Please review for discussion at our next meeting.

[MS-0234.008.003.001]

4

SAN DIEGO CITY SCHOOLS
Secondary Schools Division

PROPOSED REVISIONS TO SECONDARY SCHOOLS
INTEGRATION PROGRAMS, 1981-82

December 9, 1980 *(First Reading)*
December 11, 1980 *(Revised)*

The Superior Court Order Re Integration Plan, 1980-81, NO. 303800, dated December 2, 1980, Page 6, Line 18-20, states the following:

"22. On or before December 15, 1980, submit a plan to reduce minority isolation in secondary schools and improve educational outcomes for students in those schools."

The revisions found within this board report, and in the December 2, 1980 board report, "Secondary Schools Achievement Goals Program," are in response to the above-mentioned item (No. 22) within the Court Order.

This revised Secondary Schools Division portion of the "San Diego Plan for Racial Integration" includes those elements determined to have had various degrees of success to this date and also incorporates many of the concepts and major considerations as proposed to the Board of Education on October 7, and October 9, 1980. The revised plan has been developed after a careful review of present programs, an analysis of evaluations that have been presented and an assessment of statements and reports from many sources regarding integration programs. The revised plan includes programs that should be continued and those that should be considered for expansion or addition.

The revised plan incorporates the following new or modified components:

1. Magnets

   a. Relocation of the School of Creative and Performing Arts (SCPA).

   b. Establishment of a Fundamental Middle School.

   c. New Magnets: Academics/Athletics and Mathematics/Science.

2. Voluntary Ethnic Enrollment Program (VEEP)

   a. Readjustment of allied patterns to accommodate a new secondary school and give consideration to changing ethnic populations.

3. Career Centers

   a. Expansion of course offerings for the career centers at Lincoln, Morse and San Diego senior high schools.

   b. Incorporation of specialized offerings, advanced courses, college courses and gifted programs within the career centers as appropriate.

4. Achievement Goals Program (AGP)

   a. Implementation of the AGP as described in the report to the Board of Education on December 2, 1980.

5. Instructional Exchange Programs

   a. Development of a new model for junior high schools.

   b. Continuation of some high school exchanges on a selected basis.

   c. Provision for instructional exchanges within the gifted program seminars.

6. Language Centers

   a. Continuation of bilingual magnet programs at Collier Junior High School and Point Loma Senior High School.

   b. Consideration of advanced language studies and courses in unique languages to be incorporated into the Memorial Junior High School and San Diego Senior High School programs.

7. Extended-time Program Options

   a. Provision for increased instructional time to include remedial, enrichment and additional opportunities for students within the Secondary Schools Integration Plan.

8. Project Achievement - Pride in Excellence

   a. Expansion of Project Lincoln to include Bell, Memorial, Montgomery and O'Farrell junior high schools, Morse and San Diego senior high schools and Gompers Secondary School, in addition to Lincoln High School

RRJ:ts

Title: SCHOOL OF CREATIVE AND PERFORMING ARTS

Location: O'Farrell Site

Grade Levels: 4-11 (1981-82), 4-12 (1982-83)

Participants: The program will include minority students from schools having predominantly minority-student populations and majority students from schools having predominantly majority-student populations. The ethnic balance goal for this program should be consistent with the total district student ethnic population. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with predominantly majority population.

2. Resident students within the O'Farrell attendance area.
   a. Grades 7-8 and 9 for 1981-82.
   b. Incoming 7th-grade students from 1982-83 on.

3. Minority students from schools with predominantly minority population.

Projected enrollment in the magnet school program is detailed below.

		Resident Students in Program	Non-resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1980-81	Minority	--	--	137	490	35%
	Majority	--	--	253		
1981-82	Minority	140	334	474	1,000	47%
	Majority	25	501	526		

Description: Elementary

This program for creative and performing arts is designed to meet the special needs of students with high interest and potential talent in the arts. The program provides the opportunity and encouragement to develop artistic skills, abilities, and appreciation while continuing a strong instructional program in the basic skills.

Fundamental to this concept is the belief that sound training and discipline in the arts also build the qualities of character, judgment, and insight important to good citizenship and a rewarding life in any vocation. The creative and performing arts program offers comprehensive study, beginning in the upper elementary grades in the visual arts, dance, theatre arts, and vocal and instrumental music.

The curriculum for the creative and performing arts program meets the basic requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by

Description: (Continued)

the Board of Education. Included in instruction are the language arts, math, and the social sciences. Students are also programmed into one or more of the special activities each semester with the exception that students have some experience in each of the creative and performing arts areas upon completion of four years in this program. Elementary students enrolled in the magnet program follow an extended or re-structured day schedule. This program draws upon the artistic resources of the community.

Secondary

This is a program for students with demonstrated abilities and/or strong interests in one or more of the arts. A well-planned curriculum combines basic academic studies with special emphasis on art, music, theatre arts, dance, and television/media. The program capitalizes on the student's special abilities in the arts and prepares each student to pursue further arts study in higher education, to enter an arts field directly, or to acquire a lasting appreciation for the arts, with the assurance of having received a sound basic high school education with the opportunity to fulfill requirements for entrance to a college/university. Students will enroll in a sequence of courses in their area of specialization and in courses which will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted by the Board of Education.

Performances and exhibits of student work are scheduled on a regular basis in the community and in the schools.

Unique aspects of the program include:

1. Comprehensive academic and arts curriculum
2. Extended-time period for studio courses
3. Attendance at concerts, theatres, galleries, and shows
4. Visiting artists, musicians, performers
5. Increased exposure to community resources
6. Occupational courses to prepare students for employment or advanced technical training
7. Advanced placement in the arts as well as academic classes
8. Internship with area professionals
9. Total staff involvement in the arts
10. Gifted program and seminar MGM program.

Program Organization:

Participants are in the program for a full instructional day.

12/9/80
12/11/80 *(Revised)*

Title: FUNDAMENTAL SCHOOL PROGRAM

Location: Keiller Middle School

Grade Level: 6-8

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 60% or more majority student population.

2. Resident students of O'Farrell attendance area.

3. Sixth-grade graduates of elementary fundamental schools.

4. Resident school for Keiller 6th-grade students.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1981-82	Minority	485	---	485	645	71%
	Majority	85	75	160		

Description: The program will emphasize a strong basic subjects instructional program with a focus on language arts, mathematics, and writing skills. Respect for authority, courtesy, and patriotism will be stressed. In addition, clearly defined standards of study, conduct, and dress will be maintained as agreed upon by program participants, their parents, and school personnel. Students within this magnet will be a part of the Achievement Goals Program.

Students enrolled in the above program will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Program Organization: This is a total-school magnet with all students in attendance full-time.

12/9/80
12/11/80 *(Revised)*

Title: CENTER FOR SCIENCE, MATH, AND COMPUTER TECHNOLOGY

Location: Gompers Secondary School

Grade Levels: 7-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 60% or more majority-student population

2. Resident students currently enrolled at Gompers

3. Minority students from minority-isolated and imbalanced schools.

4. Enrollment priority will be given to students enrolled in elementary math/science magnets if applications are received prior to the end of the first semester. Consideration will be given to the ethnic balance and maximum numbers within each grade level.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1980-81	Minority	60	40	100	559	57.4%
	Majority	--	200	200		
1981-82	Minority	200	50	250	875	55.0%
	Majority	---	375	375		

Description: Students with a strong interest in the physical, biological, earth, and space sciences; mathematics; and computer sciences will participate in a program that includes working with professionals in the fields of science, mathematics, and computers. The district offerings in advanced science and mathematics will be available, along with additional elective courses not offered at other school sites, including geology, space science, and astronomy. Students will be given the opportunity for math/science/computer work experience with professionals in local agencies, industries, research laboratories, and other related facilities. Current concerns relating to energy and environment will be addressed, and the role of the computer in all phases of research will be emphasized. Courses in language arts,

Description: (Continued)

social science, and practical arts will be designed for science-oriented students. Additional courses in computer science and technology will be offered. Graduates of the program will have gained attitudes, knowledge, and skills for success in their chosen careers. They will have the backgrounds for continuing success in further study in the fields of science, mathematics, and computers.

Students enrolled in the above program will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. Students have the opportunity to receive a diploma from Gompers that reflects graduation requirements over and above those used throughout the district.

Program Organization:

This is a magnet program within the school. Most students participating in this program will be enrolled on a full-time basis. A regular instructional program will be offered at Gompers for other resident students.

12/9/80
12/11/80 *(No Revisions)*

Title: MUIR ALTERNATIVE MAGNET

Location: Muir Alternative School

Grade Level: K-12

Participants: Approximately 300 students have been selected from all schools within the district. The enrollment reflects the racial/ethnic balance of the total district and includes minority students from minority-isolated schools.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1980-81	Minority	-	108	108	300	35%
	Majority	-	192	192		
1981-82	Minority	-	120	120	300	40%
	Majority	-	180	180		

Description: Muir Alternative school has an open education philosophy. The program emphasizes individualized learning, student responsibility for learning, and flexible scheduling. Self-reliance, creativity, and leadership are promoted among its pupils. The curriculum is innovative and flexible, with students taking as much responsibility for choosing and planning their own learning programs as is possible for their maturity levels.

Secondary pupils participate in regular district course offerings which lead to high school graduation. They also may choose from a variety of courses which interest them, as well as provide them with a foundation for future careers and personal success.

Elementary pupils are taught basic skills in self-contained classrooms for a portion of each day. They have a choice of activities for the remainder of the day.

The curriculum meets the requirements of the State of California and the Elementary and Secondary Courses of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students of all ages gain socially and academically through their interaction with each other. Students receive tutoring help from other students.

12/9/80
12/11/80 *(No Revisions)*

MUIR ALTERNATIVE MAGNET
(Continued)

Description: (Continued)	Students, staff, and parents share in making decisions related to school programs and activities. Consistent use is made of community resources.
Program Organization:	The entire school participates in the programs described above. Each grade level has a heterogeneous and balanced racial/ethnic and male/female population. All students are eligible to participate in all aspects of the school program.

12/9/80
12/11/80 *(No Revisions)*

Title: WRIGHT BROTHERS CAREER HIGH SCHOOL

Location: Wright Brothers High School

Grade Level: 9-12

Participants: The ethnic balance goal for this program is 60% majority, 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 60% or more majority student population

2. Minority students from minority-isolated and imbalanced schools.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1980-81	Minority	-	112	112	112	35%
	Majority	-	208	208	208	
1981-82	Minority	-	112	112	112	40%
	Majority	-	168	168	168	

Description: Wright Brothers is in its sixth year as a career-oriented school with special emphasis in three areas: each student has an educational plan leading towards a high school diploma; each student is enrolled in a career-oriented cluster designed to develop a salable skill; and each student must complete at least one semester of successful work experience.

This program is designed to equip each participant with a salable occupation skill in such areas as urban agriculture, construction and industry, applied marketing occupations, and food service careers.

In addition to development of occupational skills, participants receive regular ongoing instruction in basic skills of language arts and mathematics and meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Program Organization: Most students participating in this total school program enroll on a full-time basis. In addition, students have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the magnet programs and then returning to their school of geographical residence for one or more additional periods of instruction.

NEW MAGNET PROGRAMS

Title: ACADEMICS AND ATHLETICS MAGNET

Location: Memorial Junior High School

Grade Levels: 7 (1981-82), 7-8 (1982-83), 7-9 (1983-84)

Participants: (Academics and Athletics Magnet)

The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 60% or more majority student population.
2. Resident students currently enrolled in Memorial Junior High School.
3. Minority students from minority-isolated and minority-imbalanced schools.
4. Enrollment priority to students enrolled in elementary Academic Academy Magnet and Academics and Athletics magnets if applications are received prior to the end of the first semester.
5. The ethnic balance and maximum numbers within each grade level.

Grade Levels: 7-9

Participants: (Intercultural Language Program)

Grade 7: Continuing majority and minority students from the elementary Intercultural Language Program and majority students from the elementary Title VII program.

Grades 7-9: New majority and minority students who are eligible and meet required proficiency levels in the second language.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed on the following page.

(Continued)

12/9/80
12/11/80 *(Revised)*

TOTAL PROGRAM		Resident Students in Programs	Non-resident Students in Programs	Total Students in Programs	Total Students in School	% Minority Students in School
1981-82	Minority	242	50	292	1,024	86.3%
	Majority	23	125	148		

ACADEMICS AND ATHLETICS MAGNET		Resident Students in Programs	Non-resident Students in Programs	Total Students in Programs	Total Students in 7th Grade	% Minority Students in 7th Grade
1981-82	Minority	232	35	267	365	73%
	Majority	18	80	98		

INTERCULTURAL LANGUAGE PROGRAM		Resident Students in Programs	Non-resident Students in Programs	Total Students in Programs
1981-82	Minority	10	15	25
	Majority	5	45	50

Description: Emphasis within this magnet will be placed upon academics and the Achievement Goals Program. The site is well suited to support an athletic/sport emphasis at the junior-high level with existing facilities at the school site and those community facilities nearby. Supporting programs to the major thrust of this academic magnet would include a strong emphasis on communications (TV/CCTV/media), instructional exchange programs, and extended-time options.

The Academics and Athletics magnet will provide continuity with the following elementary integration programs: Academic Academy Magnet and Academics and Athletics magnets. This magnet will incorporate the present Intercultural Language Program and provide continuity for existing elementary programs.

In the future, the magnet could expand instructional opportunities in foreign language studies such as advanced language study or study in languages not normally available at other schools.

The Intercultural Language Program provides students with the opportunity to study regular subject content, including the basic skills, through the medium of a second language. Students become fluent and literate in a second language as well as in English, while achieving at expectancy or above in the regular subjects.

Program Organization: This is a total school magnet for all 7th-grade students in 1981-82 with students in attendance full time. In the Intercultural Language Program, students spend approximately one-half of their daily schedule studying subjects through the second language, the other half taking courses regularly offered by the school. A regular instructional program will be offered at Memorial for resident 8th- and 9th-grade students for 1981-82.

12/9/80
12/11/80 *(Revised)*

NEW MAGNET PROGRAMS

Title: MATH/SCIENCE MAGNET

Location: Bell Junior High School

Grade Levels: 7 (1981-82), 7-9 (1982-83)

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 60% or more majority student population.

2. Resident students currently enrolled at Bell Junior High School.

3. Minority students from minority-isolated and minority-imbalanced schools

4. Enrollment priority to students enrolled in elementary math/science magnets if applications are received prior to the end of the first semester.

5. The ethnic balance and maximum numbers within each grade level.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		Resident Students in Program	Non-resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1981-82	Minority	25	15	40	1,410	72%
	Majority	15	45	60		
1982-83	Minority	50	30	80	1,570	71.1%
	Majority	30	90	120		
1983-84	Minority	75	45	120	1,680	70.9%
	Majority	45	135	180		

Description: This magnet program would capitalize on the popularity, at the elementary and secondary level, of the magnet content area of mathematics and science. The instructional emphasis of this program will be mathematics and science with a strong supporting program in the other academic fields. It would not be the purpose of this magnet to duplicate the Gompers Secondary School program, but to offer an additional secondary math/science magnet without the computer science component. Students from the present Encanto Magnet School and the newly proposed additional elementary magnets in math and science, may apply to the Gompers Center for Science, Mathematics, and Computer Technology or to this new program, depending upon particular interests of students. The proposed location would allow a magnet program to move into a school that has reasonable laboratory facilities beyond those of a normal junior high school campus. Further, the program would be located at a minority-imbalanced school.

12/9/80
12/11/80 *(Revised)*

Program Organization: This is a magnet program within the school. Participants are in a full-day program at the school. A regular instructional program will be offered at Bell Junior High School for other resident students.

Title: CENTER FOR MEDICINE/HEALTH

Location: Lincoln High School

Grade Levels: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer.

		Resident Students in Program	Non-resident Students In Program	Total Students in Program*	Total Students In School	% Minority Students in School
1980-81	Minority	75	--	75	912	99.7%
	Majority	--	75	75		
1981-82	Minority	100	--	100	854	98.5%
	Majority	--	100	100		

*Includes part-time and full-time students.

Description: The Center for Medicine/Health at Lincoln High School, in cooperation with the Center for Science/Math/Computers at Gompers, will emphasize preparation for careers in health and medical sciences. Enriched district offerings in science will be available, along with additional elective courses, such as introduction to health and medicine, medical applications, biomedical lab aide, exercise technician, and nursing assistant precertification. Students with a strong interest in the medical and health sciences, including preventive medicine, will participate in a program that includes working with professionals in local agencies, hospitals, research laboratories, universities, and other facilities. The curriculum has been designed to prepare students at three levels; entry level, technical level, preprofessional level. The core program will offer basic training for entry-level jobs in the health fields. Courses will be offered for students who wish to continue their training such as the Licensed Vocational Nurse program. Advanced courses will be offered for students who are interested in study and preparation for university-level programs. On-the-job training, work experience and internships will be available to full-time participants. Students may enroll in the Career Center courses on a part-time basis, but are encouraged to enroll in the full-time high school instructional program.

Program Organization: This is a Career Center program. Students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the Career Center program and then returning to their schools of geographic residence for one or more periods of instruction. A regular instructional program will be offered at Lincoln for other 10-12th-grade resident students.

Title: CENTER FOR AVIATION/AEROSPACE/ENGINEERING STUDIES

Location: Morse High School

Grade Levels: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 60% or more majority student population
2. Resident students currently enrolled at Morse
3. Minority students from minority-isolated and minority imbalanced schools

		Resident Students in Program	Non-resident Students in Program	Total Students in Program*	Total Students in School	% Minority Students in School
1980-81	Minority	20	20	40	1,819	80.5%
	Majority	20	40	60		
1981-82	Minority	25	35	60	1,763	79.1%
	Majority	25	65	90		

*Includes part-time and full-time students

Description: The Center for Aviation/Aerospace/Engineering Studies will provide career oriented offerings in aviation/aerospace studies, introductory engineering and airport operation and maintenance. Basic preparation for entry-level jobs will be offered in the program with advanced courses, including college-credit courses, available for students who are interested in management training or preparation for further study in the field. Supporting courses such as law enforcement, environmental design and restaurant operations will be offered. Aviation/Aerospace Studies will include steward/stewardess training, aviation mechanics technology, ground school courses, flight training, aviation, mathematics, physics, engineering, and airport operation and maintenance. On-the-job training, work experience, and internships will be available to full-time participants. Students may enroll in career center and Regional Occupational Program (ROP) courses on a part-time basis, but are encouraged to enroll in the full-time high school instructional program.

Program Organization: This is a career center program. Students will have the option of attending two-hour ROP courses at this site or enrolling for a minimum day in the career center program and then returning to their schools of geographic residence for one or more periods of instruction, or enrolling as a full-time career center student. A regular instructional program will be offered at Morse for other 10-12th-grade resident students.

12/9/80
12/11/80 *(No Revisions)*

Title: CENTER FOR COMMUNICATIONS AND INTERNATIONAL STUDIES

Location: San Diego High School

Grade Levels: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority.

Preference will be given to full time and continuing students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer.

		Resident Students in Program	Non-resident Students in Program	Total Students in Program*	Total Students in School	% Minority Students in School
1980-81	Minority	15	30	45	1,418	76.5%
	Majority	15	40	55		
1981-82	Minority	30	30	60	1,425	75.2%
	Majority	30	60	90		

*Includes part-time and full-time students

Description: Telecommunications program offers district and Regional Occupational Program (ROP) classes that provide basic preparation for further study and/or entry-level job training. Intern work experience is available to selected students.

Journalism studies offer district courses in oral and written communication. Experiences in script writing, television production and newspaper writing for publication are offered. Intern work experience is available for selected students.

International Business program offers basic courses in business followed by International Trade careers. Members of San Diego's Chamber of Commerce offer weekly seminars and provide internship and work experience for selected students.

Intercultural Language Program is designed to provide students an opportunity to study regular subject content through the medium of a second language. Students will become fluent and literate in a second language as well as English while achieving at or above expectancy in the regular subjects.

Program Organization: This is a career center program. Students will have the option of attending two-hour Regional Occupational Program (ROP) courses at this site or enrolling for a minimum day in the career center program and then returning to their schools of geographic residence for one or more periods of instruction. A regular instructional program will be offered at San Diego High School for other 10-12th grade resident students.

12/9/80
12/11/80 *(No Revisions)*

Title: CENTER FOR BUSINESS AND OFFICE MANAGEMENT

Location: Crawford High School

Grade Level: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. The enrollment goal is 300 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer. Priority will be given to minority students from minority-isolated schools.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program*	Total Students in School	% Minority Students in School
1980-81	Minority	30	70	100	1,576	35.6%
	Majority	110	70	180		
1981-82	Minority	40	80	120	1,321	39.0%
	Majority	110	70	180		

*Includes part-time and full-time students.

Description: The Career Center at Crawford High School offers a comprehensive program of both basic and specialized courses to students interested in financial, accounting, secretarial, word processing, data processing, and clerical support careers. The curriculum has been designed to prepare students to meet college entrance requirements while obtaining the attitudes, skills, and knowledge needed for successful employment. Representatives from the local business community have actively participated in creating a program in which students may obtain both entry-level employment skills and training needed for career advancement and management opportunities. The active site advisory committee has recommended and approved the purchase of modern office equipment used by Career Center students and provides opportunities for both paid and unpaid on-the-job experiences where skills can be applied in realistic settings.

Program Organization: This is a career center program. Students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the career center program and then returning to their schools of geographic residence for one or more periods of instruction. A regular instructional program will be offered at Crawford for other 10th-12th grade resident students.

12/9/80
12/11/80 *(No Revisions)*

Title: CENTER FOR INDUSTRY

Location: Kearny High School

Grade Level: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. The long-range enrollment goal is 300 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer. Priority will be given to minority students from minority-isolated schools.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program*	Total Students in School	% Minority Students in School
1980-81	Minority	40	80	120	2,220	37.5%
	Majority	135	95	230		
1981-82	Minority	40	80	120	1,695	49.8%
	Majority	110	70	180		

*Includes part-time and full-time students.

Description: This career center program enables students to develop skills using modern equipment and methods currently used in industry which are not available in traditional high school programs. Career-oriented course offerings are provided in such areas as auto tune-up and repair, auto body repair and refinishing, machine shop, welding and electronics assembly. Students will be offered academic subjects geared to complement technical instruction in industrial areas. The curriculum has been designed to prepare students to meet college entrance requirements and to acquire skills for entry-level employment.

Program Organization: This is a career center program. Students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the career center program and then returning to their schools of geographic residence for one or more periods of instruction. A regular instructional program will be offered at Kearny for other 10-12th grade resident students.

12/9/80
12/11/80 *(No Revisions)*

Title: CENTER FOR MARKETING, GRAPHICS, AND MANAGEMENT

Location: Mission Bay High School

Grade Level: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. The enrollment goal is 375 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer. Priority will be given to minority students from minority-isolated schools.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program*	Total Students in School	% Minority Students in School
1980-81	Minority	15	80	95	1,581	16.3%
	Majority	100	80	180		
1981-82	Minority	25	100	125	1,460	22.6%
	Majority	125	125	250		

*Includes part-time and full-time students.

Description: This Career Center program offers both basic and advanced speciality courses in marketing, graphics, and management. The site advisory committee and community business representatives have assisted in developing a curriculum which emphasizes the attitudes, skills, and knowledge needed for successful employment and promotion. Individual career counseling, contacts with the business community, and work experience are available to students at each grade level. Students enrolled in the career center may also participate in the regular comprehensive program at Mission Bay to complete graduation and college entrance requirements.

Program Description: This is a career center program. Students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the career center program and then returning to their schools of geographic residence for one or more periods of instruction. A regular instructional program will be offered at Mission Bay for other 10-12th grade resident students.

12/9/80
12/11/80 *(No Revisions)*

Title: SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM (Junior High Model)

Location: Bell, Memorial, and O'Farrell junior high schools (Keiller Middle School)

Grade Levels: 7-9

Participants: Students from Bell, Memorial, and O'Farrell junior high schools/ Keiller Middle School will be paired with students from Dana, Hale, Lewis, Muirlands, Pacific Beach, Pershing, Standley, Taft, and Wangenheim junior high schools. Student participation will be voluntary.

		Resident Students in Program	Non-resident Students in Program	Total Students in Program
1981-82	Minority	432	--	864
	Majority	---	432	

Description: Each exchange model will be comprised of 96 students, including 48 from the minority school and 16 from each of the three majority schools. A single minority school can accommodate three models; therefore, the nine models could integrate 864 junior high students in a full-time instructional day. A model will be composed of four groups of students for purposes of scheduling. One group would include twelve students from the minority school and twelve students from the majority schools (four from each). These students will be scheduled into the four subject areas offered periods one through four as participants in the Achievement Goals Program. For the remainder of the instructional day, students will be scheduled into P.E. and elective courses. Class size will be limited to 24 students in the specified academic areas. Students would be involved in the program for a minimum of one semester with an option to continue for the full school year.

Program Organization: This is a program within the school. Students will participate on a full-time basis for a minimum of one semester with the option of a full-year program. A regular instructional program will be offered at the receiving schools for resident students.

Title: SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM (Senior High Model and Gifted Seminars Model)

Location: Minority-isolated or imbalanced secondary schools are aligned with majority secondary schools to form instructional exchange groups.

Grade Levels: 10-12 (Senior High Model)
7-9 (Gifted Seminars Model)

Participants: Instructional exchange groups consisting of 20-30 students from each school

		Resident Students in Program	Non-resident Students in Program	Total Students in Program
1981-82	Minority			350
	Majority			

Description: The Secondary Instructional Exchange Program brings together groups of students from minority-isolated schools and predominantly majority schools for common instructional programs for a portion of the school day throughout the school year. The exchange groups meet together as composite classes, part of the time at one of the schools of the pair and part of the time at the other school. Such programs benefit students from both schools by allowing them to share learning experiences. This model can be adapted to various content areas. Within this model a variety of activities and programs can be undertaken. These programs foster a comfortable climate between parents and students of the two communities represented in the exchange. Parents may request that their children not participate in the program.

The model instructional exchange program includes the following features:

1. Each program is conducted in existing classroom instructional content areas.
2. Each program meets daily for a minimum of two hours.
3. Each program combines one of the identified minority-isolated schools with a secondary school that has a predominantly majority student population.

Program Organization: This is a part-time program. A regular instructional program will be offered at participating schools.

12/9/80
12/11/80 *(No Revisions)*

Title: SECONDARY BILINGUAL CENTERS

Location: Collier Junior High School and Point Loma High School

Grade Level:

	Collier	Point Loma
1980-81	7-9	10-12
1981-82	7-9	10-12

Participants: There will be 40% majority resident and 60% minority non-resident students in the program. The resident participants at the senior high school level will normally be advanced Spanish language students who are fluent in English (Fluent English Speaker - FES), however, any resident majority student is eligible at the junior high school level. The non-resident participants will include minority Spanish-speaking students or any minority student currently enrolled in a bilingual program.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
Collier						
1980-81	Minority	--	60	60	727	31.2%
	Majority	60	--	60		
1981-82	Minority	--	72	72	689	40.1%
	Majority	48	--	48		
Point Loma						
1980-81	Minority	--	60	60	1,644	19.3%
	Majority	60	--	60		
1981-82	Minority	--	72	72	1,570	24.2%
	Majority	48	--	48		

Description: The Secondary Bilingual Centers are designed to provide an integrated bilingual learning environment for secondary school students at two sites. Non-resident limited-English-speaking minority students will join fluent English-speaking students at the Collier and Point Loma Bilingual Centers. The instructional programs at both centers will:

1. Develop primary language skills.

2. Develop other basic skills and subject matters in a language understandable to the students.

12/9/80
12/11/80 *(No Revisions)*

Description:
(Continued)

3. Develop second-language skills (English for limited-English-speaking students, and Spanish for English-speaking students).

4. Develop in each student an understanding, respect, and appreciation for customs and values of the cultures associated with the languages taught.

Program Organization:

All senior high school students enrolled in the bilingual magnet will have Spanish and bilingual social studies taught in the program. Other classes will be selected from the regular school curriculum.

Seventh- and eighth-grade students enrolled in the bilingual magnet will have Spanish, bilingual social studies and bilingual physical education taught in the program. Ninth-grade students will have Spanish, bilingual physical education, bilingual drama, and bilingual typing. Other classes will be selected from the regular school curriculum.

Title: SECONDARY INTERCULTURAL LANGUAGE PROGRAM (Junior High School)

Location: Memorial Junior High School

Grade Level: 7-9

Participants: The ethnic goal balance for this program is 60% majority and 40% minority. Participants will be comprised of the following students:

Grade 7: Continuing majority and minority students from the elementary Intercultural Language Program and majority students from the elementary Title VII program.

Grades 7-9: New majority and minority students who are eligible and meet required proficiency levels in the second language.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1980-81	Minority	10	10	20	912	90.7%
	Majority	5	35	40		
1981-82	Minority	10	15	25	909	90.5%
	Majority	5	45	50		

Description: This program provides students with the opportunity to study regular subject content, including the basic skills, through the medium of a second language. Students become fluent and literate in a second language as well as in English, while achieving at expectancy or above in the regular subjects.

Program Organization: This is a full-day magnet program within the school. Students spend approximately one-half of their daily schedule studying subjects through the second language, the other half taking courses regularly offered by the school.

12/9/80
12/11/80 *(No Revisions)*

Title: SECONDARY INTERCULTURAL LANGUAGE PROGRAM (Senior High School)

Location: San Diego High School

Grade Level: 10 (1981-82), 10-11 (1982-83), 10-12 (1983-84)

Participants: The ethnic goal balance for this program is 60% majority and 40% minority. Participants will be comprised of the following students:

Continuing majority and minority students from the junior high school Intercultural Language Program.

New majority and minority students who are eligible and meet required proficiency levels in the second language.

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1980-81	Minority	-	-	-	1,418	76.5%
	Majority	-	-	-		
1981-82	Minority	8	4	12	1,425	75.2
	Majority	4	8	12		

Description: This program provides students with the opportunity to study regular subject content, including the basic skills, through the medium of a second language. Students become fluent and literate in a second language as well as in English, while achieving at expectancy or above in the regular subjects.

Program Organization: This is a full-day magnet program within the school. Students spend approximately one-half of their daily schedule studying subjects through the second language, the other half taking courses regularly offered by the school.

Title: EXTENDED-TIME PROGRAM OPTIONS

Location: All Secondary Achievement Goal Program Schools

Grade Levels: 7-12

Participants: Preference will be given in the following order:

1. All resident students of the Achievement Goals Program Schools to include O'Farrell, Memorial, Bell, and Montgomery junior high schools, Morse, Lincoln, and San Diego senior high schools and Gompers Secondary School.

2. Non-resident students who have participated in secondary schools integration programs for at least one semester.

3. All non-resident students who have applied for secondary schools integration programs and have been accepted for the next school year.

4. All students who are eligible for special programs within the extended-year options, such as mandated summer school, work study, REGY, Academy Awareness.

5. Other students in the district.

Description: The primary purpose of Extended-Time Program Options would be to provide increased instructional time. Options would include extended-day time during the school year, extended time within the week during the school year and extended instructional time during the summer. Through the many optional kinds of instructional activities that may be provided within this extended-time program, it is anticipated that the outcomes would be:

Increased instructional time.

Increased educational opportunities outside the normal school day.

Increased numbers of non-resident students participating with resident students at each of the identified schools, creating additional interest on the part of students to continue to participate in programs at the above-named schools during the regular school year.

Examples of educational activities that could be a part of the extended-time program are as follows:

Extended Day

Additional instructional time for Achievement Goals Program
Tutorial Programs
Clubs and other student activities
Specialized classes for meeting graduation requirements

Continued . . .

EXTENDED-TIME PROGRAM OPTIONS
(Continued)

Description: Extended Day (continued)

Enrichment options

- Speakers
- Seminars
- Field Trips
- Additional Lab Classes
- Cultural activities/events

Extended Week

- Saturday Instructional Courses
- Internships
- Field Trips
- Camps
  - Science Study
  - Race Relations
  - Language Study
- College Prep Workshops
- Open Labs for Basic Skills
- Science Fair Labs
- Driver Education/Training

Extended Year

A full seven-week summer school mandated program in addition to enrichment opportunities.

Work/Study Program (Regional Youth Employment Program - REGY)

Community Partnerships
- San Diego State University Skills Lab
- Project Step (System to Encourage Potential)
- MESA Project (Math English Science Achievement)
- Project Partnership (UCSD)

Community Services Recreation Programs
- Work cooperatively with Mayor's Council, San Diego Police Department, Gang Detail, to establish appropriate community programs during the summer.

Summer Camps
- Race Relations
- Academy Awareness
- Student Leadership
- Song and Cheerleader
- Sports
- Music
- Drama
- Dance

12/9/80
12/11/80 *(No Revisions)*

NEW PROGRAMS

Title: PROJECT ACHIEVEMENT - PRIDE IN EXCELLENCE

Location: Bell, Memorial, Montgomery, O'Farrell junior high schools; Lincoln Morse, San Diego senior high schools; and Gompers Secondary School.

Grade Level: 7-12

Participants: All students within the designated schools.

Description: The successful Project Lincoln is being expanded to include Bell, Memorial, Montgomery, and O'Farrell junior high schools, Morse and San Diego senior high schools, and Gompers Secondary School. This new program is specifically designed to encourage student achievement and to foster pride in accomplishment through a variety of activities designed to support and enhance the basic and supportive curricular offerings. Assessment results of Project Lincoln for the school years 1978-79 and 1979-80, categorical program reports submitted by each site, and accreditation reports and recommendations indicate a variety of strategies that may be replicated at the eight sites. Though a central theme would exist, each school would have the flexibility to develop its own program based upon its needs assessment.

Administrators, teachers, counselors, paraprofessionals, and other staff members will work together as well as with students, parents, and community members. Through the Achievement Goals Program all students will be helped to improve their basic skills competencies. In addition, students will be encouraged to develop individual career plans and participate in work-experience and/or college preparatory activities commensurate with their personal goals and aspirations. Programs will be implemented to assist students to develop pride in achievement.

The involvement of parents and community members will be expanded. Specialized programs with employers, community agencies, and local universities will be broadened to increase the educational options available at the eight designated schools. A variety of programs and services will be coordinated in order to assure a student-oriented program of academic excellence. Students will assist in program planning to enhance their decision-making skills and their capabilities to assume responsibility for their school and the quality of its educational program.

Program Organization: Successful implementation of the proposed program is largely dependent upon a broad-based level of educational leadership that incorporates the combined efforts and involvement of administrators, teachers, counselors, paraprofessionals, other staff members, students, their parents, and community members.

12/9/80
12/11/80 *(No Revisions)*

Program Organization: (Continued)

The primary focus of the project is to increase student awareness of the value of education; in essence, the development of a pride in excellence in the attainment of personal and academic goals. Areas to be addressed would include the following:

1. Incentives to encourage creative and supportive methods to achieve a goal of excellence.

2. Program planning and development involving input from staff, students, parents and community members with special emphasis in the areas of attendance and discipline.

3. Staff development and inservice.

4. Development and implementation of each school's site educational plan.

5. Continuance and expansion of student activities program.

6. Implementation of proposals and approaches identified in needs assessment.

7. Increased emphasis upon the promotion of community/school relationships, e.g., community partnerships and consultant services by community leaders.

8. Increased communications and media support.

9. Alternative programs to meet the individual and diverse needs of students.

12/9/80
12/11/80 *(No Revisions)*

SAN DIEGO CITY SCHOOLS
Secondary Schools Division

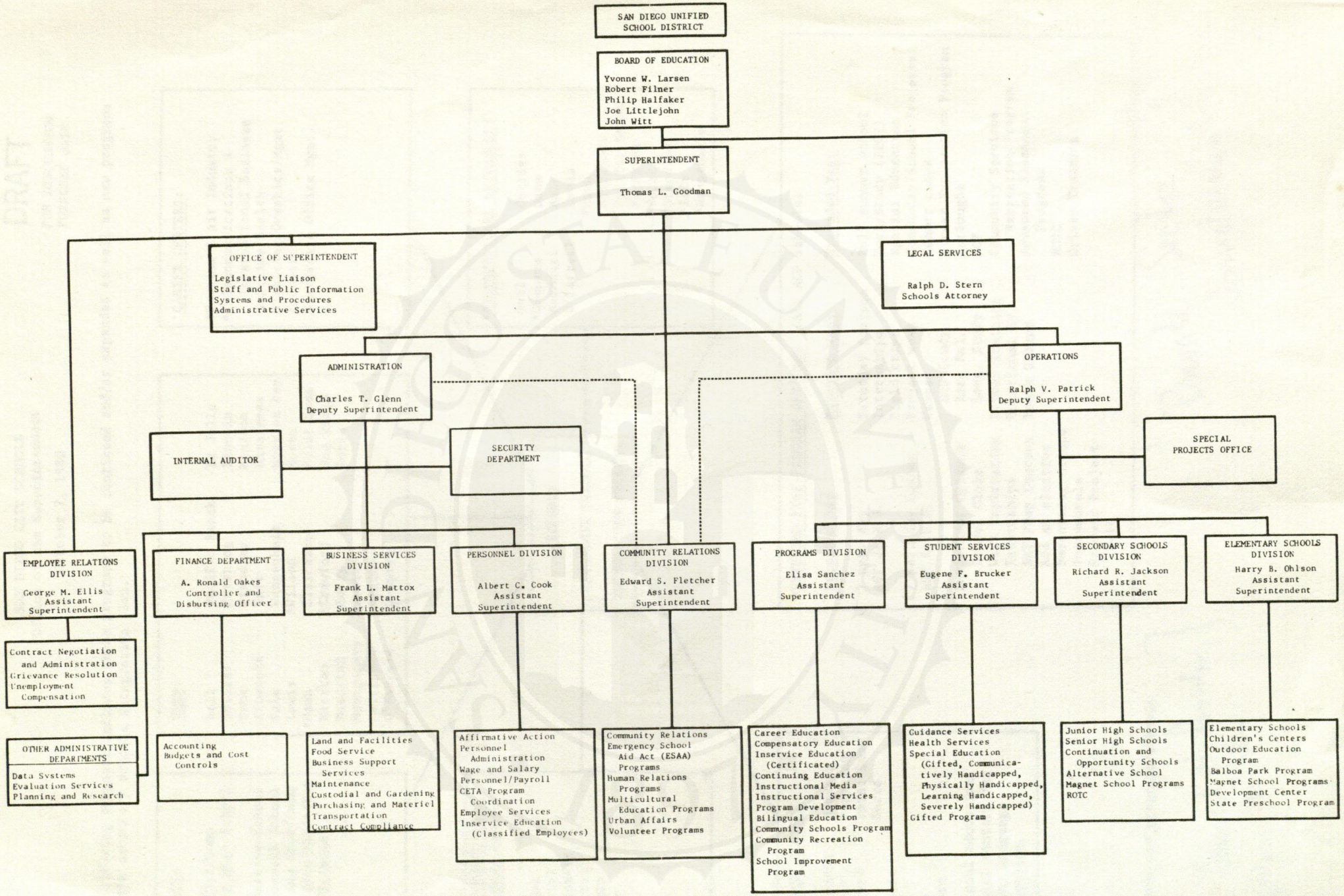
SECONDARY INSTRUCTIONAL EXCHANGE PROGRAMS

1980/81

ONGOING PROGRAMS	CONTACT PERSON	STARTING DATE	ENDING DATE	NUMBER OF STUDENTS School - Min - Maj			SUBJECT AREAS (TEACHERS)	DAILY TIME SCHEDULE	CYCLE
Memorial/ Lewis	Mr. Arrington Mrs. Moran	10/6/80	6/18/81	Memorial Lewis	14 5	1 3	English (Sample/Soule) U.S. History (Sample/Soule)	7:45-9:50 7:45-9:50	Rotates every three weeks
O'Farrell/ Hale	Mrs. Mitchell Mr. Patton	10/6/80	6/18/81	O'Farrell Hale	39 3	1 29	English (Deen), Soc Stu (Andrade) Drama (Regas), English (Moore), PE	7:45-10:00 7:45-10:00	Rotates every three weeks
Lincoln/ Clairemont	Mr. Mills Mr. Curry	10/6/80	6/18/81	Lincoln Clairemont	28 2	0 28	English (Walker) Social Studies (Ross-Adcock)	8:00-10:00 8:30-10:30	Rotates every two weeks
Lincoln/ Henry	Mr. Mills Mrs. Thomas	10/6/80	6/18/81	Lincoln Henry	23 1	0 23	Social Studies (Player) English (Hansen)	8:00-10:00 8:30-10:30	Rotates every two weeks
Morse/ Madison	Mr. Webb Mr. Tafoya	10/6/80	6/18/81	Morse Madison	20 13	2 11	American Literature (Limoli) Social Studies (Wolfe)	10:00-12:00 10:30-12:30	Rotates every two weeks
San Diego/ Point Loma	Mrs. Duncan Dr. Gauntlett	10/6/80	1/30/81	San Diego Pt Loma	11 4	10 17	American Government (Whited) American Government (Marshall)	9:00-12:00 9:00-12:00	Rotates every month

PLANNED PROGRAMS	CONTACT PERSON	STARTING DATE	ENDING DATE	NUMBER OF STUDENTS School - Min - Maj	SUBJECT AREAS (TEACHERS)	DAILY TIME SCHEDULE	CYCLE
Memorial/ Pacific Beach	Mr. Arrington Mr. Kellner						
O'Farrell/ Pershing	Mrs. Mitchell Mr. Lepore						
San Diego/ La Jolla	Mrs. Duncan Mr. Clapper						

JK:ts
11/10/80



SAN DIEGO CITY SCHOOLS
General Administration

March 1

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SAN DIEGO CITY SCHOOLS
Office of the Superintendent

October 7, 1980

DRAFT

FOR DISCUSSION PURPOSES ONLY

The following proposal includes those programs to be continued and/or expanded as well as new programs for the secondary schools integration plan.

PROPOSED SECONDARY SCHOOLS INTEGRATION PROGRAM

MAGNETS:

Math/Sci/Comp
Career High School
SCPA
Alternative School
Fundamental School
*ICL/Lang Stud/Comm
*Academics/Athletics
*Math/Science

VEEP:

Bell
Collier
Dana
Einstein
Hale
Lewis
*Mann
Marston
Memorial
Montgomery
Muirlands
O'Farrell
Pacific Beach
Pershing
Standley
Taft
Wangenheim
*Wilson
Clairemont
*Crawford
Henry
*Hoover
Kearny
Gompers
La Jolla
Lincoln
Madison
Mira Mesa
Mission Bay
Morse
Point Loma
San Diego
Serra

CAREER CENTERS:

*Tourism & Air Industry
*Telecommunications & International Business
Medicine/Health
Marketing/Graphics/Mgmt.
Industry
Business & Office Mgmt.

***ACHIEVEMENT GOALS PROGRAM (AGP):**

Bell
Gompers
Memorial
Montgomery
O'Farrell
Lincoln
Morse
SDHS

***INSTRUCTIONAL EXCHANGES:**

Bell
*Gompers
Memorial
O'Farrell
Collier
Dana
Hale
Lewis
*Mann
Muirlands
Pacific Beach
Pershing
*Serra
*Standley
*Taft
*Wangenheim

***LANGUAGE CENTERS:**

Clairemont
Collier
Crawford
Dana
Einstein
Henry
Lewis
Madison
Marston
Pershing
Point Loma
Serra

Bilingual education regional centers for primary language instruction.

***EXTENDED TIME PROGRAM OPTIONS:** (All AGP Schools)

Extended Day

7 per. day
AGP Jr.H.S.

7 per. day option
AGP Sr.H.S.

Enrichment Options
- School Clubs
- Work Exploration
- Internships
- SAT Prep Courses
- Add an elective
- Performing Groups
- Intramurals
- Student Project Work

Extended Week

Saturday courses
Internships
Field trips
Project work
Camps:
- Sci Study
- Race Rel.
- Lang. Study

Driver Training
Vocational Ed.
Youth Groups

Extended Year

Full summer school
Work/Study (REGY)
Special Education
Community/School Projects
Summer camps
Career Exploration Program
Furloughs
AGP
Community Services
- Recreation Program

Advanced Placement Programs
ROTC
Driver Training

*Denotes new programs/schools

VEE

{ ✓ Site Council at Lincoln
c̄ Jim Mishler }

{ Private Sector Involvement }

Einstein - Eunice Winston - Asian Languages

SAN DIEGO CITY SCHOOLS
Secondary Schools Division

SECONDARY SCHOOLS INTEGRATION PROGRAMS

SUMMARY

PROGRAM	GRADES 80-81	GRADES 81-82	ACTUAL STUDENTS 10/3/80			PROJECTED STUDENTS 1981-82			+ or - STUDENTS	
			Res	Nonres	Total	Res	Nonres	Total	Res	Nonres
SCPA at O'Farrell	4-10	4-11	---	436	436	165	835	1000	+165	+399
Fundamental School at Keiller	7-9	6-8	75	25	100	570	75	645	+495	+50
Gompers Math/Science/Computers	7-12	7-12	120	344	464	200	425	625	+80	+81
Muir Alternative	K-12	K-12	---	302	302	---	300	300	---	-2
Wright Brothers High School	9-12	9-12	---	353	353	---	280	280	---	-73
Academics and Athletics at Memorial	-	7	---	---	---	250	115	365	+250	+115
Intercultural Language Program at Memorial	7-9	7-9	---	48	48	15	60	75	+15	+12
Math/Science Magnet at Bell	-	7	---	---	---	40	60	100	+40	+60
Lincoln Career Center	11-12	10-12	34	82	116	100	100	200	+66	+18
Morse Career Center	10-12	10-12	118	38	156	50	100	150	-68	+62
San Diego High School Career Center	10-12	10-12	87	82	169	60	90	150	-27	+8
Crawford Career Center	10-12	10-12	82	187	269	150	150	300	+68	-37
Kearny Career Center	10-12	10-12	221	116	337	150	150	300	-71	+34
Mission Bay Career Center	10-12	10-12	106	265	371	150	225	375	+44	-40
Junior High Exchange	7-9	7-9	47	48	95	432	432	864	+385	+384
Senior High Exchange and Gifted Exchange	9-12 7-12	9-12 7-12	96	97	193	175	175	350	+79	+78
Collier Bilingual Center	7-9	7-9	48	62	110	48	72	120	-0-	+10
Point Loma Bilingual Center	10-12	10-12	68	73	141	48	72	120	-20	-1
Intercultural Language Program at San Diego High School	-	10	---	---	---	12	12	24	+12	+12
VEEP	7-12	7-12	---	---	3750	---	---	3800	---	+50
TOTALS			959	2413	7410	2440	3553	10,143	+1513	+1220

JK:TK:ts
1/6/81
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