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THE CITY OF
SAN DIEGO

POLICE DEPARTMENT • 801 WEST MARKET STREET • SAN DIEGO • CALIFORNIA 92101
(714) 236-6534

OFFICE OF
WM. B. KOLENDER
CHIEF OF POLICE

IN REPLYING
PLEASE GIVE
OUR REF. NO.

June 7, 1979

The Honorable Louis M. Welsh
Superior Court - Department 21
220 West Broadway
San Diego, California 92101

SUBJECT: INTEGRATION TASK FORCE REPORT

Dear Judge Welsh:

We are pleased to submit our final report on the evaluation of the San Diego City Schools' Voluntary Integration Program.

In general, we believe that the integration program is making progress; and we have seen great effort on the part of individual principals, teachers, and administrators. We do, though, have some concerns about the crisis in education that is existing within our community. We believe that there must be greater effort on the part of the schools, the parents, and other community resources in an effort to achieve school integration and quality education. Below are listed some of our concerns and some suggestions for improvement of the program.

As a Task Force, we are concerned that the District's Public Relations Program may give the impression that everything is going smoothly, and that there are no problems in voluntary integration. We think the slogan "It's Working" gives the impression that there are no problems and leads to complacency. It would be our recommendation that the Schools' motto be "Let's Make It Work" rather than "It's Working."

RACE/HUMAN RELATIONS PROGRAM

The Task Force wishes to reiterate its earlier comment that the core of the Voluntary Integration Program is the Race/Human Relations Program. We recognize that there are difficulties involved in adequately assessing the extent to which the content of these programs is meaningful to those involved. We have not heard enthusiastic acclaims from most schools.

Many staff members acknowledge that though they had to be prodded into developing a program, they felt that the process of writing a program and implementing it was of great benefit to them and the school. Others clearly stated the process is so arduous that it dampens enthusiasm; they suggest maybe it would be better to select the main school problems and work on those for the year.

Many schools are doing a number of things related to multicultural learning (pot lucks and art shows). The Task Force views these as good public relations activities which every school should be doing in addition to race/human relations programs. It is of concern that many of these programs seem to present ideas and problems in theory rather than being directly responsive to situations occurring in the school. For instance, students need orientation programs before participating in integration programs, and they need a chance to verbalize their feelings after participating. Some counseling offices have been providing this type of experience: we believe all should.

We are concerned that not enough emphasis is placed on the issue of race relations: the real fears of parents and students and the honest feelings of teachers and staff. We want an expanded curriculum developed to deal with these issues and hope to see every student involved in an active way with programs which address these concerns.

Also, we are concerned that several schools simply have not done what they wrote in their plan: these schools seem to believe that writing the plan is enough. We believe that there should be some follow-up to see that the plans are implemented.

The skills of the facilitating team members are reported as being uneven. The members of the team should be the most skilled and talented people involved in the Race/Human Relations Program. We have seen instances where lack of skill has been detrimental to the Race/Human Relations Program at certain schools, while skills of other facilitators are at a high level.

We support the retention of local control over race/human relations programs. The individuality of each school demands it. This year all plans were reviewed by a district committee composed of students, parents, and staff, and some were returned as not acceptable, needing revision. We hope this practice will continue and that minimum standards will be developed and raised as the program moves forward.

We support and appreciate the recognition by some of the schools that there are problems, tensions, and difficulties; such is the first step toward dealing with what participants are feeling and experiencing.

MAGNET PROGRAMS

By way of introduction, we would like to show what a successful magnet program can do both for quality education and integration. The following quotation is from a Task Force member's summary of monitors' reports for Fremont Elementary School, which is a K-6 Individualized Instruction Magnet open to majority and minority students throughout the school district.

"Fremont Elementary School, with a 34.8% minority pupil enrollment, is a desegregated school. As for integration, there are some meaningful things happening at this school. A review of test results . . . indicates that the average student is as good or better than the average student in the district. It is reasonable to assume that a significant percent of the minority students enrolled at Fremont are among those in the high test brackets. Parents and staff seem to be generally supportive of each other. This in turn supports the integration efforts. The benefit of integration seems to be clearly recognized by parents, students, and staff."

Background

The San Diego Unified School District has obviously chosen magnet programs as one of its prime tools in the effort to racially integrate its schools. For the 78-79 year, nine different elementary magnet programs were offered at sixteen schools. At the secondary level, six different magnet programs were offered at seven schools. Further evidence of the District's commitment to magnet programs is evidenced by the fact that at the elementary level alone, 24 schools (an increase of 50%) will be offering the original nine and two new magnet programs during the 79-80 school year. Eleven of the sixteen elementary schools operating during the current year are total school magnets while five are partial or school within a school magnets. Six of the seven magnet programs at the secondary level are partial or school within a school; only Wright Bros. with its career program is a total school magnet.

School within a school magnet programs exist at four minority isolated secondary schools (Gompers, Memorial, Morse, and O'Farrell) and at two minority isolated elementary schools (Horton and Lowell). Valencia Park and Webster, designated minority isolated schools, both offer full school magnet programs. About 7,200 students are currently involved in magnet programs with 3,900 being majority; approximately 1,700 of these majority students leave their school of residence to attend a magnet program of their liking. About 3,300 minority students attend magnet programs this year, with 1,200 of them moving outside of their school of residence to find the program they want, and 2,100 choosing a program offered at their school of residence. It seems evident, then, that at the very least, the magnet programs offered currently were attractive enough to cause about 1,700 majority students and 1,200 minority students to voluntarily leave their school of residence to attend a program more appealing to them in another part of the city. Granted that these numbers are not overwhelming, but they do show that magnet programs can serve, at the minimum, to help integration numbers. If creatively designed and understandingly administered, they may even offer the potential of "producing meaningful progress toward desegregation."

Court's Question

In its charge to the Integration Task Force the Court specifically asked the following question:

To what extent, if any, do the minority children who are not enrolled in magnet programs that are offered in the schools they attend benefit from the presence of majority children in the magnet program? In other words, does the presence of majority children enrolled in a magnet "school within a school" provide the non-enrolled children with an integrated educational experience?

There are five such programs currently operating at the elementary level and six at the secondary level. The consensus of the monitors and Task Force members involved at the elementary level is no. The effect on non-enrolled minorities is minimal at best. This may be due in some cases (Lowell and Horton) to the small size of the magnet programs. In others, it is probably due to the separation of the magnet program from the regular school program and also from a resentment of a program that is perceived to be elitist. At two of the six secondary level programs, the magnet programs are so small as to be numerically insignificant (i.e., programs of 30 students each at Point Loma and Collier), and thus have no effect. At the other four secondary programs of this type (Morse, O'Farrell, Gompers and Memorial) the answer is

a strong "NO." In the first place, the magnet programs bring in too few majority students to begin to affect the non-magnet resident students; in the second place, the separation of the programs and the strongly perceived feelings at the site that the magnet is an elitist program conceived primarily for majorities, causes, in many instances, a counterproductive integrative experience. This is particularly so at Gompers.

Are the magnet school programs producing meaningful progress toward desegregation? If so, in what way?

The answer to this question is considerably more difficult and complex. Some programs are producing meaningful progress, some are producing a very small or negligible amount, and some seem, at least at this time, to be having a counterproductive effect and actually harming integration. As was stated in the Task Force's Report of April 11, 1979 to the Court, "It is exceedingly difficult to generalize about the so-called magnet programs in the San Diego City Schools" As a matter of fact, all of the statements and conclusions about the magnet programs set forth in that report would still seem to be valid. Amplifications of some of those points and some other thoughts follow.

General Comments

1. At the secondary level, all evidence to date indicates that in the immediate future it will be extremely difficult, if not impossible, to bring any substantial number of non-resident majority students at the secondary level into minority isolated schools. A very modest goal of 490 majority students was projected for the current year, and the actual number enrolling was nearly 160 or about 33% of the goal, with less than 100 of these being non-resident majority students. In time, these magnet programs may be nurtured and other imaginative ones created that will, after many years, entice a substantial number of majority students into the inner city on a voluntary basis. For the immediate future, however, it seems safe to say that the magnet program is not a viable tool for the integration of isolated secondary schools.

2. At the elementary level, the situation is not quite as bleak. There is some evidence that non-resident majority elementary students might be persuaded, under certain circumstances, to attend magnet programs at minority isolated elementary schools. Webster drew 162 non-resident majority students to its minority isolated

site for its fundamental magnet program. With 26 resident majority students electing this magnet program, Webster drew 31 above their numerical goal of majority students.* Valencia Park's experience with its University Lab program also supports this tentative conclusion. They were projected to have 137 majority students, and wound up with 188, including 162 non-resident whites who opted to come to this minority isolated inner-city school. Encanto, which drew 176 non-resident whites to its General and Math/Science Program, and Oak Park, which drew 87 to its Intercultural Spanish Program, offer further evidence that magnet programs may still prove to be a viable tool for desegregating minority isolated schools or stabilizing so called "tipping" schools, as in the case of Encanto and Oak Park. That this will be a long hard road may be indicated by the fact that Horton's Intercultural Spanish Program captured well less than half of its projected 81 majority students and only 30 non-resident whites chose to come to the inner city for this attractive program. Lowell's Bilingual Program did even worse. It was projected to enroll 61 whites, and it received nine, with eight of them being non-residents. The physical condition and location of the school in the middle of an industrial area undoubtedly contributed to this dismal failure.

3. We cannot overlook the fact that the original reason for having magnet programs is to provide a number of quality educational options to district residents: creative, innovative, specialized, educationally sound programs which are impractical if not impossible to offer in every neighborhood. Tailoring magnet programs specifically for integration needs, physically locating them for integration reasons, and hedging them about with, what sometimes seem to be ridiculous restrictions as to who and how many can attend, sometimes leads to problems. These problems can have a counterproductive effect on the magnet both as a quality educational option and as an integration tool. Questions such as restricted participation in magnet programs because of race or racial balance at school of residence came up repeatedly at the six public meetings held by the Task Force. Deep frustration exists due to not being able to attend a program of one's choice because of race, name, neighborhood of residence, racial balance of school presently attended or any other reason that seems arbitrary or capricious. This can cause a backlash against the school system, the integration program, and the Court. This and other problems arising from the dual nature of magnet programs should be addressed in the future by the Court.

*It must be pointed out, however, that some peculiar circumstances may have influenced these figures. Sixty-nine of the 162 non-resident whites came from a single school, Miller.

As a compromise between no restrictions and very rigid restrictions to help integration numbers, we suggest that racial balances be established for the magnet program at the site or receiving school only, and that the participant's effect on the racial balance at the school he is leaving be ignored.

Another unresolved problem arising from the dual purposes that magnet programs are being used for may well be called the "Standards/Screening/Dumping Ground Problem," for want of a better term. Should a good magnet program be permitted or even encouraged to screen applicants in an attempt to keep the program a quality educational option? Should a good magnet program be permitted or even encouraged to have certain minimum standards that must be adhered to by all participants if they are to remain in the program? Should a magnet program, for which a "problem" student is theoretically eligible, be used as a dumping ground for such problem students? The following excerpt from a Muir monitor's report is illustrative. The monitor had been asked to name the least desirable aspect of the Muir program and the answer follows:

"The least desirable is division among the professional staff over a common goal. Due to the fact that the school is forced to admit according to the 1/3-2/3 quota, some students appear to the monitors to be choosing Muir because they feel the unstructured school will be easy. Muir cannot screen. Thus with the different sort of student enrolling (less able to handle personal responsibility) staff seems divided along lines of, 1) whether to keep Muir as it was designed to be, an unstructured educational setting with freedom to develop, or 2) to blend the alternative plan with more structure of the traditional."

Other examples of this problem occur with considerable frequency in the case of fundamental schools with their stress on reading ability and behavior standards. There have been cases of students not able to read at grade level or even close to it in a regular school being directed to go to a fundamental school. Other cases have been noted where students with behavior problems in a regular school are encouraged and counseled to try a fundamental school to shape them up. This problem needs addressing, and it is inextricably linked with the eligibility requirements previously mentioned. If the magnet programs are to be simply integration tools, the answers may be one way, while if magnet programs are to be specialized quality educational options the answer may well be the opposite.

4. In general, school within a school or partial magnet programs are less desirable than total or full school magnet programs. Even with the best of intentions it is difficult to avoid the "us and them" syndrome. The problem of real or perceived "elitism" is always present to some degree in the case of school-within-a-school programs. The problem is accentuated when the magnet program has new or unusual and highly visible equipment, or better surroundings than the regular program at the site. The Gompers situation is a classic example of this: the overall good achieved by having forty non-resident majority students on the Gompers campus is, undoubtedly, far more than offset by the resentment engendered in the non-magnet program students and the surrounding minority community. School-within-a-school programs also have a strong tendency to create divisions among and morale problems within faculties and staffs.

5. So many variables are involved that it is difficult to say with any certainty just how successful or unsuccessful certain programs are. For example, the Encanto Math/Science program was oversubscribed by majority students opting to come into a "tipping" school. A similar program at the secondary level at Gompers drew only 40 majority students of a projected 130. Why? Would this well conceived program have achieved its goals or exceeded them at a neutral site? Fundamental programs seem to have considerable appeal at the present time for both minority and majority students at the elementary level. As noted previously, the program at Webster was successful in drawing a considerable number of non-resident majority students into a minority isolated school. Two other fundamental elementary schools (Rolando Park and Foster) were successful in persuading a considerable number of minority students to attend.

The School of Creative and Performing Arts achieved its numerical goals, and according to all reports is making meaningful progress towards integration. The K-6 Individualized Instruction Magnets at Silvergate and Fremont continue to be successful both integratively and educationally, as they have been since 1968. The K-3 Benchley program has been, according to all reports, a smashing success in every respect. Whether it will continue as a highly successful program now that it is being moved from the Benchley site will be seen next year. The Valencia Park University Lab School Program seems to be a great success both qualitatively and quantitatively. It enticed 164 non-resident majority students into a minority isolated school topping Webster's number by two. Three new University Lab programs will open in the Fall. Two will be located in minority isolated schools (Baker and Emerson)

and one will be Sunset View in Point Loma. In evaluating the magnet programs, a number of monitors thought it would be helpful to talk to or, at least, have information on dropouts from the programs. Despite repeated attempts no information has been provided the Task Force regarding magnet program dropouts.

6. Is the magnet program a viable tool for integration? This is a serious question and deserved a thoughtful rather than a simplistic answer. 3,900 majority and 3,300 minority students participated, making a total of 7,200 involved. Countless hours of dedicated and committed staff time went into designing, creating, planning, administering, teaching, counseling, feeding, housing and moving these 7,200 students, not to mention the reams of paper used in planning, carrying out and keeping records on the programs. It would be nice to be able to say that each one of these 7,200 students made a direct contribution to the integration of the San Diego schools.

The Carlin plaintiffs admit that at least 1,466 of these students can legitimately be counted as either "desegregating segregated students" or helping to "stabilize 'tipping' schools." It can be safely assumed that these figures are not inflated. Plaintiff's figures excluded minority students who are resident students in "magnet programs," and we take issue with this. It seems obvious to us that the 280 resident minority students at Webster and the 468 resident minority students at Valencia Park are having a desegregated educational experience (if not an integrated one) when one considers the overall racial balance at those schools. On this basis, one could add almost another 1,000 to the plaintiff's 1,466 giving a round figure of about 2,500 magnet program participants contributing to integration numbers. This is not an insignificant number when one considers that even number gains come hard in an integration program, especially a voluntary one. Whether magnet programs are cost effective in achieving integration numbers is a decision best left to the Court.

7. Beyond numbers and cost effectiveness, a few other remarks must be made in connection with the magnet programs. The dedication and commitment of hundreds of people involved at all levels of the magnet programs has to be seen to be appreciated. This is not to say that there aren't those in the magnet programs who are uncommitted and undedicated. It seems to the Task Force that they are in the minority. Commitment to the magnet programs is twofold. First, it is dedication and belief in the particular magnet program. Second, it is dedication and belief in the value of integrated or desegregated education. To make magnet programs

work as an integrative tool, this dedication is needed at both levels. There has been some evidence that some magnet program staff people are strongly dedicated to their program, but don't believe that an integrative educational experience is worthwhile. This negates their value to the program as conceived here. Conversely, a person firmly committed to the values of an integrated educational experience who doesn't really believe in bilingual education would be counterproductive in a bilingual magnet program. At the risk of being platitudinous, we would like to reiterate that dedication and commitment has to flow from the top down. In this case, that means from the School Board to the Superintendent to the central administrators to the site administrators to the teachers and aides and classified staff. Prejudice is exceedingly difficult to overcome even with goodwill and the best of intentions. Many monitors in the magnet program schools have commented on this. The Task Force believes that if every site administrator were forcefully informed by his immediate supervisor that the single most important item on his "fitness report" (to use an old Navy term) will be how well integration is working at his site, the program would progress much more rapidly. Under these circumstances, site administrators would find ways to change or eliminate staff members not committed to integration.

8. The following illustrates what can be accomplished when staff has the commitment referred to above. It is a paraphrase of a memo to a Task Force member from Jim Carroll, the Principal at Webster School. Webster is an inner-city school found to be minority isolated by the Court in 1977 when it was about 99% minority. It is now completing its second full year as a total school fundamental magnet.

"SUBJECT: IMPROVEMENT IN INDIVIDUAL TEST SCORES OF
SOME MINORITY CHILDREN AT WEBSTER

This memo is in reply to your inquiry regarding improvement in test scores among resident minority pupils at Webster.

Our Project Resource teacher reviewed the test records of children who qualified as participants under the Title I guidelines. The one criterion which qualifies children as project participants is scoring in the lower 2 quartiles on a standardized achievement test in reading or math. The test administered each spring is considered a pre-test to be compared with the test in the spring of the following year.

The 28 children whose records were reviewed qualified as project participants in the spring of 1977. All of these

children were enrolled at Webster prior to the commencement of the Fundamental School Program. They scored above the mid-point (Q3 or better) in the spring of 1978. Each had moved from scoring below the median to above in all cases."

This was after only one year in a racially balanced fundamental magnet school. Second year test results were not yet available.

LEARNING CENTERS

Achievement of Goals

Because the goals of the learning centers seem ill-defined, it is difficult for the Task Force to assess the achievement of those goals. If the goal was to bring minority and majority students together, the learning centers have done that; if the goal was to provide an enriched educational program, they have largely done that. However, if the goal was "learning," we cannot assess progress as there has been no testing. Additionally, if the goal of the learning center was to provide an integrative experience for resident students attending minority segregated schools, the program has not been altogether successful.

During the past school year, 13 minority segregated schools and 35 majority schools participated in the learning centers as four sites; Chollas and Grantville were in operation all year, and Carver and Stockton were opened during midyear.¹ In terms of numbers of students involved, each site had 300 students from minority segregated schools and 600 students from majority schools, or a total of 3,600 students.² Thus, if the goal was to mix large numbers of students, the learning centers have done so.

The learning center programs deserve high marks for providing excellent programs in P.E., math, science, art and music. Task Force members and monitors have been impressed with the quality and commitment of the teachers involved and the wealth of teaching resources. If the goal of the learning center was to provide educational enrichment, the inclusion of such basic educational programs as math and reading is questioned in that there has been little integration of the learning center basic programs with the home school programs. Providing exceptional curriculum materials and resources, which is necessary to make the learning center programs truly enriched, has resulted in some negative impact at school sites where the learning center is a school within a school. Some students and parents developed feelings of resentment towards the learning center students and the district. Feelings were characterized by such statements as "White money follows white students," "Why can't I go to the learning center?" "How come my child can't attend the learning center?" "Where was all that equipment before the white kids came?"

1 Attachment "Students Attending Learning Centers"

2 Actual enrollment as of 5/25/79 was 3,287

During the community meetings held by the Task Force, almost all participants stated that the desire to obtain "quality education" was the prime motivation for their participation in the integration programs. The expressed goal of providing "quality" educational programs in the learning centers is not borne out because of lack of testing. Admittedly, to test the learning center participants as to what they learned, how much they learned, or how they benefited, is no easy task. Opinion surveys will not substitute for student tests. However, if potential participants are to be attracted to the learning centers on a larger scale, more precise and definitive evaluations of the educational programs need to be done. Additionally, it is our opinion that the degree of benefit that accrues to participants differ widely due to the broad spectrum of grades and knowledge among the students. Classrooms not only may include pupils from grades four, five and six, but achievement levels may vary from third grade to secondary. How well the teachers are handling the academic diversity is unknown.

Learning centers generally have not provided an integrative educational experience for the vast majority of resident students of minority segregated schools. Nine of the thirteen minority segregated schools which participate in the learning center program have no special integration program at their school site. The two minority segregated schools that are learning center sites benefit minimally. Learning center students have little contact with resident students and little is shared in terms of resources or teachers. At Chollas there was no interaction among the resident students, whereas at Stockton there were several programs that provided a good integrative experience.

Problems and Possible Changes

The Task Force and learning center monitors have identified many areas of concern. Whether particular concerns are amenable to changes for the better depends on the complexity of the problem. The challenge of teaching students of widely diverse academic, cultural and social backgrounds defies simple solutions. The Task Force can identify academic diversity within the classroom as a problem; we have no solutions for handling the diversity. Similarly, it is unclear whether providing one day a week for 36 weeks is enough of an integrative experience to satisfy the Court's concern for "quality integration." Does that length of interaction promote cross-cultural understanding, does it promote negative impressions, or does it have no effect?

As stated above, the learning center program has no clear goals. Without clear goals and objectives, it is difficult to evaluate or to make program changes. Program policies such as which schools should participate, what should be the optimum student ethnic mix, how should instructional time be structured, should students be tested, and other program considerations should be made to achieve stated goals and objectives.

Orientation programs for students and parents were inadequate except at Carver. Orientation was often left to sending schools, except for Carver whose staff visited feeder schools. It appears that Carver benefited from the experience of the learning centers that started earlier, and that Carver had longer to prepare. We recommend more planning of orientation programs for students and parents.

The numerical distribution of two-thirds majority students and one-third minority students does not seem to be reflected throughout the classrooms. If the goal of the program is to provide an opportunity to learn about different cultures through personal exposure, a two-thirds/one-third ratio does not seem relevant. Would not a higher ratio of minority students such as 60/40 or 50/50 provide more opportunity for majority students to get to know minority students?

The academic diversity within the learning centers is greater than normal due to the inclusion of fourth, fifth and sixth graders in combination with schools of differing achievement levels as measured by standardized tests. Some feeder school teachers feel that the basic programs at the learning centers are not meeting the needs of their students. As mentioned earlier, we have no solutions for this problem; however, the learning centers could plan their student participation along grade levels instead of across three grade levels.

Teachers have mentioned that there is a loss of actual teaching time for students participating in the learning centers. Students need some time to settle down at their regular school after attending the learning center, and time is also lost when changing rooms at the learning center. Elementary school children normally do not change classrooms and usually are out only for recess or assemblies. Additionally, the learning center students disrupt the regular classrooms as they change rooms. This is especially apparent at Chollas where the learning center classrooms are located in three different areas of the campus. It is recommended that the district look into use of block time at the learning

centers such as two or three weeks at a time. Learning center classrooms should also be placed apart from regular classrooms so that they are less disruptive to the rest of the school.

Although homeroom teachers accompany their students to the learning centers, there seems to be little coordination between educational programs of the learning center and the home school. Some teachers try to bridge the gap between the two programs; others consider the learning center program a waste of time. Communications between the learning center teachers and home school teachers is informal, and there is no formal evaluation of the learning center program in terms of academic growth or attitudinal change.

Probably the greatest problem surrounding learning centers located within a larger school has been the development of resentment among resident students, parents, and teachers. The presence of teaching resources and outstanding teachers recruited for the learning center programs has given the learning centers an aura of elitism. Limiting the amount of participation from resident students at learning center sites has fostered and reinforced feelings of "second-class" status and alienation. It is recommended that all learning centers plan for participation of all fourth, fifth, and sixth grade resident students; it is our understanding the district intends to do this next year.

The vast number of students involved coupled with the scheduling pattern of participation once a week raises a number of questions about the effectiveness of the educational and relational aspects of the program. Learning center teachers are at a distinct disadvantage in getting to really "know" the students involved. Regular classroom teachers only need to know about 30 students per year. Learning center teachers need to become familiar with 900 students per semester, an impossible task. Additionally, students see each other only once a week. Is this enough to develop positive attitudes between majority and minority students?

Finally, race/human relations programs have produced questionable impact. Although the concept of regularly scheduled group discussions or "rap sessions" appears to be sound, something is lost in the implementation. Elementary school students may have difficulty in grasping abstract ideas relative to human relations. Some programs seem strained, artificial, and ineffective. It is interesting to note that the human relations programs at learning centers are moving towards problem-solving discussions rather than discussions on such topics as values, cultural norms, etc. It is recommended that race/human relations programs focus on real situations with emphasis on race relations. Some schools have developed good human relations programs. Sunset View is one of these.

VEEP

It is important to note that the following are the perceptions of the monitors, comments made by parents at the community hearings, and a consensus of the Task Force members. Conclusions are summarized as follows:

The report covers observations by monitors at eight Unified District schools: Crawford, Mission Bay, Kearny, Einstein, Muirlands, Hale, Henry, La Jolla. The overall picture is positive with progress being shown at most schools. An exception that might be noted is Mission Bay where negative comments are made by monitors in all aspects of the program. Both at Muirlands and Henry, monitors made note of the fact that minority staff members had been assigned and were instrumental in progress made at these schools. Improved bus service was reported as a positive in improving the program at Hale and Muirlands.

One factor in common at Muirlands and Einstein was difference in academic levels of resident and VEEP students which was reported by faculty as a difficulty in the classroom situation.

It is obvious from comments from monitors and from community hearings that one of the main concerns, certainly of the minority parents, is that the Unified School District make a firm commitment to quality education. However, the definition of what constitutes "quality education" varies from a basically strong reinforced program of the 3-R's to a strong 3-R program, but one that includes alternatives or enrichment opportunities, such as languages, arts, vocational training, etc.

Comments from the community hearings at Lincoln High School indicated very strongly that the people in the community were not interested in busing students as much as they were in quality education at Lincoln. There seemed to be much pride in the school, but parents indicated that specialized advanced classes, such as algebra, trigonometry, etc., were not offered at Lincoln, thus the number of students going on to college from Lincoln was minimal.

There seems to be an extremely strong feeling by minority parents that the burden of busing in the VEEP program is upon them. It was stated many times that 3600-plus minority students are being bused, but only 20-plus majority students are being bused. This discrepancy was noted many times with the statement that the voluntary program must be a two-way street. Strong concerns were noted by monitors that busing students, in fact, isolated them. In the case of the majority student being bused to an isolated school, that student received preferential treatment. In fact, that student became an elitist.

A suggestion made was that there should be an analysis of classes in the receiving schools to see if isolation does exist in these classes. Various school monitors suggest that students accept minority VEEP students more positively, in selected cases, than the community, staff, or parents. One of the monitors stated that because of the small number of majority students at VEEP schools, no significant differences in treatment were noted.

The following point regarding VEEP schools was voiced by parents and monitors: VEEP schools are not really making a concerted effort to actively recruit students to transfer to other VEEP schools. Often, it was noted, not only was there not an effort to transfer students with ability, but that students with histories of poor conduct at the sending schools were "dumped" on the host school.

Race/Human Relations Program As It Relates to VEEP

The quality of the Race/Human Relations Program varies greatly from school to school. Reactions from the monitors, such as the following, seem to indicate that in some schools this aspect of the program seems to be focused on individual problems and/or incidents rather than an on-going integration learning experience for students.

"Staff training regarded as useless."

"Number quota filled but little interaction."

"Minority community aide handles VEEP problems as they occur."

In all probability, a germane statement to be drawn from the monitors might be to the effect that the administration, faculty and staff in some of the schools are not interpreting this race/human relations program as a "whole" but taking what action that "has to be done" on a daily basis, but not taking the positive steps needed to improve and encourage interaction among students and community as an on-going program.

Community Involvement

Statements from monitors, administration, staff and faculty all seem to agree that there must be more positive parent involvement in the voluntary integration program. In order for a voluntary program to succeed, it is imperative to have a strong commitment on the part of the community as well as the school. This community/parent involvement seems to be lacking, particularly in the Mission Bay and Einstein areas.

QUALITY EDUCATION

Halfway through the first year of our Task Force, the Court asked us to evaluate the quality of education in San Diego city schools. A subcommittee of the Task Force, including individuals from the College of Education at San Diego State University has looked at the issue and made the following recommendations.

It is our belief that we do not have sufficient information at this time to make a reasonable assessment. We would recommend that the following suggestions be adopted during the next school year.

1. We request in writing from the school district and the plaintiffs what subjective, objective or quantifiable criteria they would suggest be used to evaluate the quality of education.
2. We focus on the following set of schools:
 - a. Four high schools: Lincoln, San Diego, an upper income and a lower income isolated white high school
 - b. A feeder junior high school to each high school
 - c. A feeder elementary school to each junior high school
3. We obtain from the school district and the principals of the schools the educational goals and objectives of the schools, an assessment of how well those goals are being achieved, and the factors determining degree of success in achieving the objectives.

Further, we obtain

- a. Performance of schools (students) on mandated tests
 - b. Post graduation performance of students in next public school (i.e., in junior high from elementary, in high school from junior high), in the job market, in college.
5. We compare the credentials of the teachers at various schools: number of years of teaching experience, and highest educational degree. If possible to obtain, it might be informative to know whether degrees are in education or in academic disciplines.

The Integration Task Force has the following other concerns:

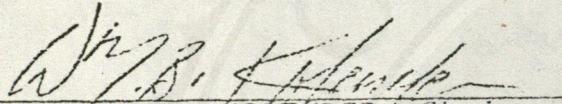
1. It is our recommendation that the Optional Attendance Zones be eliminated, as directed by the Court, effective December 1979, and that when the new zones are established that they be done so in a manner that would enhance racial integration.
2. Lincoln High School - We have concerns about Lincoln High School and particularly the planning for the new magnet program. The community and the monitors are continually referring to the issue of quality education and feel Lincoln is not very high on the priority list. Lincoln is symbolic to many people in Southeast. It is our consensus that the planning for this magnet has been inadequate. It is our understanding that next year there apparently will be two special classes but the decisions regarding which classrooms, how the program will fit in with the rest of the school, parent involvement, faculty preparation, etc., have not been made; and there appears to be confusion and a lack of information on the part of the Lincoln community on the status of proposed plans for Lincoln next year. Our recommendations are:
 - a. That the district involve the community in planning the integration program prior to its implementation
 - b. Implementation of the Lincoln master plan for physical plant improvement be completed before the integration plans take place
 - c. That a functioning race/human relations plan be in place before any integration plan.

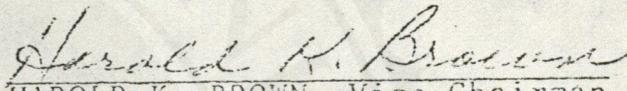
The Honorable Louis M. Welsh
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We believe that the monitors have performed a great public service and have done their job in a dedicated and professional manner. We congratulate them!

We as a Task Force do believe in voluntary integration. We hope that the schools will make the improvements noted and that the people within the community of San Diego will take advantage of the various educational experiences that are being offered.

Respectfully submitted,


WILLIAM B. KOLENDER, Chairman


HAROLD K. BROWN, Vice-Chairman

Task Force Members:

JAMES ANDERSON
FRED CASTRO
PHILIP DEL CAMPO, PH.D.
ELVIRA DIAZ
GEORGE GILDRED
LEE GRISSOM
ANN HUNSAKER
TOM JOHNSON
THE HONORABLE JUDITH KEEP
MEL LOPEZ, PH.D.
JUDY McDONALD
REV. GEORGE D. MCKINNEY, JR.
RALPH R. OCAMPO, M.D.
HARTWELL RAGSDALE
WILLIAM B. ROHAN
BEVERLY YIP

Attachments

ATTACHMENT 1

STUDENTS ATTENDING LEARNING CENTERS

STOCKTON LEARNING CENTER		CARVER LEARNING CENTER		GRANTVILLE LEARNING CENTER		CHOLLAS LEARNING CENTER	
<u>School</u>	<u>No.</u>	<u>School</u>	<u>No.</u>	<u>School</u>	<u>No.</u>	<u>School</u>	<u>No.</u>
Loma Portal	82	Johnson	60	Baker	30	Stockton	62
Jerabek	30	Ericson	60	Horton	30	Scripps	60
Emerson	60	Walker	60	Sunset View	59	Clay	62
Stevenson	60	Lowell	30	Franklin	50	Kennedy	60
Cadman	30	Emerson	30	Kennedy	64	Marcy	32
Sessions	30	*MacDowell	60	Bayview Terr	60	Whitman	30, 60
Fulton	60	Wegeforth	60	Franklin	62	Freese	59
Whittier	60	Fulton	60	+Freese	30, 30	Crown Pt.	60
Grant	60	Lowell	60	+Alcott	30, 30, 30	Grant	59
Sherman	30	Dailard	30	Horton	62	Lowell	56
Pacific Beach	60	Ocean Beach	30	Cleveland	60	Jones	89
Hawthorne	60	*MacDowell	60	Barnard	66	Ocean Beach	30
Logan	60	Sherman	60	Marvin	65	Balboa	59
Curie	30	Lafayette	130	Torrey Pines	64	Tierrasanta	62
				Chollas	60	Curie	30
						Grantville	33

*These represent different classes sent on different days of the week.
These are not the same 60 students in each class.

+These represent different classes sent on the same day of the week.

	<u>TOTAL STUDENT POPULATION</u>	<u>TOTAL ENROLLED IN MAGNETS</u>	<u>TOTAL ENROLLED IN LRNG CTRS</u>	<u>TOTAL NOT INVOLVED IN ANY PROGRAM</u>
Baker	514	27	30	457
Balboa	979	12	59	908
Burbank	304	17	0	287
Chollas	407	20	60	327
Emerson	552	32	90	430
Freese	740	32	119	589
Fulton	255	30	120	105
Horton	489	42	92	355
Johnson	251	33	60	158
Kennedy	686	44	124	518
Knox	366	114	0	252
Logan	972	16	60	896
Lowell	485	15	146	324
Mead	285	24	0	261
Sherman	1009	9	90	910
Stockton	555	31	62	462
Webster	454	15	0	439
Gompers	444	11	0	433
Memorial	971	12	0	959
O'Farrell	768	26	0	742
Lincoln	1162	80	0	1082
Morse	1857	60	0	1797
Valencia Park	618	90	0	528