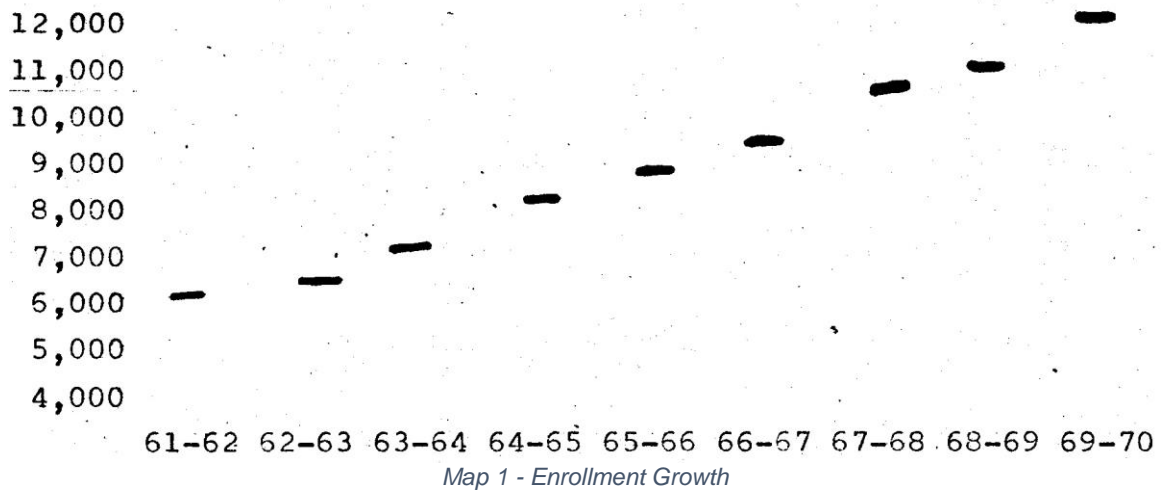
The anticipated expenditures for the district are as follows: [60]

| <u>Classification</u> | <u>Expenditure</u> | <u>as % of Budget</u> |
|----------------------------|--------------------|-----------------------|
| 100-Administration | 243,183 | 2.50 |
| 200-Instruction | 6,691,977 | 68.74 |
| 400-Health Services | 52,194 | .54 |
| 500-Transoortation | 102,341 | 1.05 |
| 600-Operation | 724,929 | 7.45 |
| 700-Maintainance | 232,401 | 2.39 |
| 800-Fixed Services | 642,871 | 6.60 |
| 900-Food Services | 19,108 | .20 |
| 1100-Community Services | 86,960 | .89 |
| 1200-Caoital Outlay | 84,037 | .36 |
| 1300-Debt Services | 144,000 | 1.43 |
| 1400-Outgoina Trans. | 55,774 | .58 |
| 1500-Undistributed Reserve | 519,740 | 6.37 |
| Net Ending Balance | 34,500 | .35 |
| Total | 9,735,015 | 100.00 |

The Livermore Valley has been an area of rapid population growth. The enrollment statistics can show this growth in terms of the average growth rate per year, which equals approximately eight hundred students. The district also, has averaged one school per year.

 [59] Ibid., p.9.
 [60] Ibid., p.10

The enrollment growth for the past eight years is graphed in the following:
[61]



[61] Ibid., p. 12.

III - The Board of Education

The Board of Education plays a major role in the education "of the children in the community.

The school board members are laypersons who represent the supporters of the schools. Their organization is closer to the people of the community than any other form of government-. The board carries out the basic concept of checks and balance. It makes it possible for the will of the community to be heard and used in the formulation of school policy.

The qualifications of the board must be fulfilled in order to have a smooth running organization. The board must have a basic qualification of teamwork in order for it to work as a unit. This can pose a problem when every member of the board is different 'in his attitudes, personality, purposes, and ways of working. "The Barnhardt Study in 1952 reviews the basic requirements that are necessary for successful school board unity and the subordination of self-interest must be obtained"[62]

Secondly, "effective understanding of the executive function and the willingness to support it when administering board policies" [63]

Thirdly, "the board must demonstrate initiative, informal leadership, and insight in board planning and policymaking"[64]

Fourthly, "the board must have effective personal relationships and also staff and group relationships"[65]

Lastly, "the board must not be afraid of outside pressures and influences and in order to act courageously for the good of the schools"[66]

The responsibilities is seen in the text of School Board-Superintendent Relationships.

[62] J. Chester Swanson, School Board-Superintendent Relationships (Washington, D.C., 1955), p. 200
[63-66] Ibid.

The first is “to develop the educational system”[67] The board must keep in mind that the classroom is the basic element of the school system and is responsible for the methods of teaching being used in the classroom and the philosophy and purpose that are behind the curriculum.

Thirdly, “the board is responsible for providing personnel for the school program”[68] This includes finding capable teachers and other school employees that will dedicate their services to the children.

Fourthly, "the board must provide and maintain an educationally efficient physical plant"[69] It is important for the board to make policies and decisions on the school plant. It is also to provide children of the community with good physical structures where learning and growth can ascend to the highest level possible.

Fifthly, "the board must secure adequate financial resources. This involves finding adequate financial support necessary to operate the school program"[70] A budget should be made in order to best serve the school program. Quantity and quality of personnel, housing, equipment, supervision, and supplies are dependent upon the budget.

Sixthly, "the board must maintain a two-way contact with the adult community"[71] It is Important for the board to understand and make contact with the community. These contacts are usually in the form of parent-teacher conferences and associations, local citizen committees, newspaper editorials, and individual opinions that are expressed.

[67-71] Ibid., p. 201

Lastly, "the board must choose the superintendent of schools. Selecting a capable superintendent of schools and making him the executive of the board is one of its most important duties"[72]. The procedure for this is reviewed by the National School Boards Association and the American Association of School Administration.

The board must first make an announcement of the vacancy, "stating the personal and professional qualifications that are advice in determining the qualifications"[73].

The next step is "to give notice of the vacancy and the list of qualifications to universities, professional organizations, and individuals who might suggest candidates"[74]. The board must actively seek for a qualified person, rather than merely choosing among candidates readily available. Next, "the board must give full consideration to persons in the local school system who are qualified for the superintendency"[75] After this has been done, "the board or a committee is to make the preliminary canvass and screening".[76]

The final choice always rests with the full board even if a special committee is appointed. It is necessary for the board to communicate with the recommended and voluntary applicants. It must give adequate information as to the information that the board or committee wishes to consider. It is important for the board to follow up on the references and to other means of all possible candidates will be chosen and noticed as to when they will be individually interviewed. These interviews should be arranged at the district's expense and be conducted in the strictest confidence.

Violations of confidence have seriously embarrassed administrators in their local communities. The board makes their final choice on the basis of the consideration by the group as a whole. Unanimous election is good public policy. Its final responsibility is to make a favorable and timely public announcement of the election of the new superintendent.

[72-76] Ibid., p. 202

The school board works through legislating policy. These legislating policies grow out of the legal provisions for education. Good policymaking often involves a great deal of time in planning. The execution and operation of its policies are dependent upon both the board and the superintendent.

The board and the superintendent serve as the planning and the policy-making body. The evaluation and interpretation of their policies can be done in three ways.

- First, it can be done through the public opinion poll.
- Secondly, surveys made by teams of specialists can be utilized.
- Thirdly, some boards use self-interest or self-evaluation programs.

The Livermore Valley Unified School District Board of Education has five members.

- Mr. James Day [of Cardinal Drive] is the President of the board. His term expires in 1971. Mr. Day is an engineer, living in Livermore for the past ten years.
- Mrs. Ruthann Taylor is a housewife but is the clerk for the board. Her term expires in 1973.
- The third member of the board is Dr. James McFarlane. Dr. McFarlane is a dentist and his term expires in 1973.
- The second women on the board is Mrs. Barbara Adams. She is a housewife with a term that expires in 1971.
- Mr. Eldred Chance is a real estate broker. Mr. Chance's term expires

IV - The Superintendent

The superintendent is a very important person. He has many duties and responsibilities.

- First, "he must develop an effective program of education in the school system and have it approved by the board"[77]
- Second, "he must attend regular meeting of the board as a member and advisor of special committees of the board"[78]
- Third, "he must prepare a list of rules and regulations for the management of the schools and have it approved by the board"[79]
- Fourth, "he must be informed of the needs for the school properties and equipment and recommend to the board the needs of the district"[80]
- Fifth, "he must recommend to the board for approval changes in the courses of study"[81]
- Sixth, "he must decide on administrative matters that are not included in the rules and regulations"[82]
- Seventh, "he must nominate or recommend persons for employment to the board and assign duties to them"[83]
- Eighth, "he must notify all teachers who are to be released and to receive their written request for resignation"[84]
- Ninth, "he must develop a building program and organize housing for the growing population"[85]
- Tenth, "he must prepare and present any matters for legislation of the board"[86]
- Eleventh, "he must submit annual reports to the board on the condition of the school system and give evaluation of the quality of the program"[87]
- Twelfth, "he must delegate business management of the schools"[88]
- Thirteenth, "he must prepare an annual school calendar for adaption by the board"[89]
- Fourteenth, "he must issue news releases for the school district"[90].
- Fifteenth, "he must give his full attention to his duties of office"[91]
- Lastly, "he must obey all other responsibilities that the board might delegate to him"[92]

[77-92] Ibid., p. 210-212

The qualifications of a superintendent are very important. This must be a wise and sympathetic leader, fully aware of the community's needs. He must be able to stimulate teamwork among all the employees under him, along with his ability to develop good personal relationships. It is important that he be able to develop policies for the good of the entire community. He must be a man who possesses fine spiritual and moral values.

It is important for him to like all types of children and believe in education for all children and all people. He must have a sincere interest in the welfare of the teachers and employees of his district. "He must have a liberal education, being familiar with biology, chemistry, economic, psychology, and sociology"[93] In his preparation for superintendent, some positions would be useful such as being a successful, classroom, teacher, principal, assistant principal business manager or supervisor. Many courses in public administration can be a great asset to his preparation.

The Superintendent's contract is like a constitution. He has the right to the support of his board members during the time of his term. He is to be provided with necessary tools and assistants to carry on the work of his office.

"He has the right to be protected from too long work days and too close attention to his job. He has protection from the fear of an unreasonable termination of his contract"[94]. He is to be protected from people who would use him or his office for their own personal gain. He has the right to be allowed to steer clear of factions. He is also to be protected against recessive or unfair criticism. He has the right to the appreciation of-the board when his work is gratifying.

Mr. Edwin Rundstrom, Superintendent of Schools is a man with many of these qualities. He has been connected with this school district for many years.

[93] Ibid., p. 212

[94] Ibid., p. 213

Since the unification of the district, Mr. Rundstrom has been concerned with several significant problems of the districts. One of them is the problem of upkeep and maintenance of school buildings. Livermore has grown rapidly and the school buildings have not been adequate enough to house this population.

Mr. Rundstrom stresses this housing problem, but also pointed out the bus transportation problem. Bussing is one answer to housing but it brings up the problem of finance. Bussing is expensive, especially with a district the size of Livermore.

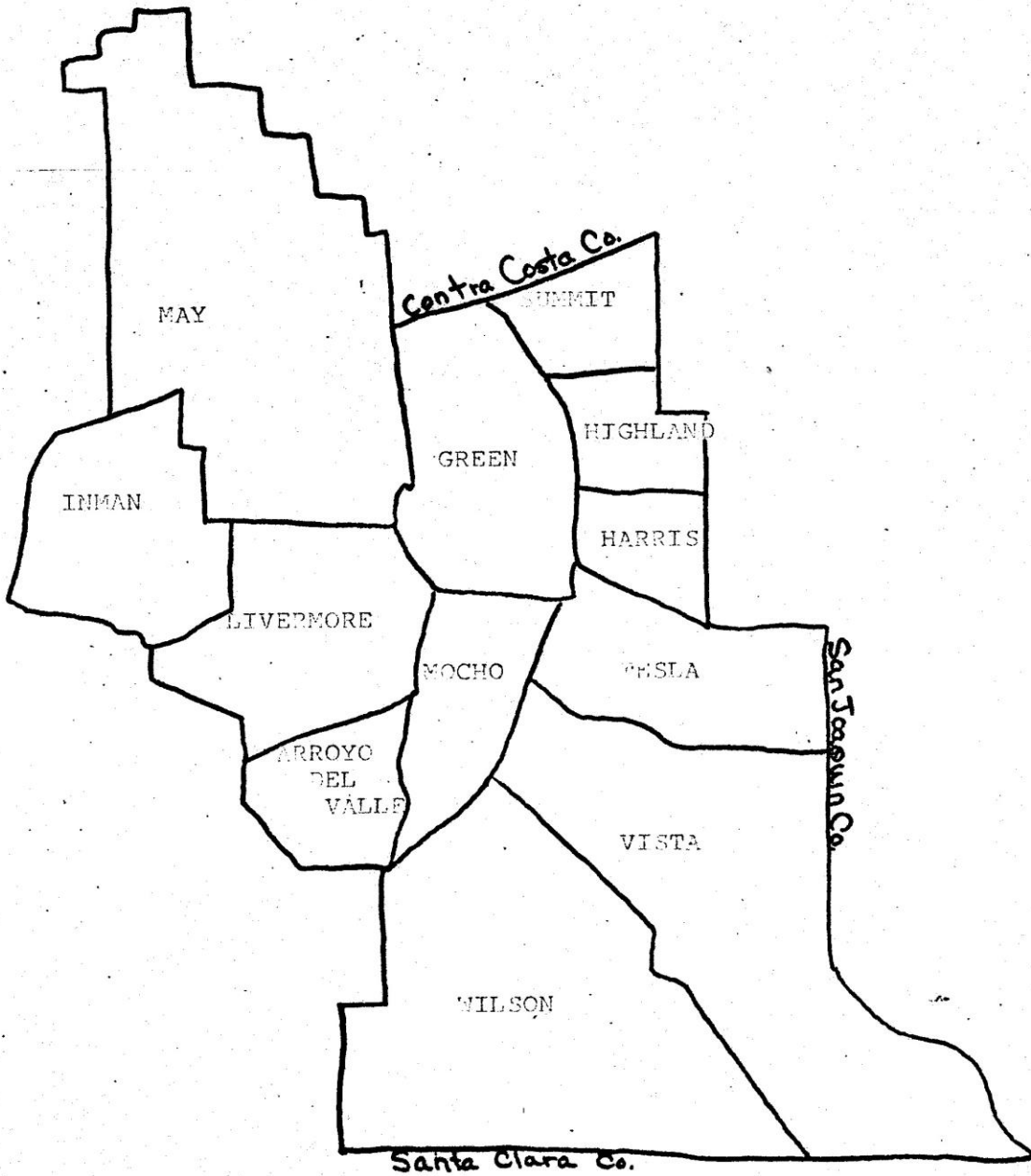
CONCLUSION

The history of the Livermore Valley Unified School District is a very colorful one. It took one hundred years for fourteen small school districts to grow into one successful unified school district.

The Livermore School District has an outstanding Board of Education and an outstanding Superintendent. Each member of the board is almost equally important as the superintendent in his role of supervising education.

In this project, I have presented a brief summation of the events that occurred in the beginning stages of the district and the present state of the district as it stands today.

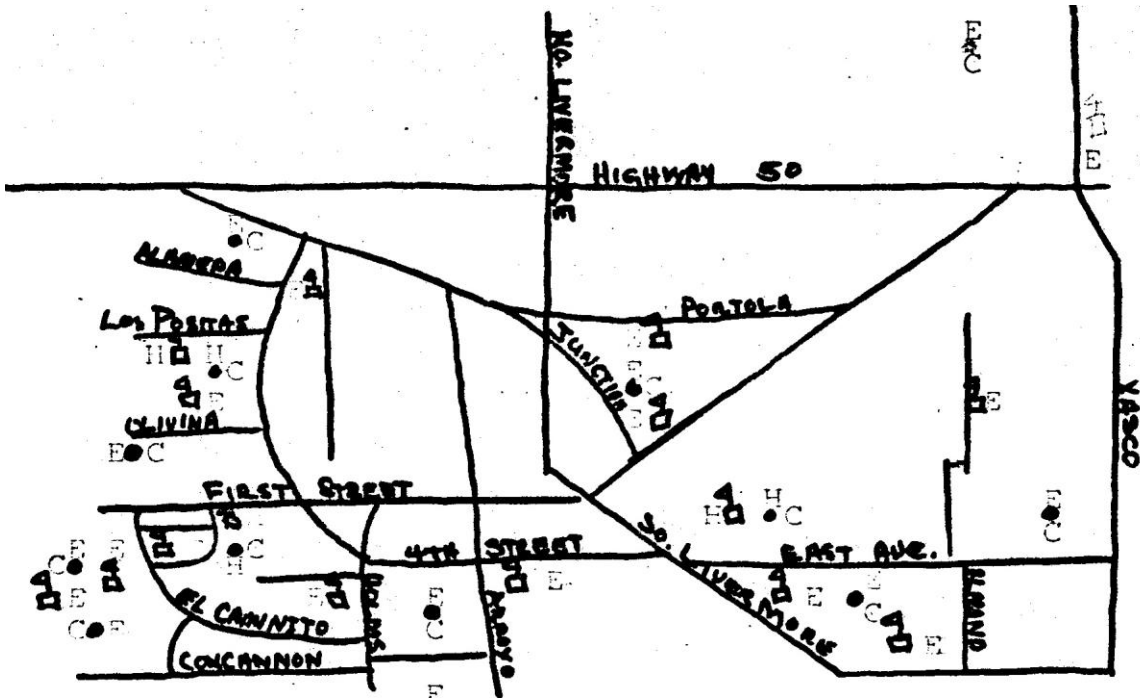
APPENDIX



Map 2 - Livermore Unified School District

Legend

- - Construction, Future Sites
- [] - Existing School's
- E - Elementary (K-8)
- H - High School (9-12)
- C - Construction



Map 3 - District including existing schools and five-year building plan

Interview Number One

Mr. Eldred Chance and Mr. James Day

Unification was the main focus point of this interview. Mr. Day talked of the main problems that were being handled in order to make unification successful. Many of the problems dealt with the transportation difficulties of the new district. Much money is involved in transporting children from beyond a designated point.

Another problem of the new unification is the appropriation of the funds between the high school and elementary schools. Each one believes their cause is more important. At the present time, the district is operating on a very strict budget. This means that top priority problems must be handled first. Examples of these are new temporary classrooms constructed to house a number of students. Another vital expense is the maintenance and upkeep that must be done to the present structures.

Most of the problems are primarily financial ones. Appropriations of money must be carefully discussed. Some problems of unification can be dealt with by cutting back the budget. Paper and art supplies have felt this cut back the most, Mr. Day mentioned.

Interview Number Two

Mr. Edwin Runestrom, District Superintendent

The topic of my interview with Mr. Rundstrom was the long range planning being done to make the district more financially stable. A recent financial setback in the district called for strict budgeting of the whole district. This meant that needed repairs on present structures would have to be cut back. Also, the construction of temporary housing would have to take the place of needed permanent structures.

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