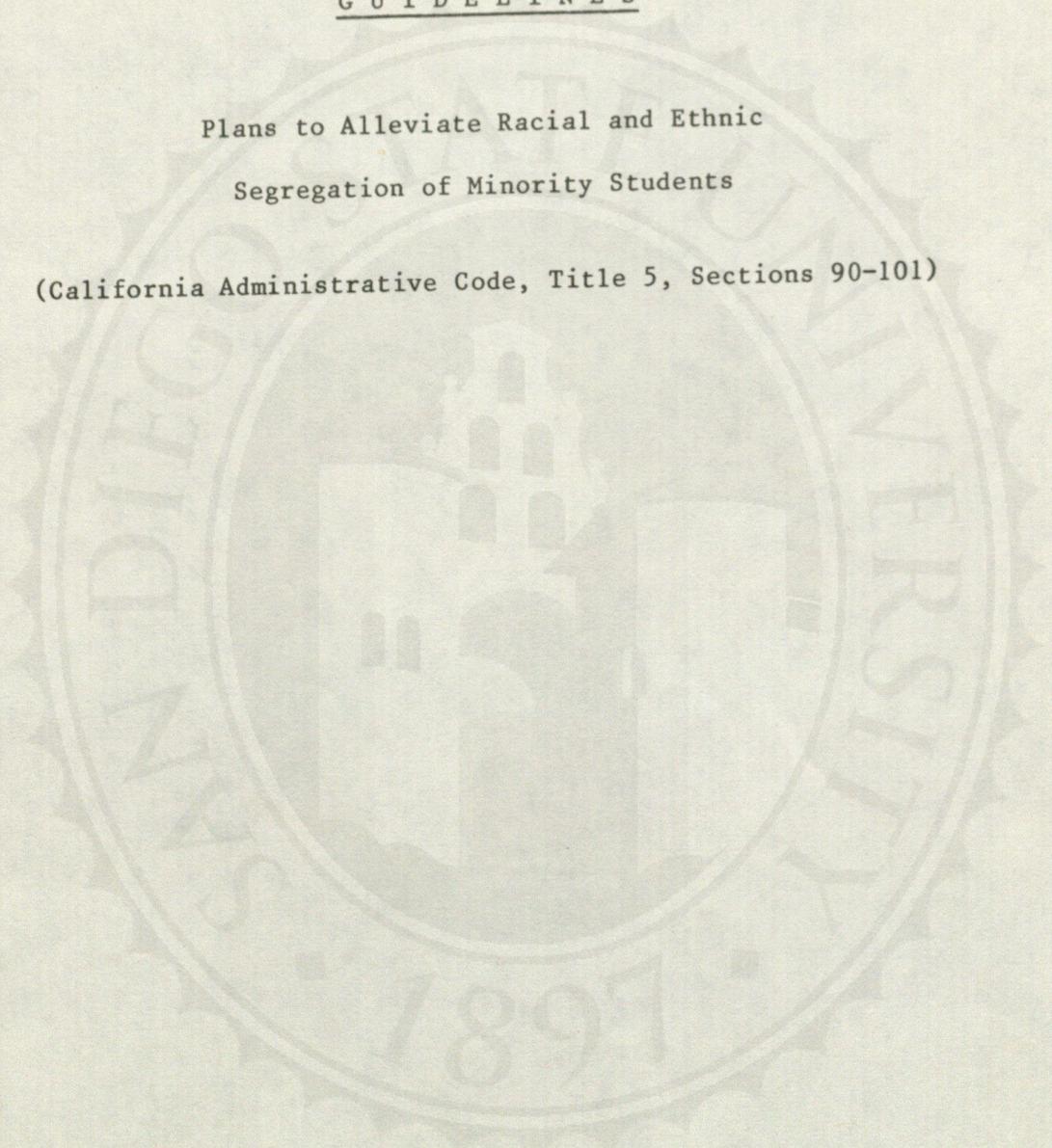


GUIDELINES

Plans to Alleviate Racial and Ethnic
Segregation of Minority Students

(California Administrative Code, Title 5, Sections 90-101)



California State Board of Education
Sacramento, California
April 12, 1978

The dates contained in Appendix I of these guidelines (Text of Regulations Adopted by the State Board of Education September 8, 1977) should be changed as follows:

Page 24, Section 93 should read July 1, 1979

Page 25, Section 94 should read July 1, 1979

Page 29, Section 99 should read July 1, 1979

Page 30, Section 100, part (b) should read August 1979.

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I. INTRODUCTION

Legal authority.

The California Supreme Court, in the companion cases of Crawford vs. Board of Education of the City of Los Angeles (17 Cal. 3d 280) and N.A.A.C.P. vs. San Bernardino Unified School District (17 Cal. 3d 311) held that school districts have a constitutional duty to take reasonably feasible steps to alleviate the racial and ethnic isolation of minority pupils, however that isolation was caused.

To carry out this obligation, the State Board of Education has adopted Chapter 7 (Sections 90-101) in Division 1 of Part I, California Administrative Code, Title 5, requiring local school districts to adopt and implement plans to take reasonably feasible steps to alleviate segregation in any racially or ethnically segregated school within its boundaries whatever its origin, because of the educational harm and deprivation it causes students. "Segregated schools," as defined in Title 5, Section 92, are those schools in which the minority student enrollment is so disproportionate as realistically to isolate minority students from other students and thus deprive minority students of an integrated educational experience. "Minority students" are those students who regard themselves or are regarded by the school or community as belonging to one of the following groups: American Indian or Alaskan Native; Asian or Pacific Islander, excluding Filipino; Filipino; Black, not of Hispanic origin; Hispanic.

In determining what are reasonably feasible steps to alleviate segregation, a school board, working with the community and affected citizens, may properly consider all the facts and the short and long-term implications involved in selecting a course of action to carry out its constitutional duty.

The purpose and intent of these guidelines.

Ref.: Title 5, Sections 90, 91

These guidelines have been developed by the State Department of Education and approved by the State Board of Education to assist districts in the development and implementation of plans for the alleviation, prevention and elimination of racial and ethnic segregation and to achieve the goals of integrated education. Guidelines are explanations of laws or regulations and are suggestions on how to comply with the law or regulations.

The State Board of Education has a long-standing policy to encourage districts to provide quality integrated educational opportunities for all students. It is the purpose of these guidelines to assist districts in meeting this challenge and in carrying out the requirements of the Crawford Decision of the California Supreme Court.

This document is intended to be an aid to districts in understanding their obligations under sections 90 through 101 of the regulations. Governing boards are referred to the regulations themselves as a starting point for understanding duties imposed by the State Board of Education.

Districts are also referred to the "Report of the Ad Hoc Committee on Integrated Educational Programs," published by the California Department of Education,

dated July 1977. It contains recommendations on educational programs which promote integration by bringing students of a variety of backgrounds together for the purpose of integrated education.

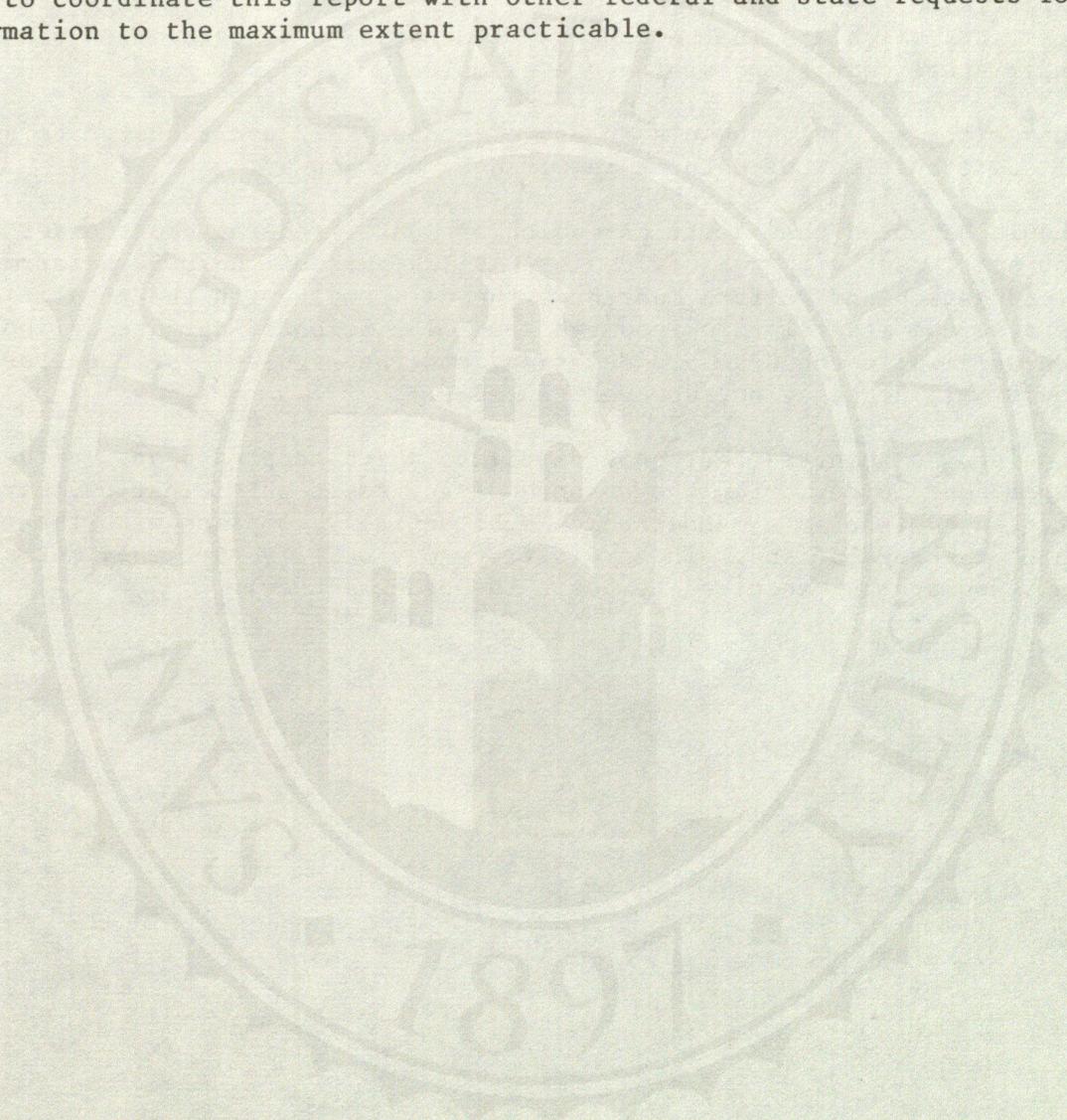
The State Board of Education has declared its policy to provide equal education for all students and to encourage programs of multicultural education based upon the belief that the education of all students is enhanced when students of diverse racial and ethnic cultural backgrounds are perceived as valuable educational resources. Following are a set of goals consonant with this policy. The process of developing and implementing a plan of desegregation affords local boards an opportunity to pursue these goals. They are:

1. Self-concept and attitudes toward schools and learning shall be equally positive in students of all racial, ethnic and cultural groups and of both sexes.
2. To achieve maximum academic achievement of all students.
3. Multiethnic, multicultural activities shall be provided so that curriculum materials, teacher attitudes and teaching procedures provide each child with an opportunity to understand and to develop pride in his or her own identity and heritage, and to understand, respect, and accept the identity and heritage of other groups in the classroom and in society.
4. Educators of diverse racial, ethnic, and cultural groups and of both sexes shall be integrated throughout the staff of the school. Opportunity for advancement shall be open to all equally. Educators from all groups shall be recruited and have status at all levels.
5. Students of both sexes and of all racial, ethnic and cultural groups shall be integrated into the social system of the school. Children of all groups shall perceive each other as peers and friends.
6. Parents of children of all groups shall be integrated into the life of the school. They shall hold comparable status and have comparable roles in school-related organizations and activities.

2. RACIAL AND ETHNIC SURVEY
Ref.: Title 5, Section 97

All districts are required to submit statistics on the racial and ethnic makeup of district students and staff to the State Department by December 1 of each odd-numbered year. The report form (Form R-30) is supplied by the State Department of Education.

It is the intention of the State Board and the State Department of Education to coordinate this report with other federal and state requests for similar information to the maximum extent practicable.



3. DISTRICTS COVERED BY THE REGULATIONS

All districts are required to follow the regulations except:

- Community college districts are exempted
- Districts which maintain only one school serving any given grade level are exempted as to that grade level
- Districts which have adopted a desegregation plan under state court supervision are exempted
- Districts which are in the process of adopting a desegregation plan under state court supervision are exempted

All districts serving students in any of grades K-12 are required to submit racial and ethnic census data as required by Section 97.

It should be noted that districts which are under federal court order or order of or settlement with the Office for Civil Rights of the U.S. Department of Health, Education and Welfare must nevertheless comply with the regulations. This is because the federal rule requires the alleviation of de jure-deliberate segregation only while the Crawford decision, and the regulations, requires the alleviation of all segregation, however caused.

It should also be noted that some districts which adopted plans, either under federal court order or in the absence of any court participation, may have adopted such plans in a manner which substantially complies with the requirements of the regulations. These districts may certify that they met such requirements and are not required to begin the process anew.

4. REQUIRED AND SUGGESTED STEPS IN COMPLYING WITH THE REGULATIONS
(Required steps are underlined in this chapter.)

- a. Adopt a procedure for community involvement.
 1. Describe method of selection.
 2. Establish district advisory committee.
 3. Include community persons, parents, school and district personnel and students.
 4. Determine goals, procedures, and structure of committee.
- b. Adopt district policy to conform with State Board of Education policy.
 1. Review and modify as necessary any existing district policy.
- c. Adopt criteria to identify segregated schools and schools in danger of becoming segregated.
 1. Consider all factors set forth in guidelines; determine relative importance of these factors.
 2. Compile and study racial and ethnic composition of schools (students and staff) currently and, if available, over previous five years.
- d. Apply criteria; identify and list segregated schools and those in danger of becoming segregated.
- e. Develop preliminary general outlines of alternative plans to eliminate or alleviate segregation.
 1. Determine which appear reasonably feasible.
 2. Select the plans which appear most promising and study them in greater depth.
 3. Prepare and study other factual material, e.g. maps of district, attendance boundaries for each school, capacity of various schools, educational program at each school, test scores and achievement levels for each school.
 4. Select one or more plans to present at the public hearing.
 5. Prepare descriptions for the plan or plans to be presented at the public hearing and the criteria by which the schools were selected. Include in the plans proposed attendance areas, grade levels to be served at each school, characteristics of the school, proposals for curriculum modification, staff training, parental involvement, and any other matters of general interest. Also, include the process by which the plan is to be evaluated.

- f. Conduct public hearing.
 - 1. Publish notice 30 days before hearing.
 - 2. Notify parents (in the primary language of the pupil) in the method commonly used to communicate with parents.
 - 3. Describe alternative plans, including matters of general interest.
- g. Adopt a plan.
 - 1. The plan adopted must conform generally to one of the plans presented at the public hearing. If necessary, hold a second hearing in order to comply with this requirement.
- h. Certify local board action.
 - 1. Submit the prescribed certification on or before July 1, 1979.
 - 2. The certificate form is included as an appendix to these guidelines.

5. COMMUNITY INVOLVEMENT
Ref.: Title 5, Section 96

All districts, except those that are exempt, must involve parents, teachers, other community representatives, and, where appropriate, students in the process of determining whether there are segregated schools in the district, or schools in danger of becoming segregated, and in the preparation, and implementation of plans where segregated schools are identified. Positive leadership by the local board is of the utmost importance.

Further, the importance of community participation in the entire desegregation process cannot be over emphasized. It is essential that students, parents and others in the community understand and support not only the constitutional mandate behind the regulations but also the educational and social benefits of integration. They must also understand the goals and the intermediate steps in the desegregation plan adopted by their local board.

There are many ways of involving the community in an effective manner. An effective way to encourage the support of the various community groups for the final plan is to involve them in the determination of need and in its development, its implementation, and its evaluation.

In developing a plan for community involvement, the board might contact available and interested organizations within the community. The board may wish to contact and encourage the participation of:

- Existing parent-teacher organizations;
- Religious leaders;
- Leaders of service clubs;
- Civic and social organizations;
- Political leaders and parties;
- Student and other youth groups;
- Business and labor organizations;
- Existing school site councils;
- Existing district advisory committees;
- Town hall forums;
- Leaders of ethnic organizations and groups;
- Persons respected by groups in the community who may not presently be holding office in any established group.

The district may wish to contact other districts which have established successful community involvement programs.*

The board should seriously consider the form in which community participation may most effectively be utilized. This should include the establishment of a special advisory committee at the district, area, or school site levels. When such committees are established, the board should take care to make certain that it is composed of parents, teachers, administrators, students, and other community representatives and is composed of a substantial percentage of minority group persons. Of course, the board may assign the task to an existing advisory committee or combination of advisory committees.

*The reader is referred to the Report of the Ad Hoc Committee on Integrated Educational Programs for additional information on community involvement programs.

Each committee established by the local governing board is subject to the rules and regulations of the local board. The local board should specify the duties and limitation of each advisory committee in writing to each prospective member and might include the following:

- Reason and need for the advisory committee
- The role of the committee as advisory; i.e., the committee cannot diminish or augment the responsibilities of the local board
- A time framework for the advisory committee recommendations and the manner in which the committee is to communicate with the board
- Issues to consider in the committee deliberations, e.g.: criteria to identify segregated schools
- General outline of one or more alternative plans
- Community orientation and support programs

In other districts, the board may decide on a less structured method for obtaining community participation.

Technical aspects of planning, such as compiling data, preparing background information, and other planning activities related to the details of educational programs and personnel considerations, should be the responsibility of the district staff.

Further, whether community support is or is not achieved, the board is responsible for carrying out its constitutional duty.

6. IDENTIFICATION OF SEGREGATED SCHOOLS

The local governing board is required by the regulations to consider five factors in determining whether a school is segregated; of course the board may consider such other factors as it considers relevant to the local circumstances. The required five factors are:

1. The number and percentages of each racial and ethnic group in each school compared with such data for the entire district. The board must also consider changes and trends in the ethnic enrollment over the preceding five years.
2. The racial and ethnic composition of the administrative, instructional and other certificated and classified staff of each school. The board should consider the composition of each such group separately.
3. Attitudes of persons in the community and the administrators and district staff, regarding perceptions as to the "minority" status of each school.
4. The quality of buildings and equipment.
5. The organization of, and participation in, extracurricular activities by the various minority pupils attending such school.

The board is not required to give all factors the same weight with respect to all schools in the district. It is suggested that prime consideration ought to be given to factor #1 above.

The local governing board has the responsibility to be specific and concise in developing factors to identify segregated schools and those in danger of becoming segregated.

In addition to the five required factors set forth above, the following additional factors are suggested for the consideration of local boards:

- The skill, education and experience of the certificated staff.
- The scope, variety and quality of the educational program as indicated by student performance, achievement and/or other indicators of educational progress.
- The teacher/pupil ratio exclusive of special (categorical) funding support.
- Such other factors or criteria that may be relevant to the local circumstances.
- Demographic and other data or factors on an area or regional basis which have an effect on the stability and/or mobility of various groups or the rate of change in the racial and ethnic composition of various schools and of the district.

With respect to the first criterion stated in the regulations, the racial and ethnic enrollment of each school, no percentage is fixed on a statewide basis to substitute for governing board judgment of local factors which need to be considered. The governing board may wish to consider one or more of the following areas in the development of its criteria:

- Variance of the enrollment of pupils of a specific racial or ethnic group at a particular school from the district's average concentration. Such a criteria might state:
Segregation is presumed to exist when the enrollment of pupils of a specific racial or ethnic group in a school exceeds by more than x percent the district average of that racial or ethnic group.
- Variance of all minority groups in a school from the district's average. Such a criteria might state:
Segregation is presumed to exist when the enrollment of all minority groups in a school exceeds by more than x percent the district percentage of all minority groups.
- Concentration of minority students in a particular school might state:
Segregation is presumed to exist when the total enrollment of minority pupils exceeds x percent of that school, regardless of the enrollment in the district.
- A changing school population for example:
A school is deemed to be in danger of becoming segregated when the change in minority enrollment over the preceding five years indicates that the school is likely to be a segregated school, under the criteria adopted by the governing board, within five years.

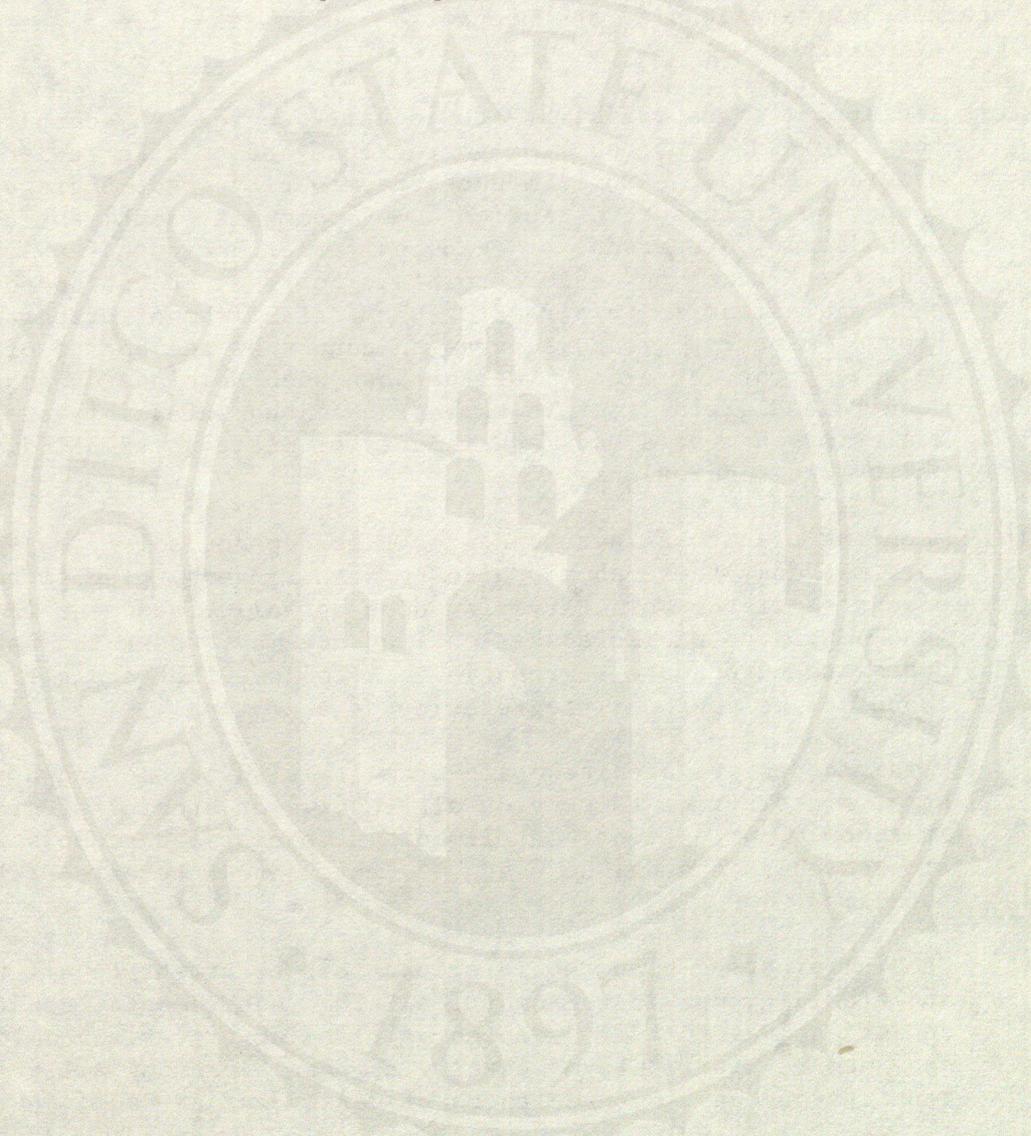
With respect to the second required factor, the board should refer to the data relating to the racial and ethnic composition of the staff submitted on the R-30 report in accordance with Section 97 of the State Board of Education regulations. In addition, the board may refer to the goals of the Affirmative Action Employment Program adopted in accord with California Administrative Code Sections 30-36.

With respect to the third required factor, input on attitudes of persons in the community might be obtained through contact with community organizations, including those listed in Chapter 5. The perceptions of district administrators and staff could be determined through an informal survey, or by communication with faculty groups, and professional or administrative organizations.

With respect to the fourth required factor, in assessing the quality of buildings and equipment, the district may utilize the "quality of buildings" rating from the Bureau of School Facilities Planning in the State Department of Education or any other rating which is appropriate. Such a rating is a part of a district Master Plan for School Facilities which is submitted as a part of an application for state funding for school buildings. In addition,

the governing board may request a survey of the building needs of the district under Section 39101(f) of the Education Code. The board may consider improvements to buildings in order to retain schools convenient to minority students.

As to the fifth required factor, information relating to the participation of minority pupils in co-curricular activities would likely be obtained from faculty members who are serving as sponsors or group leaders of those activities. In addition, the students themselves can give valuable insight into the structure of and participation in extracurricular activities.



7. PREPARATION OF DISTRICT PLAN

The plan which is finally adopted by the governing board to alleviate or prevent the segregation which the board identifies will have several components as set forth in Section 95 of the regulations. The board may include those other components which it deems appropriate. It is suggested that each of these factors be accompanied by objectives so that the successes and weaknesses of the plan may be evaluated by the governing board at periodic intervals.

1. General considerations in the preparation of alternative plans include the following:

- (a) A district's responsibility to identify segregated schools and those in danger of becoming segregated, and to take reasonable and feasible steps to eliminate any minority group segregation, cannot be diminished or augmented by community sentiment or by the advocacy of persons or agencies for or against steps that a district takes to conform to State Board of Education policy and regulations in this regard. The establishment or perpetuation of minority-group segregation cannot be the option of any person, group, or agency; neither can such opinions or sentiment require a district to take unreasonable and infeasible steps in achieving the goals and requirements of State Board of Education policy and regulations.
- (b) When the plan to alleviate segregation depends solely on voluntary methods, there should also be a contingency plan to be implemented if the voluntary plan does not alleviate segregation. Inasmuch as no public educational agency may, under the law, choose to perpetuate segregation, it follows that a district cannot offer continual segregation as an option.

Within a desegregated school system it is advisable and appropriate for a district to provide alternative or special programs in schools, or optional enrollment in specialized schools which are geared to the unique needs, talents, and interests of the pupils.

- (c) Each alternative plan should accord fair treatment to all racial and ethnic groups in the district. The requirements, constraints, and objectives that are adopted as planning criteria should be designed to distribute as equally as possible among all groups the benefits and any inconveniences of desegregation and integration.
 - (d) The plan need not be implemented at once, but may be phased in over a reasonable length of time. The decision to implement the plan in stages should be based upon the educational needs of the district and should not be used to unreasonably delay the desegregation requirements.
2. The following school desegregation methods and techniques have been used in California and elsewhere as alternative pupil assignment approaches in the prevention and elimination of racial and ethnic segregation. The appropriateness of each method or technique is contingent upon such factors as size of the pupil population, residential

patterns of the community, number, location, and capacity of schools in the system, grade levels served by each school, the unique educational needs of a community, and the equitable distribution of the benefits and inconveniences.

- (1) Geographic attendance zones: Zone boundaries can be drawn or redrawn in a manner promoting maximum racial and ethnic balance in each school.
- (2) School pairing: Where two or more comparable schools are situated within a relatively short distance and are imbalanced with respect to each other, their attendance areas can be merged to form one larger attendance area, and the assignment or grade pattern modified so that each facility is shared by a balanced group of students.
- (3) Reorganization of grade structure: In some school systems a change in the basic grade organization will eliminate imbalance. For example, a change to a uniform 7-3-3, 7-2-4, 5-4-4, 4-3-3-3, or other grade pattern may maximize balance within an entire district or within each of several complexes or subdistricts. (It also may maximize utilization of space in all facilities.)
- (4) Central schools: One or more schools may be converted into central facilities for one or more grades, to serve all or part of a school district.
- (5) School closing and consolidation: Small, inadequate schools, or others in locations that have become impractical to operate and maintain, can be closed and their students reassigned. In some cases, alternative use can be made of the facility; in others, the building and/or the site can be sold. In considering this technique in particular, the fairness of the plan to the minority community should be considered of great importance.
- (6) Enlargement of facilities: Through the use of relocatable classrooms or construction, existing schools at suitable sites can accommodate larger numbers of students, thus serving larger attendance areas.
- (7) Establishing schools for special services: In the event one or more schools are closed, or to establish supplementary centers for part-time attendance on an integrated basis, existing or new structures may be designated for educational programs other than regular attendance centers.
- (8) Education parks and complexes: A park is a very large, consolidated school plant arranged in the manner of a college campus and zoned to serve a number of surrounding neighborhoods or combinations of communities. The plant may be divided into schools or houses serving integrated student bodies on the basis of grade level or other criteria. A complex has the same features, but is housed on several sites within a relatively short distance.
- (9) Metropolitan plan: Embodying some or all of the features of education parks and complexes, a metropolitan plan would provide such facilities in a convenient location to serve students from two or more school districts. This would involve the use of interdistrict attendance agreements between the affected districts.

- (10) Interdistrict activities: Activities which provide integrated educational, athletic, social, or cultural opportunities for students attending two or more school districts.
- (11) Magnet schools: By developing specialized program features in certain schools, they would be made attractive to students in various parts of the district and would become better balanced through intradistrict transfers.
- (12) Controlled enrollment: Certain schools are considered racially or ethnically balanced and are closed to additional enrollment or transfers which do not contribute to the representative status of the school. New enrollees, or transfers where approved, are assigned to or may choose other schools where such attendance would enhance racial and ethnic balance.
- (13) Site selection: When sites are acquired, or when one of several sites is selected for construction, racial and ethnic balance of the attendance area may be given the highest priority in making a choice.
- (14) Feeder pattern: In selecting the primary or intermediate schools whose graduates will attend a school at the next higher level, racial and ethnic balance of the resulting student body may be given the highest priority.

3. Under subdivision (a) of Section 95, the plan must identify "the schools which have been found by the board to have segregation or to be in danger of having segregation." Suggestions for identifying such schools are found in chapter 6 of these guidelines. In addition, the district should develop comprehensive data and information regarding each school, e.g., capacity by grade level, number of regular and special instructional rooms or areas, site acreage, special features or problems of the school plant and immediate environment, and other information bearing on housing, educational programs, and community perceptions.

4. Under subdivision (b) of Section 95, the plan must set forth "the specific steps which shall be taken to alleviate or prevent the identified segregation." In planning those steps, Section 94(b) sets out seven factors which must be considered by the board. These are:

(a) "The numbers and percentages of students in each racial and ethnic group in the school." These data were already obtained and considered in determining which schools had, or were in danger of having, segregation.

(b) "Factors traditionally used in determining school assignment such as school organization by grade level and school attendance area boundaries." A district may assign a high priority to maintaining the school organization structure and attendance areas current in the district or in effect over a period of years. However, if segregation cannot be eliminated by modification of the current organization or attendance areas or boundaries, other alternatives will need to be considered. A district may need to consider such alternatives as "pairing" and "clustering" schools.

- (c) "The distance of any such school from other schools serving the same grade level, together with terrain or safety factors relating to the transportation of students." A graduated scale of distances between schools may be used to determine priorities in planning. Geographic or topographical features, climate and weather, and safety factors could be added to these considerations. Travel time between schools is of considerable importance. It may not be possible or practical to separate distance, weather, terrain, and safety from the time factor. All may be considered as one factor with component parts that have different "ratings," according to local conditions.
- (d) The time required to travel between each such school and other schools of the same grade level at the time suitable for the beginning and ending of classes.

For the purposes of planning, time allowances for bus transportation may be determined in accordance with local district transportation policy for pupils who live beyond walk-in limits or for pupils enrolled in special or enrichment education programs, and special service classes or activities.

- (e) "The plans of the district for the acquisition, construction, location and closing of school facilities based upon the projected enrollment of the district."
- Rates of changes in enrollment, economic efficiency, and the need for new or modified educational programs and facilities may have an effect on long- and short-range plans regarding acquisition of new school sites, closing, enlarging, and consolidating some schools, or converting others to different programs or grade level uses. In some situations, the need to respond to a serious school housing problem in a district may be an opportunity to eliminate segregation.
- (f) "The long-range effects of the adoption of each of the various alternative proposals."
- Positive and negative long-range effects of various plans with regard to residential stability, the support or opposition of various persons in the schools and community, funding requirements, and other expectations based on what may have occurred elsewhere, are useful factors to be studied for planning. However, such factors should be considered for their long-range effect locally, with facts in the local situation as the basis for planning and implementation.
- (g) "The economic and educational costs of each of the various proposals."
- A budget should be developed for each alternative plan, together with any proposed changes in the educational program that would require new or modified facilities, extensive staff training, new personnel, etc. All costs of alternative plans to eliminate segregation must be realistic and as free

as possible of speculation. The plan that most effectively eliminates segregation and educational deprivation may be too costly to implement all features at a given time. In such cases, a district should consider implementation in steps or phases, and plan financial support on an incremental basis. The need to phase in the plan should not be used to delay implementation. The plan should be developed based on educational considerations and then modified only if financial resources cannot be found to support it. Even when implementation of the plan results in financial pressures the district must make all reasonable efforts to carry out the plan.

5. Under subdivision (c) of Section 95, the plan "must set forth the specific activities which will be undertaken to obtain community participation in and support for the plan." Each plan adopted under these provisions should include activities designed to involve, inform and obtain the support of parents and others in the community. In this connection, the district advisory committee, if appointed by the local board, can be of considerable importance in developing and implementing these activities, but it should not be expected to supplant the responsibilities of the governing board. An information dissemination and communications system should be developed so that all information regarding the responsibilities, planning activities, and impending decisions available to the parents and the community. The policy of the local board and positive actions that it takes to achieve equality of educational opportunity and the goals of integrated education will generally set the tone and direction of parent and community support and participation.

6. Under subdivision (d) of Section 95, the plan must specify the programs of inservice training for certificated and classified staff. This training must be directed to the attitudes and understandings of the staff as well as to the technical educational skills needed to teach pupils of diverse racial and ethnic groups. The assessment of school staff needs with reference to information, attitudes and instructional skills regarding equality of educational opportunity, and the district goals and objectives of integrated education, should form the basis for specific objectives and activities of inservice training, together with regular assessment of progress in achieving stated goals and objectives.

Examples of successful inservice training programs* include:

- Equal Opportunity in The Classroom (Los Angeles County Office of Education)
- Confluent Education Workshops (Santa Barbara City Schools)
- Multicultural Action Pacts (Muir School, Hayward Unified School District)
- U.S.: A Cultural Mosaic (San Diego Unified School District)

*The reader is referred to "Inservice Training in the History, Culture and Current Problems of Diverse Ethnic Groups," and the State Department of Education guidelines on this subject and the "Report of the Ad Hoc Committee on Integrated Educational Programs" for additional information on staff development programs.

7. Under subdivision (e) and (f) of Section 95, the plan must include "the specific programs at the school site level, and those provided at the district level, including curriculum reforms for the enhancement of quality integrated education."
- Curriculum and instructional improvement programs and the specific activities in this regard may be developed and implemented by a district within the approved framework of the school improvement program of the State Department of Education. (Article 2, Education Code Sections 52015-52020)
 - Programs may be developed and implemented within the framework of the Guide for Multicultural Education: Content and Context (California State Department of Education, 1977).
 - Successful programs* in other districts may be studied and replicated or modified as desired, including:
 - Multicultural/Bilingual Program (El Rancho Unified School District)
 - Model for Multicultural Education (Jefferson Elementary School District)
 - Project KEYS (Los Angeles Unified School District)
 - Multicultural Specialist School (Oakland Unified School District)
 - Multicultural Awareness (Val Verde Elementary School District)
8. Technical steps and considerations in planning are attached to these guidelines as Appendix II.

*Readers are referred to the Report of the Ad Hoc Committee on Integrated Educational Programs for additional information on multicultural programs.

8. ADOPTION OF DISTRICT PLAN

Each district which has identified one or more segregated schools and has prepared one or more alternative plans for the elimination of segregation shall conduct a public hearing on specific aspects of the plan(s) as indicated below.

- (a) The subject of the hearing must be published at least 30 days in advance, in a newspaper of general circulation in the district.
- (b) Parents of all students enrolled in the district must be notified of the hearing by the method commonly used by the district to communicate with parents and in the primary language of the pupil.

Each published notice and the notice to parents shall include:

- (a) The names of the schools in which, in the preliminary judgment of the governing board, there exists racial or ethnic segregation of minority students, the criteria used by the board in making such determination, the names of the schools in which, in the preliminary judgment of the governing board, racial or ethnic segregation of minority students does not exist, and the criteria used by the board in making such determination;
- (b) The names of the schools in which attendance patterns will be changed, and those in which attendance patterns will not be changed in the plan, and the criteria used by the board in making such determination; and
- (c) A summary of the plan, together with the places, in addition to the office of the governing board, at which a copy of the preliminary plan may be studied.

The board, in adopting a plan, may modify the plan(s) presented at the public hearing so long as the modifications are not so substantial as to change the description of the plan as presented in the notice.

Following the public hearing, but prior to July 1, 1979, each district must adopt a plan for the elimination and prevention of segregation as provided by State Board of Education policy and regulations.

9. CERTIFICATION OF LOCAL GOVERNING BOARD

The initial process by a governing board is complete with a certification by the governing board that it has complied with the regulations. This certification, as prescribed by the Superintendent of Public Instruction, is set forth in Appendix III.

- It must be filed no later than July 1, 1979.

It should be noted that all districts covered by the regulations must file the certification.

Those covered districts which have determined that they have no segregated schools should so certify. A copy of the criteria adopted by the district in making this determination shall be appended to the certification.

Those covered districts which have determined that they have one or more segregated schools should so certify and should also certify that they have adopted a plan to alleviate such segregation.

10. RESPONSIBILITIES OF THE STATE DEPARTMENT OF EDUCATION

Under the provisions of the state board regulations the department developed these guidelines for approval by the State Board of Education. All districts and county superintendents of schools will receive copies of the guidelines. The department may periodically review the guidelines for their adequacy in assisting districts to discharge their responsibilities on this subject. Suggestions for the improvement of these guidelines are encouraged.

Upon request of a district or county superintendent, technical and consultative assistance will be provided to the extent available. Requests for on-site consultant assistance should be addressed to: Bureau of Intergroup Relations, California Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

The department shall provide additional and updated bibliographical references and studies on this issue to supplement the list of references in these guidelines. The department may also provide information regarding persons or agencies who have experience in those issues and programs, but the department will not evaluate their relative expertise or experiences.

The department shall compile the data and report to the State Board of Education the results of periodic statewide racial and ethnic surveys of the public schools biennially in February following the October in which the data is collect.

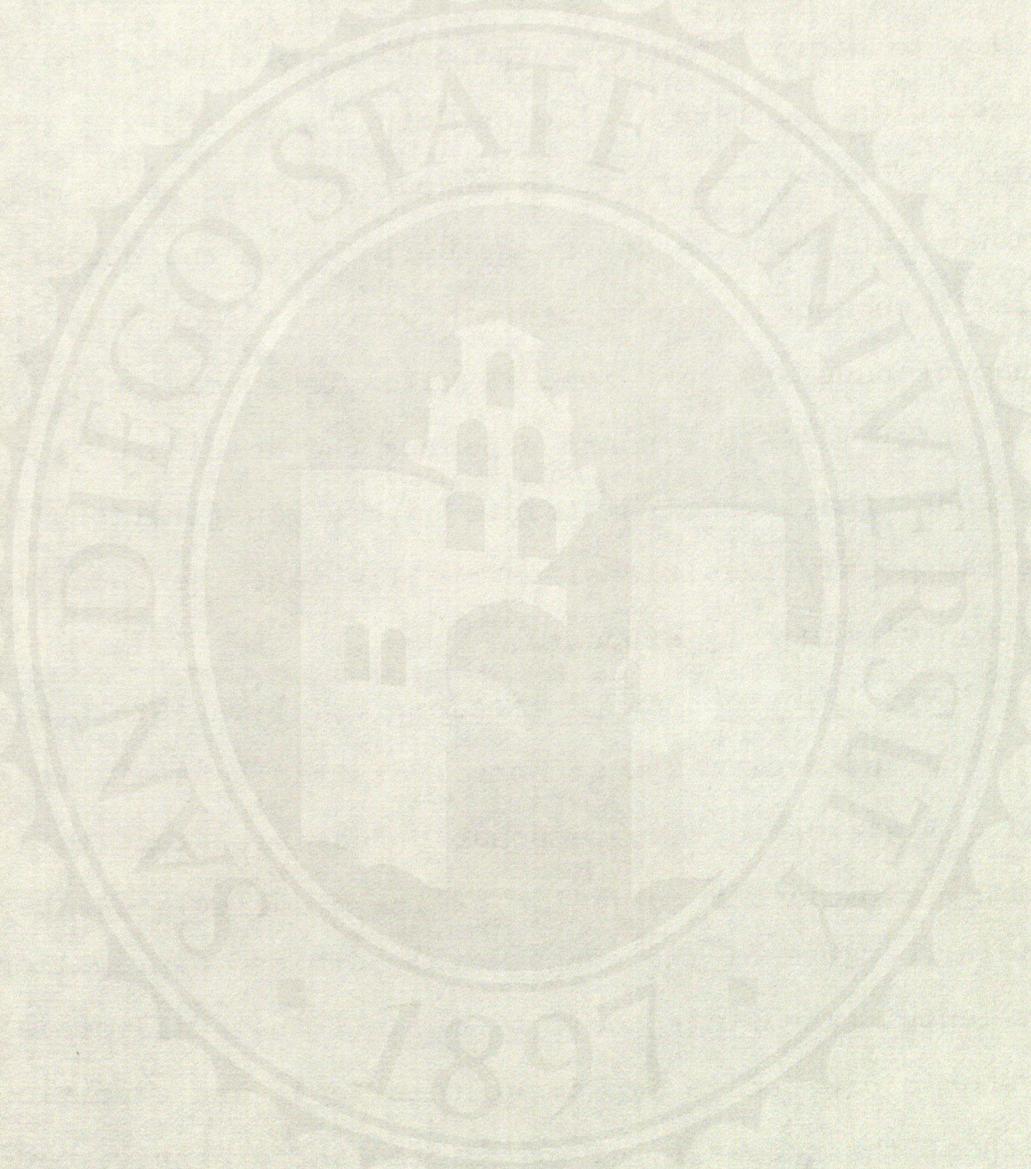
The department shall report to the State Board of Education, at the time of the racial and ethnic survey report, on efforts the department has made to assist districts in the implementation of the state board policy and regulations. The report also will provide information and data regarding the effectiveness of department efforts to obtain implementation of the state board policy and regulations.

At the October 1979 meeting of the State Board of Education and each four years thereafter, the State Superintendent of Public Instruction shall report the results of the certifications submitted by school districts, and county superintendents under the provisions of Section 99, C.A.C., Title 5, and these guidelines. The report will include plans of the department to offer assistance to districts in carrying out their responsibilities; it will also include measures which may be taken to obtain compliance with the requirements of State Board of Education policy and regulations.

The department shall provide information and administrative procedures for board approval of a State Board of Education contract with an independent firm or organization to evaluate the effectiveness of implementation of the state board policy and regulations and the impact of implementation on racial isolation and desegregation.

11. RESPONSIBILITIES OF COUNTY SUPERINTENDENT OF SCHOOLS

County Offices of Education are required to render assistance to direct service districts to enable them to carry out their obligations under the state constitution and the state board regulations. Such assistance is intended to be a substitute for the services normally rendered by district staff in larger districts and is not intended to be a substitute for the services of the Department of Education.



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(Pursuant to Government Code Section 11380.1)

APPENDIX I
TEXT OF REGULATIONS ADOPTED BY THE STATE
BOARD OF EDUCATION SEPTEMBER 8, 1977

CHAPTER 7. PLANS TO ALLEVIATE RACIAL AND ETHNIC
SEGREGATION OF MINORITY STUDENTS

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90. Policy. (a) The State Board of Education maintains its policy to provide equal educational opportunities to all students regardless of race, religion, ethnicity or sex. It is also the policy of the State Board to encourage programs of multicultural education which are based upon the belief that the education of all students is enhanced when students of diverse racial and ethnic cultural backgrounds are perceived as valuable educational resources.

(b) The State Board supports the holding of the California Supreme Court that school districts have a constitutional obligation to take reasonably feasible steps to alleviate the racial and ethnic segregation of minority students.

91. Findings and Intentions. (a) The State Board of Education finds and declares that school districts have a legal and educational obligation to take reasonably feasible steps to alleviate the racial and ethnic segregation of its minority students, whatever its origin, because of the educational harm and deprivation it causes such students. The State Board also finds that California school districts should proceed to implement this legal and educational obligation without the necessity of protracted and expensive court proceedings.

(b) It is the intention of the State Board of Education to adopt procedures for the orderly implementation of the obligation of districts to alleviate racial and ethnic segregation of minority students. The intention of the Board is to adopt uniform procedural

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requirements for the development and updating of reasonably feasible plans for the alleviation of racial and ethnic segregation of minority students.

(c) This chapter except for Section 97 shall not apply to any school district which has adopted or is in the process of developing a plan for the alleviation of segregation in its schools pursuant to a state court order or decision or under state court supervision.

92. Definitions. As used in this Chapter:

(a) "Equal educational opportunity" means the availability and provision of services and programs to meet the special educational needs of all pupils.

(b) "Integrated educational experience" means the process of education in a racially and ethnically diverse school which has as its goal equal opportunities for participation and achievement among all racial and ethnic groups in the academic program and other activities of the school, together with the development of attitudes, behavior, and friendship based on the recognition of dignity and value in differences as well as similarities.

(c) "Minority students" means students who regard themselves or are regarded by the school or community as belonging to one of the following groups:

- (1) American Indian or Alaskan Native;
- (2) Asian or Pacific Islander, excluding Filipino;
- (3) Filipino;
- (4) Black, not of Hispanic origin;
- (5) Hispanic.

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(d) "Segregated schools" means those schools in which the minority student enrollment is so disproportionate as realistically to isolate minority students from other students and thus deprive minority students of an integrated educational experience.

(e) "School district plan" means a comprehensive plan by which a district undertakes reasonably feasible steps to alleviate, avoid, prevent, and eliminate the racial and ethnic segregation of students in all segregated schools and programs at all levels and modifies programs and services to meet the special educational needs of affected students.

93. Identification of Segregated Schools. (a) The governing board of each school district in California having more than one school serving the same grade level, except community college districts and districts exempt under Section 91(c), shall no later than January 1, 1979, either:

(1) Identify the schools in its district which have, or are in danger of having, in the judgment of the board, racial or ethnic segregation of its minority students, or

(2) Determine that it has no school described in subsection (a)(1).

(b) In determining which schools have, have not, or are in danger of having racial and ethnic segregation of minority students under subsection (a), the governing board shall consider at least the following factors:

(1) The racial and ethnic composition of each school in the district by numbers and percentages, including changes which have occurred in the racial and

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ethnic composition of each school in the preceding five years, as compared with such data for the district as a whole. The governing board may determine that a school is segregated when the minority composition of such school exceeds a specified percentage, exceeds a specified percentage in excess of the percentage of that minority in the district, or may utilize other criteria.

(2) Data on the racial and ethnic composition of the administrative, certificated and classified staff at each school.

(3) The attitudes of the community, administration and staff as to whether each school is a "minority" or "non-minority" school.

(4) The quality of the buildings and equipment.

(5) The organization of, and participation in, extracurricular activities.

(c) The criteria used by the governing board shall be publicized as provided in Section 98.

94. Preparation of District Plans. (a) Each school district which, pursuant to Section 93, identifies one or more of its schools which has or is in danger of having segregation of minority students shall, no later than January 1, 1979, and each four years thereafter, develop and adopt a reasonably feasible plan for the alleviation and prevention of racial and ethnic segregation of minority students in the district.

(b) In determining, pursuant to subsection (a), a reasonably feasible plan for the alleviation and prevention of racial or ethnic segregation of minority students, the governing

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board shall consider at least the following factors:

(1) The numbers and percentages of students of each racial and ethnic group in each such school as compared with those in other schools of the district.

(2) Factors traditionally used in determining school assignment such as school organization by grade level and school attendance area boundaries.

(3) The distance of any such school from other schools serving the same grade level, together with terrain or safety factors relating to the transportation of students.

(4) The time required to travel between each such school and other schools of the same grade level at the times suitable for the beginning and ending of classes.

(5) The plans of the district for the acquisition, construction, location and closing of school facilities based upon the projected enrollment of the district.

(6) The long range effects of the adoption of each of the various alternative proposals.

(7) The economic and educational "costs" of each of the various proposals.

95. Contents of District Plan. The plan adopted by the governing board shall include at least the following:

(a) The identification of the schools, pursuant to Section 93, which have, or are in danger of having, in the judgment of the Board, racial or ethnic segregation of minority students.

(b) The specific steps which will be taken by the district that will result in the alleviation or prevention of racial and ethnic

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segregation of minority students in those schools identified under subsection (a) and Section 93, together with the timetable for their implementation. Implementation must commence by September 1979.

(c) The specific activities which will be undertaken to obtain community education and participation in and support for the implementation of the plan, including the education and participation and support of involved parents.

(d) The specific programs of in-service training for certificated and classified staff which are directed to attitudes and understandings as well as technical educational skills.

(e) Specific programs at the school site level, including curriculum reforms for the enhancement of quality integrated education.

(f) The specific programs at the district level for the enhancement of integrated educational experiences.

96. Community Involvement. Governing boards shall involve parents, teachers, students and other community representatives in all stages of identifying the need for a plan under Section 93 and in the development and implementation of such plans under Section 94.

97. Racial and Ethnic Survey. The governing board of each school district shall biennially, at such time and in such form as the Department of Education shall prescribe, submit statistics sufficient to enable a determination to be made of the numbers and percentages of the various racial and ethnic groups of pupils and staff in every public school under the jurisdiction of each such governing board. In prescribing the time and

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form in which statistics must be submitted by the district under this section, the Department of Education shall, to the maximum extent practicable, coordinate such requests with other state and federal requests for similar information.

98. Publication by Governing Board. (a) Each governing board shall conduct a public hearing on the items contained in the notice under subsection (b) at a time and place accessible to the community at which time parents and other interested persons may submit comments. The board shall at least 30 days in advance of the hearing publish a notice in a newspaper of general circulation in the district and shall, in addition, notify parents of all students enrolled in the district in the method commonly used to communicate with parents and in the primary language of the student.

(b) The published notice and the notice to parents shall include:

(1) The names of the schools in which, in the preliminary judgment of the governing board, there exists racial or ethnic segregation of minority students, the criteria used by the board in making such determination, the names of the schools in which, in the preliminary judgment of the governing board, racial or ethnic segregation of minority students does not exist, and the criteria used by the board in making such determination;

(2) The names of the schools in which attendance patterns will be changed, and those in which attendance patterns will not be changed in the plan, and the

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criteria used by the board in making such determination;
and

(3) A summary of the plan, together with the places, in addition to the office of the governing board, at which a copy of the preliminary plan may be studied.

(c) Each governing board shall, no less often than once each school year notify persons, including parents, in the manner specified in subsection (a), that the district has a plan for the alleviation or prevention of the racial and ethnic segregation of minority pupils, that such plan is a public record, and that such plan may be studied in the office of the governing board during normal business hours.

99. Certification by Governing Board. Each governing board shall, no later than January 1, 1979, certify in writing to the Department of Education on a form prescribed by the Superintendent of Public Instruction either:

(a) That it has determined, following notice and a public hearing as provided in Section 98 and in accordance with Section 93, that it has no schools in its district which have or are in danger of having racial or ethnic segregation;

(b) That it has determined, in accordance with Section 93 that it does have schools within its district which have or are in danger of having racial or ethnic segregation, and that it has adopted a plan under this chapter which meets each of the requirements of Section 95.

100. Responsibility of the Department. (a) The Department of Education shall develop, present to the Board for approval, and disseminate to school districts and county superintendents of

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schools, approved guidelines to assist such districts and superintendents in developing and implementing plans for the alleviation and prevention of racial and ethnic segregation and shall render assistance to such districts and superintendents in carrying out the requirements of this chapter.

(b) The Superintendent of Public Instruction shall report to the State Board of Education at its April 1979 meeting, and each four years thereafter, the results of the certifications submitted under subsection (a) of Section 99 and any plans for offering assistance to districts in the implementation of their responsibilities under this chapter. The Superintendent shall also report on measures which may be taken to secure compliance with the provisions of this chapter.

(c) The Department shall report the results of each such racial and ethnic survey to the State Board of Education as soon as the results of such survey are completed, together with a report on efforts to assist districts in the implementation of this chapter and the effectiveness of such efforts.

(d) The State Board shall also in the fall of 1980 contract with an independent firm or organization for an evaluation of these regulations, the way in which they are implemented by school districts, and the impact of these regulations on racial isolation and desegregation.

101. Responsibility of County Superintendent of Schools.

Each county superintendent of schools shall render assistance in developing and implementing programs to alleviate and prevent racial and ethnic segregation to elementary school districts under his or her jurisdiction which had fewer than 901 units of average daily

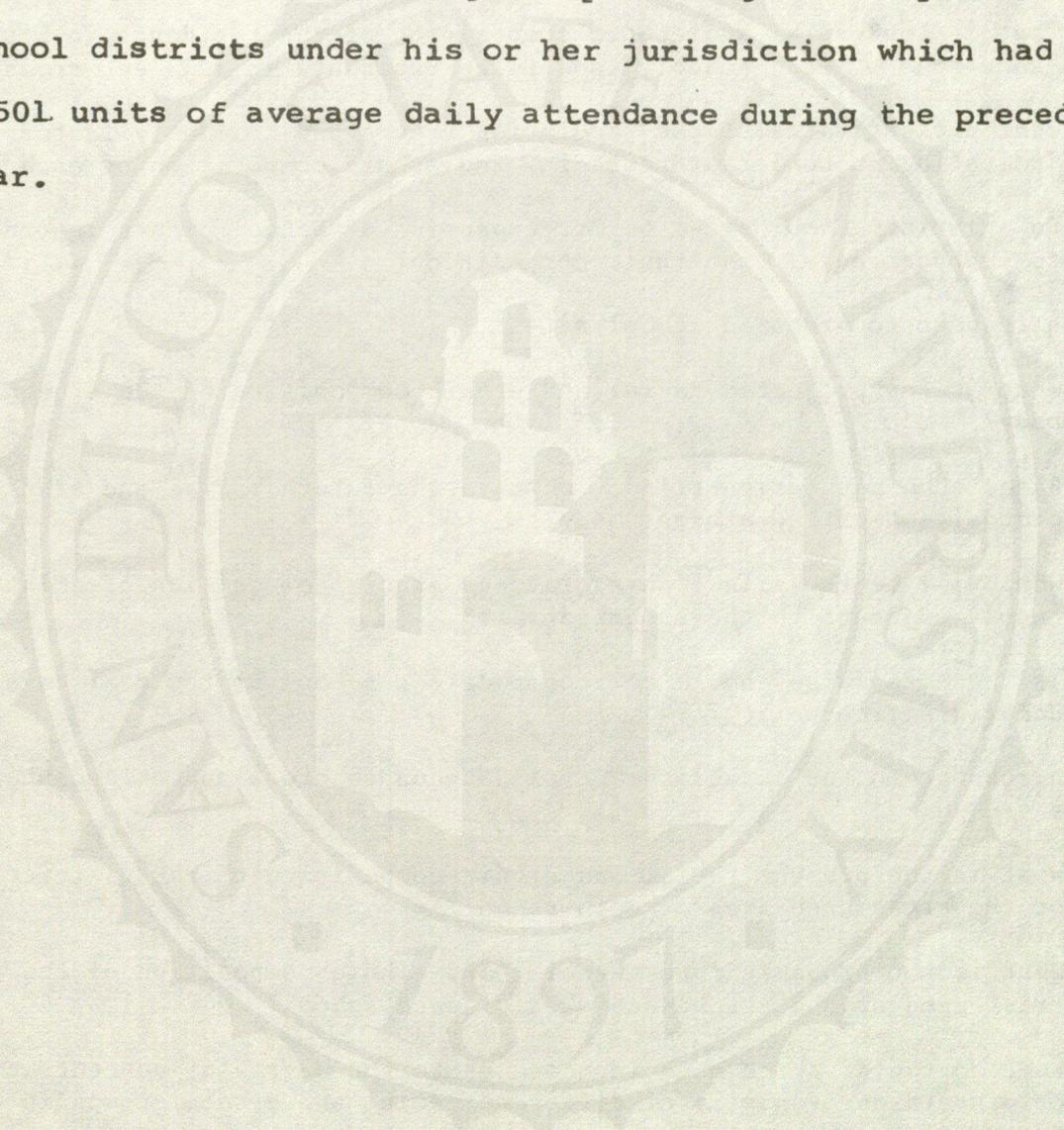
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attendance during the preceding fiscal year, to high school districts under his or her jurisdiction which had fewer than 301 units of average daily attendance during the preceding fiscal year and to unified school districts under his or her jurisdiction which had fewer than 1,501 units of average daily attendance during the preceding fiscal year.

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APPENDIX II
TECHNICAL STEPS AND CONSIDERATIONS IN PLANNING

Attendance areas and practices, school sites and grade organization, transportation routes. (Maps should be drawn showing the distribution of racial and ethnic groups in the population of the school district. In addition to studying racial and ethnic survey data for each school, for the district as a whole, and all school sites, data consideration of the following questions will assist in planning.)

- What is the racial and ethnic composition of the residents in attendance area of each school, and of the residents in adjacent areas?
- What are estimates of the population trends and community factors indicating probable future racial and ethnic composition of each area?
- Do existing school sites permit expansion of school plants in order to improve racial and ethnic composition?

With respect to proposed school sites:

- What is the projected racial and ethnic composition of the student body?
- Based upon population trends, what is the future racial and ethnic composition of the student body?
- What will be the effect on racial and ethnic composition of existing schools adjacent to the proposed site?
- Is the site large enough to accommodate a school of the maximum size under district policy?

With respect to the establishment of attendance areas and attendance practices:

- What is the present racial and ethnic composition of the district, and of the attendance area of each school?
- What is the probable future racial and ethnic composition of the district, and of the attendance area of each school?
- What do the district maps indicate as to the degree of concentration or dispersion of pupils of different racial and ethnic groups in the district?
- For intermediate, junior high, and senior high schools, how would changes in feeder patterns affect the racial and ethnic composition in each school?
- To what extent is realignment of attendance boundaries feasible in order to improve racial and ethnic composition in the schools?

- How would possible pairing or other combinations of schools with revised grade patterns affect the racial and ethnic composition of the schools?
- How would closing, phasing out, or converting one or more existing facilities affect the racial and ethnic composition of the schools?
- What other approaches can be suggested for improving the racial and ethnic composition of the schools?

With respect to proposed sites and/or attendance areas:

- What are the existing or possible transportation methods and routes, and how may they be used to improve racial and ethnic composition in the schools?
- What are the relevant topographic factors and the main traffic arteries, and how do they affect possible alternate plans?

Programs for curriculum, instruction, inservice training, community orientation and evaluation.

- Does each plan adopted for the purpose of elimination of segregation and achievement of equality of educational opportunity specify how curriculum and instruction programs, staff inservice training activities, and community orientation plans will contribute to equality of educational opportunity and to the achievement of goals of integrated education?
- Does the district adopt goals of integrated education, and specific objectives by which progress in achieving the goals can be measured? Examples of such goals are given in the Introduction of these guidelines.
- Does the district conduct an assessment of pupil, staff, and parent needs? For this purpose, a district may utilize the methods and procedures prescribed by the school improvement program of the State Department of Education. A special needs assessment need not necessarily be developed. Specific objectives and activities designed to achieve the district goals should be geared to identified needs of pupils, school staff, and parents.
- Wherever possible, are overall needs, interests, and problems of pupils, school staff, and parents compiled for each racial and ethnic group so that assessment of progress can be ascertained among various racial and ethnic groups?
- Are the curriculum and instructional improvement programs and the specific activities in this regard developed and implemented by a district within the approved framework of the school improvement program of the State Department of Education? (Article 2, Education Code Sections 52015-52020)

APPENDIX III

Certification filed pursuant to California Administrative Code, Section 99
Governing Board of _____

School District

(Check either I., II., III., or IV.)

This is to certify that the above-listed governing board has:

- I. _____ Determined that it does have schools within its district which have or are in danger of having racial or ethnic segregation, and has adopted a plan to alleviate and prevent racial and ethnic segregation.

The plan adopted by the governing board includes at least the following:

- _____ 1. The identification of the schools which have, or are in danger of having, in the judgment of the Board, racial or ethnic segregation of minority students. Such schools have been identified pursuant to the procedures contained in the California Administrative Code, Section 93.
- _____ 2. The specific steps which will be taken by the district that will result in the alleviation of racial and ethnic segregation of minority students in identified segregated schools.
- _____ 3. A timetable for implementation has been drawn up and the implementation will commence by September 1979.
- _____ 4. The specific activities which will be undertaken to obtain community education and participation and support for the implementation of the plan, including the education and participation and support of involved parents.
- _____ 5. The specific programs of inservice training for certificated and classified staff which are directed to attitudes and understandings as well as technical education skills.
- _____ 6. Specific programs at the school site level, including curriculum reforms for the enhancement of quality integrated education.
- _____ 7. The specific programs at the district level for the enhancement of integrated educational experiences.

- II. _____ 1. Determined that there are no schools in the district which have or are in danger of having racial or ethnic segregation.
- _____ 2. Append copy of criteria adopted in making this determination.

Such determination is based upon compliance with the following procedures:

- _____ 1. A public hearing was conducted at a time and place accessible to the community at which time parents and other interested persons had the opportunity to submit comments.
- _____ 2. At least thirty (30) days in advance of the hearing a notice was published in a newspaper of general circulation in the district.
- _____ 3. Parents of all students enrolled in the district were notified of the public hearing in the method commonly used to communicate with parents, in the primary language of the student.

In addition, such determination has been made after consideration of at least the following factors:

- _____ 1. The racial and ethnic composition of each school in the district by numbers and percentages, including changes which have occurred in the racial and ethnic composition of each school in the preceding five years, as compared with such data for the district as a whole.
 - _____ 2. Data on the racial and ethnic composition of the administrative, certificated, and classified staff at each school.
 - _____ 3. The attitudes of the community, administration, and staff as to whether each school is a "minority" or "non-minority" school.
 - _____ 4. The quality of the buildings and equipment.
 - _____ 5. The organization of, and participation in, extracurricular activities.
- III. _____ 1. Determined that it does have schools within its district which have or are in danger of having racial or ethnic segregation, but has determined that such segregation may not be alleviated by a reasonably feasible plan.
- _____ 2. Append a copy of criteria adopted in making this determination.
- IV. _____ Determined that it is exempt from the requirements of Chapter 7 of the California Administrative Code because:
- _____ 1. The school district has adopted or is in the process of developing a plan for the alleviation of segregation in its schools pursuant to a state court order or decision or under state court supervision. Append copy of court order or decision.
 - _____ 2. The district has only one school serving each of the grade levels maintained by the district.

APPENDIX IV
BIBLIOGRAPHY OF ADDITIONAL REFERENCES

Introduction

This reference list of information and resources on the desegregation process is in four sections: I. Organizations and agencies which provide information, and, in some instances, staff services; II. Brief, easy-to-read pamphlets and other materials which may be available or capable of duplication for wide dissemination; III. References and resource materials of a general but usually comprehensive coverage; IV. Bibliographic lists and references.

I. Organizations and Agencies

The organizations and agencies listed here provide information and some have staff services available on the whole scope of the desegregation-integration process. It has not been possible to list numerous organizations which have other functions and services related to improved intergroup relations or provisions of equality of opportunity. Those designated by an asterisk provide information and staff services; otherwise, only information material is available.

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|--|---|
| *California Federation of Teachers
2412 W. Magnolia Blvd.
Burbank, CA 91506 | ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Teachers College
Columbia University
Box 40
New York, NY 10027 |
| *California Task Force for Integrated Education
P.O. Box 7059
Menlo Park, CA 94025 | *General Assistance Center
STRIDE (Services, Training, and Research in Desegregated Education)
Far West Laboratory for Educational Research
1855 Folsom St.
San Francisco, CA 94103 |
| *California Teachers Assn. Human Rights Division
1705 Murchison Dr.
Burlingame, CA 94010 | Integrated Education Associates
School of Education
Northwestern University
2003 Sheridan Rd.
Evanston, IL 60201 |
| *Community Relations Service
U.S. Department of Justice
100 Mission St.
San Francisco, CA 94105 | *School Desegregation Task Force
Long Beach State University
1250 Bellflower St.
Long Beach, CA 90840
Attn: Dr. John Graham |
| *National Association for the Advancement of Colored People
Western Region
870 Market Pl.
San Francisco, CA 94112 | |
| National Education Assn.
Office of Civil Liberties and Intergroup Relations, Teacher Rights
1201 Sixteenth St., N.W.
Washington, D.C. 20036 | |

I. Organizations and Agencies (cont.)

National Institute of Education Department of Health, Education and Welfare Educational Equity Group Washington, D.C. 20208	U.S. Commission on Civil Rights Western Regional Office 312 N. Spring St. Los Angeles, CA 90048
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or

*Office of Intergroup Relations California State Department of Education 721 Capitol Mall Sacramento, CA 95814	1121 Vermont Ave., N.W. Washington, D.C. 20425
	*U.S. Office of Education Division of Equal Educational Opportunity 400 Maryland Ave. Washington, D.C. 20202

II. Brief, Easy-to-Read Pamphlets and Other Materials

"Busing for Desegregation." Eugene, Oregon: The Best of ERIC Clearinghouse on Educational Management, University of Oregon, February 1976.

"Citizen Guide to Desegregation--A Report of the Citizens' Council for Ohio Schools." Cleveland, Ohio: The Citizens' Council for Ohio Schools, February 1976.

CONDITIONS AND PROCESSES OF EFFECTIVE SCHOOL DESEGREGATION--Executive Summary Planning/Evaluation Study. Washington, D.C.: U.S. Office of Education, Office of Planning, Budgeting and Evaluation, 400 Maryland Avenue, S.W., September 1976.

"Desegregation '76," The Christian Science Monitor. Boston, Massachusetts: The Christian Science Publishing Society, 1976.

"How Schools Integrate: Cases and Strategies." Los Angeles, California: Bill of Rights in Action, Constitutional Rights Foundation, 6310 San Vincente Boulevard, September 1977.

Nevas, Susan R. "Factors in Desegregation and Integration," Equal Opportunity Review. New York, New York: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, 1977.

Sorting Out the Issues: The Current Status of School Desegregation. Washington, D.C.: Civil Rights Digest, U.S. Commission on Civil Rights, Winter 1978.

III. Other References and Resource Materials

This group of references and resources, while not exhaustive, includes a more comprehensive treatment of the process of desegregation-integration

III. Other References and Resource Materials (cont.)

planning and implementation. Some items which may be particularly useful are listed by chapter or section title.

"BUSING: Ground Zero in School Desegregation: A Literature Review with Policy Recommendations." Syracuse, New York: The Policy Institute of the Syracuse University Research Corporation, October 1972. Section I: Overview; Section II: Busing in Perspective; Section III: Busing: What are the Objectives; Section IV: The Impact of Busing: The Child; Section V: Alternatives to Busing; Section VI: The Appendix.

Chesler, Mark, Phyllis Erenberg, Carl Jorgensen. "Planning Education Change: Integrating the Desegregated School." Washington, D.C.: Center for Research on Utilization of Scientific Knowledge, U.S. Office of Education, 1970.

"Congressional Record--Informational Articles and Studies of Desegregation Issues." Washington, D.C.: U.S. Senate, 1976. (May 4, May 11, May 12, May 13, May 18, May 20, May 21, May 25, May 26, June 3, June 9, June 10, 1976.)

"Desegregation and Beyond: The Educational and Legal Issues," (Conference Proceedings and Forum Series Papers). Ann Arbor, Michigan: Program for Education Opportunity, School of Education, University of Michigan (Undated).

"Desegregation/Integration: Planning for School Change." Washington, D.C.: National Education Association, 1974.

Egerton, John. SCHOOL DESEGREGATION: A Report Card from the South. Atlanta, Georgia: Southern Regional Council, April 1976. I. The Nation: "Agonizing Reappraisal"; II. The Surveys: Gains Over Losses, But "A Long Way Yet to Go"; III. Charlotte-Mecklenburg County, North Carolina: Following the Constitution; IV. Williamsburg County, South Carolina: "We Have Come a Million Miles"; V. Clarke County, Georgia: An Unfinished Transformation; VI. Little Rock, Arkansas: "We Can Have Equity and Quality"; VII. Hillsborough County, Florida: Betting on Raised Aspirations; VIII. Profiles in Change; IX. The South: "Perhaps It Is Time For The South to Teach."

"Exploding the Myths of School Integration," Adapted from an Address presented to the Parents for Peaceful Implementation, Los Angeles, California, May 21, 1977. From: Integrated Education--School Desegregation in America: Experiences and Explorations. Evanston, Illinois: School of Education, Northwestern University, November-December 1977.

"Exploding Metropolitan Ways Toward Reducing Isolation: Prospects for Progress; Report No. 104." Denver, Colorado: Education Commission of the States, January 1978.

Forehand, Garlie A., and Marjorie Ragosta. A HANDBOOK FOR INTEGRATED SCHOOLING. Princeton, New Jersey: Education Testing Service, July 1976.

III. Other References and Resource Materials (cont.)

- (1) The School and the Quality of Integration; (2) Principles of Effective Integrated Schooling; (3) Integrated Education in Elementary Schools; (4) Integrated Education in High Schools.
- "Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools." Washington, D.C.: The United States Commission on Civil Rights, August 1976. I. Introduction; II. Recent Commission Initiatives; III. Experience with School Desegregation; IV. Summary and Conclusions.
- Grigg, Charles M., Meyer Weinberg, David Sly, and Louis Pol. THREE MYTHS: An Exposure of Popular Misconceptions About School Desegregation. Atlanta, Georgia: Southern Regional Council, 1976.
- INTEGRATED EDUCATION--SCHOOL DESEGREGATION IN AMERICA: EXPERIENCES AND EXPLORATIONS. Evanston, Illinois: School of Education, Northwestern University, November-December 1977. (1) The Cities; (2) Inside the Classroom; (3) The Law and the Community; (4) Voluntary Desegregation; (5) Teacher Organization; (6) Student and Parental Attitudes; (7) Personal Accounts.
- "Law and Contemporary Problems: The Courts, Social Science, and School Desegregation." Durham, North Carolina: School of Law, Duke University, Winter and Spring 1975. Part I: (1) The Legal Backdrop; (2) Neighborhood Schools and Busing. Part II: (1) Effects of School Desegregation: What Social Science Research Does and Doesn't Tell Us; (2) Some Practical Problems in Desegregation and Some Alternatives; (3) Reflection.
- "School Desegregation: Making It Work." East Lansing, Michigan: College or Urban Development, Michigan State University, 1976.
- "School Desegregation: Shadow and Substance." Edited by Florence Hamlish Levinsohn and Benjamin Drake Wright. Chicago, Illinois: The University of Chicago Press, 1976. (1) Introduction; (2) Racial Balance or Quality Education; (3) School Desegregation: A Synonym for Racial Equality; (4) Why Academic Research Fails to be Useful; (5) Coleman's Desegregation Research and Policy Recommendations; (6) Why Busing Plans Work; (7) White Against White: School Desegregation and the Revolt of Middle America; (8) TV's Deadly Inadvertent Bias; (9) The Courts, the Legislature, the Presidency, and School Desegregation Policy; (10) School Integration: Ideology, Methodology, and National Policy; (11) Desegregating Urban Areas: Is It Worth It? Can It Be Done?; (12) Open Enrollment and Fiscal Incentives; (13) The Ultimate Solution: Desegregated Housing; (14) The Way I See It: Reflections on School Desegregation by Teachers from Four Cities; (15) Index.
- Shannon, Tom. THE CRAWFORD CASE - A CALL TO DESEGREGATE THE PUBLIC SCHOOLS OF CALIFORNIA. San Diego, California: San Diego City Schools/American Association of School Administrators, August 1976.

IV. Bibliographic Lists and References

This is a brief list of comprehensive bibliographies covering almost every phase of the desegregation-integration process. It is not an all-inclusive list of this type of reference, but it should be a useful resource for most purposes and needs.

THE DESEGREGATION LITERATURE: A Critical Appraisal. Washington, D.C.: The National Institute of Education, U.S. Department of Health, Education and Welfare, July 1976. Chapter I. School Desegregation and Educational Inequality: Trends in The Literature, 1960-1975; Chapter II. The Process of Interracial Schooling: An Assessment of Conceptual Frameworks and Methodological Orientations; Chapter III. Research on Desegregation in School and Classroom Settings.

THE EDUCATION OF THE MINORITY CHILD: A Comprehensive Bibliography of 10,000 Selected Entries. Compiled by Meyer Weinberg. Chicago, Illinois: Integrated Education Associates, 1970.

Mercer, Jane R. "Student Mental Health in Desegregated Schools," (Grant Application, Department of Health, Education, and Welfare). Riverside, California: University of California, Riverside, 1974.

NOTRE DAME LAWYER, Desegregation in Education: A Legal Bibliography. Notre Dame, Indiana: Notre Dame Law School, April 1977.