

SAN DIEGO INTEGRATION TASK FORCE

May 10, 1982

The Honorable Franklin B. Orfield
Judge of the Superior Court
County Courthouse, Department 24
San Diego, CA 92101

RE: INTEGRATION TASK FORCE REPORT

Dear Judge Orfield:

The San Diego Integration Task Force has completed its fourth year as the Court's monitor of the San Diego Plan for Racial Integration. This year there were 15 members of the Task Force, all of whom served the entire year. The membership continues to reflect the ethnic composition of the greater San Diego Community.

HISTORICAL PERSPECTIVE

As noted in last year's report:

"During the first year, the ITF was mainly concerned with the quantifiable measurement of the desegregation of the twenty-three racially isolated schools, investigating the race/human relations program, getting acquainted with Board members and District personnel, and generally trying to determine if progress was being made. The second year focused heavily on the question of quality education, while continuing to look at the same areas examined during the first year. The evaluation strategy for the third year of the ITF was to give equal emphasis to the areas of desegregating the twenty-three schools, quality education in those schools, and race/human relations."

THE COURT'S CHARGE

This year's investigation centered on the three charges identified in the Court decision of this past summer. 1. Monitor, analyze and evaluate the human/race relations program used throughout the district, with particular emphasis upon the effectiveness of such programs in those schools that receive VEEP students. 2. Monitor classroom activity to determine whether there is instruction in oral communication and of what such instruction consists. 3. Monitor classroom activity to determine whether individual classes are appropriately desegregated or whether there is a pattern of segregating races within a school.

During the course of the year, the Task Force took on two additional items identified by the Court: magnet enrollment eligibility and school closure. Finally, the Task Force was authorized to investigate other areas which "warranted our attention."

The Task Force met every two weeks in a minority isolated school for the purpose of learning from the school's personnel the strengths and weaknesses of individual programs. The Task Force also met at the District Transportation Center to learn more of the complex issues involved in implementing a desegregation program of this magnitude. The Task Force concluded with private meetings for purposes of reviewing the year's activities and writing the report.

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In addition to regular meetings of the Task Force as a committee of the whole, individual subcommittees were organized to investigate specific charges of the court. Those subcommittees included; the Race/Human Relations Subcommittee, the Oral Language/Bilingual Program Subcommittee and the Integration of the Classroom Subcommittee.

DEFINITIONS

Within the Report, the words "Integration" and Desegregation" frequently appear. The Task Force views as "Desegregated" those schools who's enrollment approximately reflects the majority-minority composition of the community. The Task Force views as "Integrated" those schools which are desegregated and seem to have true, healthy interaction between students. The Task Force believes that quality integrated school programs will serve as the best model for long term desegregation efforts in the San Diego City Schools.

COMMUNICATIONS

The Task Force has encouraged open communications with District personnel, members of the staffs of individual schools, representatives of community programs and concerned parents. The Task Force itself and individual members of the Task Force continue to be a conduit for community concerns. In each of these lines of communications, the Task Force continues to encourage candor in the belief

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that only open dialogue will improve the ability of this community to successfully desegregate its minority isolated schools.

We are encouraged by the tenor of remarks and the attitude demonstrated by the current leadership of the San Diego Unified School District (District). The acting Superintendent acknowledges the strengths of his personnel and programs in many schools, and also acknowledges that there are still many areas that need improvement. We believe that successful integration of the schools must start with a positive attitude at the level of the Board and Superintendent and we appreciate the commitment of the Board and Acting Superintendent in this regard.

This has been a year of considerable turmoil and adjustment within the District and specifically the integration program. Significant turnover in the past year at the Board of Education level and top administration have not only brought new faces to the task, but have also required much education and homework to be done by those most responsible for decisions in this area. We have been encouraged by the attendance and participation of Board Members and the District staff at ITF meetings and believe that these signs bode well for the future.

CONCLUSIONS

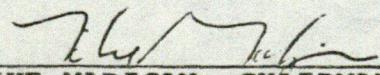
The current Task Force conclusions reflect both the intent of the Court Order to desegregate 23 minority isolated schools and the economic and political realities of today. These economic and political realities include: 1) declining enrollment in several of San Diego's older communities, 2) the loss, and potential loss, of State and Federal revenue resources historically designated for desegregation purposes, 3) dramatically increasing costs of operations relating to energy, capital, equipment, textbooks and a variety of other expenses, and 4) the inability of the local district to generate additional revenues locally to deal with those increasing costs. As monies for integration programs are cut, pressure increases to drop those currently in place. As part of our report, the Task Force will recommend priorities for programs. The Task Force believes that fiscal responsibility in the integration effort is necessary in order to gain maximum community support for those efforts. Such fiscal responsibility for those programs necessary for desegregation is essential to generate public support on which the community can build for the next 4 to 5 years. Thus, use of future funds allocated for desegregation purposes should be limited to the remaining 18 schools which are still minority isolated.

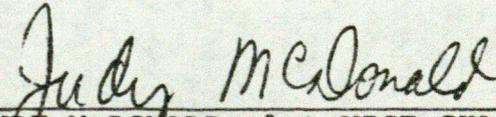
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The Task Force believes that the District cannot accomplish its goal of desegregation of the 23 schools without the support of the greater community of San Diego. We are encouraged by actions such as the program scheduled by Messrs. Ward, Hanson and Page on May 14, 1982 to develop "a closer relationship between the business community and our public schools..." Much more can and must be done by business and other segments of San Diego's leadership.

It is our hope that the desegregation of the City's schools will encourage the integration of our community. To require the desegregation of minority isolated schools is to ask the Board of Education and the children of this community to play a positive role in reversing a historic pattern of racial isolation in the housing patterns of this community. In order to assist the Board and our children in attaining this goal in a fiscally and educationally responsible manner, all elements of the San Diego Community must take seriously the underlying causes of segregation and begin to take active steps toward their alleviation. The ITF remains convinced that the goals of desegregation of minority isolated schools and the integration of the greater community are both feasible and important assets to the future of San Diego.

Respectfully submitted,


MIKE MADIGAN, CHAIRMAN


JUDY McDONALD, 1st VICE-CHAIR

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CHARGE TO THE INTEGRATION TASK FORCE
1981-1982 SCHOOL YEAR

1. Monitor, analyze and evaluate the human/race relations program used throughout the district, with particular emphasis upon the effectiveness of such program in those schools that receive VEEP students.
2. Monitor classroom activity to determine whether there is instruction in oral communication and of what such instruction consists.
3. Monitor classroom activity to determine whether individual classes are appropriately desegregated or whether there is a pattern of segregating races within a school.
4. Question of magnet enrollment eligibility.
5. Question of school closures.
6. Monitor, analyze and evaluate any other program or activity which is a portion of the desegregation plan and which, in the opinion of the Task Force requires its attention.

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MAY 10, 1982

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RESPONSE TO CHARGE 1:

MONITOR, ANALYZE AND EVALUATE THE RACE/HUMAN RELATIONS PROGRAM USED THROUGHOUT THE DISTRICT, WITH PARTICULAR EMPHASIS UPON THE EFFECTIVENESS OF SUCH PROGRAM IN THOSE SCHOOLS THAT RECEIVE VEEP STUDENTS.

FINDINGS

The Race/Human Relations Subcommittee began the current year's effort with meetings with Mr. Ed Fletcher and Dr. Yvonne Johnson to ascertain the District's response to the Task Force's recommendations of the previous year. It was gratifying to see that during the summer the Race/Human Relations central office prepared a guide for developing sequential and developmental Race/Human Relations programs. In addition, the Race/Human Relations program was given more emphasis within the administrative structure, which helped to highlight the importance of this program.

The Race/Human Relations Subcommittee decided to carry out its charge through a random review of typical site plans and chose approximately 20 schools to visit. Due to the late start and the limited availability of monitors, the Race/Human Relations Subcommittee opted to focus on the questions of how site plans were developed and whether there were measurable performance objectives and standards. Visits were carried out during the

months of March and April. An interview guide was developed and was used in monitoring these schools.

It gives us pleasure to report that the District has developed an improved program guide and there is evidence that some schools did utilize this material and attempted to carry out the District's goals in Race/Human Relations. Some schools have even developed standards and tools to measure behavioral outcomes which document the effectiveness of their program. It was apparent that when site coordinators knew what the program goals were, and also possessed the necessary skills to implement the program, the results were encouraging. The subcommittee saw evidence in a number of schools that the Race/Human Relations programs were moving away from pot-lucks and fairs to meaningful classroom activities which specifically addressed the issues of cultural differences.

However, some of the concerns identified in previous ITF reports remain. In the 1981 report the Task Force stated:

"Race/Human Relations programs at the site level are only as good as the site personnel involved. Where there is strong commitment and leadership from the site administrator there are good Race/Human Relations programs. Unfortunately, there is no consistency within the District with probably more poor programs than good programs."

Factors which contribute to this situation include the following.

1. There is lack of direct authority on the part of the Race/Human Relations central office over the site program. There seems to be no way for the central office to require compliance on the part of individual sites.
2. There is unevenness in terms of resources available to each site. Large schools have more personnel to oversee Race/Human Relations activities as compared to smaller campuses which only have a principal with responsibility for all programs. Race/Human Relations coordinators often are full-time teachers with additional responsibility for this program.
3. Skills in Race/Human Relations program development and implementation vary significantly from one school to another. This is especially critical in view of the fact that historically the overall program was developed to permit the greatest latitude for each school to ascertain its own need and develop its own program in response to that need.

During the monitoring process, the following functions remained of concern.

DEVELOPMENT OF SITE RACE/HUMAN RELATIONS PLANS

Some sites do not know how to do a needs assessment. As a result, some site plans do not reflect the needs and problems of the specific campus. In addition, the quality of the individual site committees charged with the responsibility of plan development is uneven. Ethnic composition of the site committee sometimes does not reflect the ethnic composition of the student body. Training and efforts to broaden the composition of the site committees would enhance the quality of the site plans.

Inherent in this situation is the fact that these committees frequently have low expectations for the results of their efforts. Therefore, plans often are merely compilations of activities which are not aimed at solving the problems of the specific site. They are often too ambitious and unrealistic in terms of time available to complete them. We recommend that site plans be simplified, that they be based on the realities of the specific site, and that measurable objectives be met.

Although the Race/Human Relations central office staff endeavors to critically review each site plan for conformance with the District's

expectations, and to return for revision those plans which are deficient, it was found that some schools disregarded this input, indicating problems with this process. All sites must be required to have plans which meet the District's Race/Human Relations expectations.

MEASURABLE OUTCOMES FOR EVALUATION PURPOSES

The Race/Human Relations program still endeavors to change and improve the attitudes of the students and faculty. Because attitudes are difficult to change and changes in attitude are difficult to measure, adequate evaluation of the success of the program is not always possible. In reviewing the site plans it was evident that these programs are still based on process objectives, that is, how many individuals attended an event or whether it occurred, rather than behavioral outcomes such as a decrease in the incidence of name calling, or a decline in the number of interracial fights.

The Task Force recommends that site plans identify measurable behavioral outcomes as the desired result of the Race/Human Relations effort, and indicate whether these behavioral outcomes have been achieved.

ATTITUDES TOWARD THE RACE/HUMAN RELATIONS PROGRAM

Despite good intentions and well-meaning efforts on the part of many people within the District, the attitude towards the Race/Human Relations program, in many instances, has become one of disenchantment. There is still resistance to the mandatory ten hours of in service training, the laborious task of preparing site plans, and the general feeling that the results are not worth the considerable effort in terms of time and dollars.

Perhaps a reorientation to a sequential, developmental Race/Human Relations program would provide an opportunity to generate new enthusiasm for this very critical program. We believe that there is ample expertise available within the District and this county to develop a less onerous, more effective Race/Human Relations program.

As part of the Race/Human Relations Subcommittee monitoring efforts, a hearing was held to invite input from parents and students of the VEEP program. This hearing was held, not to provide a forum for complaints, but rather to provide an opportunity to identify problem areas. Results of this hearing follow. The Task Force provided a transcript of the hearing to the Community Relations Office and we are pleased to report that the Community Relations Office undertook to follow-up expeditiously the concerns expressed at the hearing.

COMMENTS FROM VEEP PARENTS AND STUDENTS
SPECIAL MEETING, APRIL 14, 1982
EDUCATIONAL CULTURAL COMPLEX

With support from City Schools in the form of meeting notification to every VEEP student and parent, the Race/Human Relations Subcommittee of the Integration Task Force held a special meeting to receive input. The meeting was held on April 14, 1982 from six to ten p.m. at the Educational Cultural Complex - a location which was accessible to many parents and students. The meeting notice was sent out at least one week in advance, but unfortunately, was not translated into Spanish. A total of 46 individuals attended the meeting and sixteen requested to speak. For those who have had experience in working with disadvantaged minority communities, the difficulty in enticing parents to attend meetings such as this is appreciated. Therefore, the members of the subcommittee were appreciative of the relatively good turn-out.

Although the comments which were received during the meeting may not be representative of the universe of VEEP students and parents, the feedback and concern, especially as they related to specific schools, was valuable. A transcript of the meeting tapes and the sign-in log are included for the Court's files. The following are impressions which were extracted from the transcripts.

Although transportation is generally available up to five p.m. in the afternoon for after-school activities, there is no transportation for social activities in the evenings, such as school dances, banquets, parents' open house, et cetera. There is a feeling that the reason for not providing transportation is that there is no desire on the part of the school to promote cross-cultural social interaction. The issue of cost and the question relating to the extent of the school's obligation to provide transportation are policy considerations which seem not to have been dealt with or shared with parents.

Other transportation concerns were expressed by parents who wanted to visit VEEP campuses. One parent was informed that she had to give the school a two day advance notice. Another concern was the issue about whether bus drivers had different yardsticks for acceptable noise levels on the buses. A bus driver can refuse to allow a VEEP student to ride on his vehicle and force the family to pay for public transportation if the child's behavior is deemed unacceptable.

There remains an impression that some teachers are prejudiced and that some school administrators have not will or power to change or correct the situation. Several specific incidences and individuals are cited. Clairemont High School and Marston Junior High School,

schools which in previous years had difficulties in maintaining positive race/human relations programs, were the subject of many comments. A particularly sensitive issue was the ethnic composition of the cheerleading team at Clairemont High School. Apparently, there had never been a black cheerleader in Clairemont's history. The comments received underscored the Integration Task Force's belief that positive leadership and commitment to equality for all students, regardless of color, is essential for "good" school climate.

The comments we received about University City High School were also of concern. Input from a former community aide assigned to the VEEP program indicated that in her view there has been a lack of attention or concern about developing positive integration of the VEEP students. According to her, teachers and students seem to be biased against the black students who are bussed in. The aide says that she has seen a teacher hide her purse when she saw the VEEP students enter. They were blamed for graffiti and locker break-ins, yet when these things reoccurred during Easter vacation and there were no VEEP students near the school site, the unwarranted assumptions were not addressed. The former community aide was hired to assist the VEEP students, but she was assigned during her time on campus to guarding the lockers. A white office staff person was given her duties of assisting the VEEP students, however, she was unable to establish rapport with the VEEP students.

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Because of her frustrations, the community aide resigned her job.

The acceptance of behavior which aggravates racial tension and which does not promote a positive school climate remains of concern to the Task Force. We are concerned about practices which support "blaming the victim" and are non-supportive of a strong, positive race/human relations climate. The general acceptance of name-calling also gives young people the idea that to treat other people poorly is permissible. Several parents stated that they were counseled by school staff that their children must expect a certain amount of name calling. In turn, the parents advise their children to accept the taunting and not fight back because it will lead to suspensions.

A general theme which ran through much of the comments was the lack of communication, or the barriers in communication, between the home and school. Some of the parents felt that they were not informed that their children were having difficulties until the situation was very bad. Some said that they were not made to feel welcome when they visited the school, sometimes at great expense in terms of time away from work. Calls and messages were not returned promptly, or at all in some cases. Communications to parents relating to enrollment in special integration programs was also a problem.

All those who spoke were asked about the race/human relations programs at their child's school. Generally, none of the speakers

had much to say about the race/human relations program. They either didn't know that an activity was a race/human relations activity or they had not participated in any. Since the speakers were parents, it is possible that they had not been involved in any race/human relations activities and that their children were not able to relate to their parents about their participation in school race/human relations activities, or didn't understand that specific activities had as their purpose the enhancement of race/human relations.

Not all comments were regarding problems at the various VEEP receiving schools. Several speakers spoke highly of the program at Silvergate Elementary. An Hispanic parent spoke her satisfaction with the program at Torrey Pines Elementary. Several parents praised the academic programs their children received at such schools as Standley Junior High and La Jolla High. One parent said it very well when she was asked if she would still send her son to La Jolla in spite of some negative experiences. She said that she would because she valued the integrated learning experience her son was being exposed to.

RESPONSE TO CHARGE 2

ORAL COMMUNICATION INSTRUCTION PROGRAM
&
THE LIMITED ENGLISH PROFICIENT AND NON-ENGLISH PROFICIENT
(LEP/NEP) CHILD

ORAL COMMUNICATION INSTRUCTION PROGRAM

To quote from the District's ORAL LANGUAGE INSTRUCTION Handbook
1981-82,

"In 1977, the inclusion by Judge Louis Welsh of attention to oral communication instruction in his integration order for San Diego reflected a recognition of the need for students to communicate across cultures, and the escalating importance of communicative skill to social, educational and career goals. District staff, accordingly, developed the Oral Communication Instruction Program (OCIP), building on an oral language curriculum already in place, especially at the elementary level. OCIP is designed to help all students in grades K-12 to control and expand their communicative skills. It is the result of an intensive planning and implementation program by district teachers and administrators over a three-year period."

The program is currently in place Districtwide with special assistance provided in 53 schools, including all the minority isolated schools.

At the elementary level, the OCIP curriculum has been written to augment existing texts; the manual is distributed to all classroom teachers. Inservice is available to teachers and principals.

At the secondary level, OCIP course guides were developed for use in English classes. Inservice was available for English department chairmen and some administrators.

The Integration Task Force monitored 19 schools, five secondary, 13 elementary and one middle school.

Reports from the monitors reflect mixed reviews of this program. Most schools report that there is increased emphasis on oral language since the inception of OCIP, however, at the elementary level many teachers reported that good teachers stress these skills within normal curriculum. Several schools reported extensive use of the District's materials while others have not because the school has determined there are already too many mandated programs. However, in most instances, sites responded positively when asked whether OCIP was important to the integration effort. Concern was expressed that there was little monitoring of the program being done by the District.

Secondary schools expressed more support for the program and all viewed oral language instruction as essential to their student's potential success in the world.

The monitors summarized their efforts by stating,

"From our observations at the elementary level, we feel that there are already programs in place emphasizing oral communication and language development. There appears to be a good framework of monitoring and evaluation for these programs, and the District's Oral Communication Skills Program adds additional paperwork with little apparent benefit.

Our consensus is that the program would have more impact if concentrated at the secondary level, provided that definite tools and guidelines for monitoring are supplied by the District. An assesment of individual school needs would be of prime importance.

If the Oral Communication Skills Program does remain in place at the elementary level, the suggestions above would be applicable there also."

The Task Force concludes that if it is necessary to cut this program because of economic realities, it will not be sorely missed at the elementary level. However, the ITF is impressed with the oral language efforts being made presently at Morse and Lincoln and would encourage the continuance of the program at those schools and other secondary schools as needed.

THE LIMITED ENGLISH PROFICIENT AND NON-ENGLISH PROFICIENT (LEP/NEP)
CHILD

Recommendations

1. Review and consider reorganizing the bilingual offices into a consolidated division between Spanish and Indochinese programs.
2. Clarify policies concerning bilingual goals and operational means for achieving them. The separate directions of the two bilingual programs (Spanish and Indochinese) should be addressed. A single framework should be established to accommodate separate approaches.
3. Realistic and measurable goals, monitoring procedures and program effectiveness evaluation should be established for bilingual programs aside from the Spanish AGP.
4. Incorporate in personnel evaluations an accountability process which relates bilingual goals to performance of administrators and teachers, i.e., Stull evaluation.
5. Continue the current Spanish AGP plans.
6. Implement plans to the ESL curriculum. This format would entail specific goals, measurable objectives, monitoring and impact evaluation.

7. Upgrade selection and inservice training of ESL teachers.
8. Develop curriculum materials in the Indochinese languages.
9. Upgrade counseling and community relations capacity by inservice training or existing primary language teachers/aides.
10. Re-examine effectiveness of remedial programs for identified students who are below grade level. In this case identified means Lau students who are now in English speaking classes.
11. Develop a more comprehensive data system of tracking LEP students, including an evaluation of exited students.
12. Establish an educational policy dealing with illiteracy at the secondary level.
13. Strengthen the curriculum Programs Division in order to provide effective and accountable leadership in bilingual education.
14. The administrative structure needs to be reorganized in order that the elementary and secondary divisions are responsible for the success of the bilingual programs.

Last year's report emphasized the lack of administrative commitment to and consistency in primary language instruction, especially at the primary level. The District's two significant responses to those charges were the creation of special authority of the Indochinese section to direct its program at all school sites and the upgraded Spanish AGP. On both counts the District should be complimented for its efforts. McLevie's report (December 8, 1981) documents the District's increased commitment to and the resulting improvement of the Indochinese bilingual programs. The District's major commitment to the Spanish AGP program already has produced improved performance of LEP students (see Evaluation Services Department Report #313). The District should be applauded for these measures, but it should not falter in its effort to continue to upgrade the Spanish AGP and to create a viable Indochinese bilingual program. Since last year's report, the District has created a new and more effective Spanish AGP at the K-6 levels and is in the process of implementing the Spanish AGP at the secondary level. Our overall assessment is that the Bilingual Program shows promise of raising educational quality, but continuing changes in management are necessary for that promise to be fulfilled.

This year we examined the Bilingual Program at the secondary level, focusing on VEEP, bilingual primary language and ESL programs. The common issue linking an assessment of these programs is the continuing need to reorganize the management of bilingual education, a major issue identified last year.

Relation of the Bilingual Program to Integration

School desegregation poses the difficult challenge of integrating Hispanic and Indochinese students who are limited or non-English speaking into the mainstream of an educational system. It involves dealing with a student with linguistic, motivational and cultural differences in addition to racial and socio-economic differences.

The premise of the Bilingual Program is to give Limited English Proficient (LEP) students instruction in their native language while simultaneously acquiring English as a second language. In addition, the program in their primary language is intended to provide students with grade level materials so that when mastering English they can have a smooth transition into regular English classes.

Civil Rights advocates have argued that bilingual education is interfering with desegregation; however, both processes lead to integration by different means. Bilingual Education affords LEP students skills to become part of society. Under the Lau ruling and AB 507, bilingual education is intended to equip LEP students with an educational background which in turn will provide them with a chance of succeeding in a regular English-speaking class. Without this background, LEP students would suffer educational disabilities and hence unequal educational opportunities.

The numbers of LEP students have increased since last year from 10,006 to 12,052, or 20.5% growth. The most significant growth (an increase of 28%) occurred among the Indochinese student population. Currently, LEP students contribute about 9% of the total student population. This percentage is expected to increase. Another way to view this student population is to note that LEP students constitute 23% of all minority students. Therefore, any policy addressing minority students cannot ignore this population.

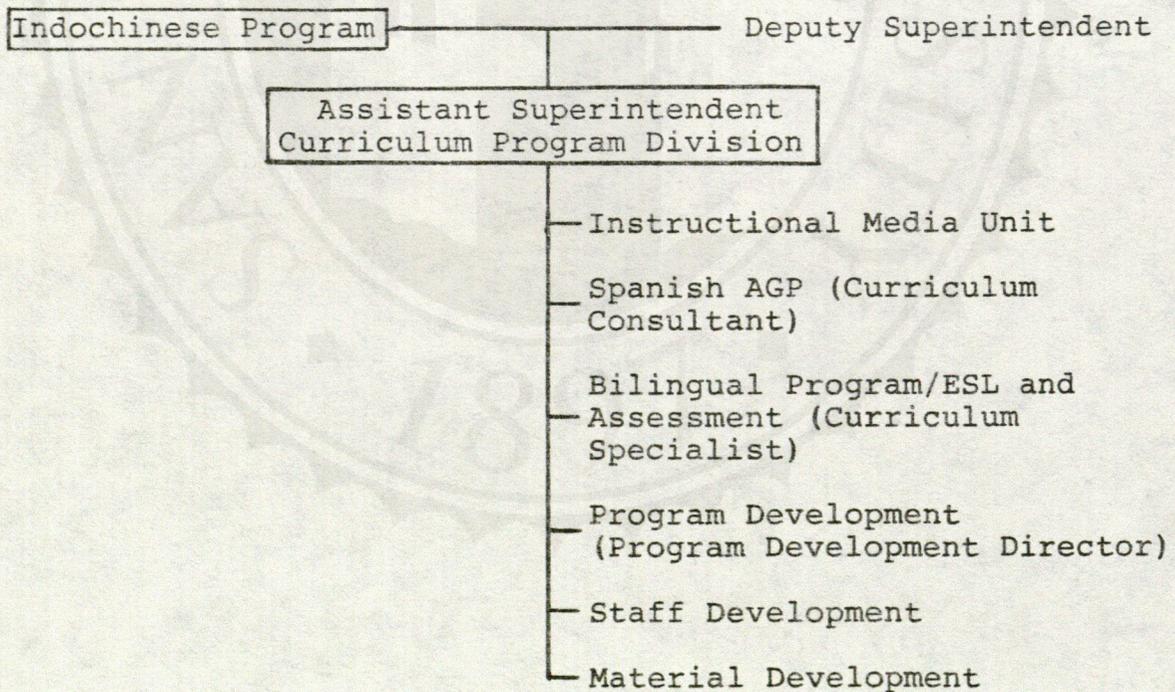
In attempting to evaluate the success of the program offered to LEP students, it was difficult to find accurate answers because of the scarcity of relevant data, but existing information suggests low performance among LEP students. For example:

- (a) Spring 1981 grade 5 CTBS scores of schools with a high concentration of LEP students (15% or more) reveal 18 of 22 (82%) of such schools perform below the district average in language and 19 of 22 (86%) of such schools perform below the district average in mathematics.
- (b) Spring 1981 grade 8 CTBS scores of schools with high minority or LEP concentration show 6 of 7 (86%) schools scoring below the district average in language and 5 of 7 (71%) schools scoring below the district average in mathematics.

- (c) Spring 1981 grade 12 CTBS scores of schools with minority concentration show all 6 (100%) schools scoring below the district average in both language and mathematics.

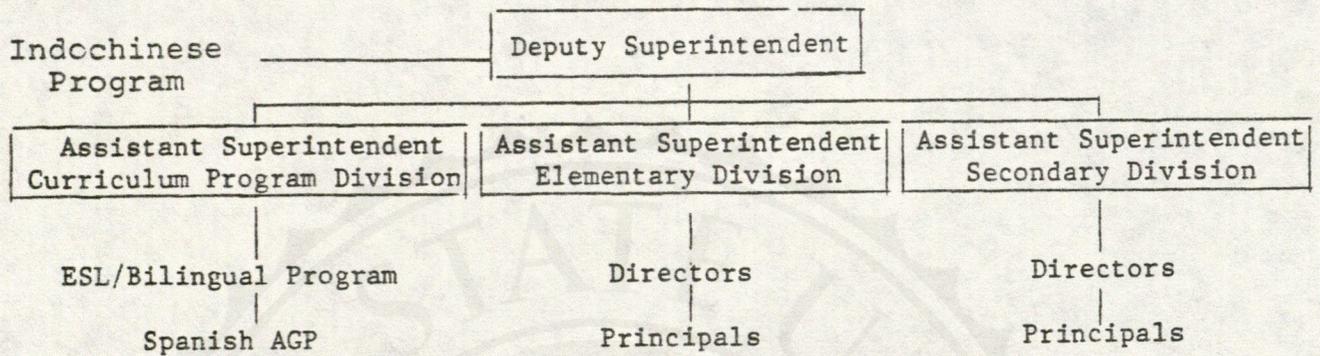
District Administrative Support

As this committee found last year, there continues to be a lack of support for both the Spanish and Indochinese Bilingual Programs. The administrative structure of the Central Bilingual Office has changed considerably from last year. The chain of command is now as follows:



It was felt that, by having the curriculum specialist for Indochinese education be directly responsible to the Deputy Superintendent, the program would be better coordinated and would receive more support. This interim reporting to the deputy tells one of two things or both; that the Indochinese program originally was not directed properly or that the political pressure was such that supervision at the top level was necessary to have a constant pulse of the direction and concerns. Nonetheless, this interim reporting chain is an indication that Curriculum Program Division needs strengthening, not only in its ability to dictate program delivery, but in regard to cohesiveness within the division. For example, the Bilingual Program and ESL are separated from Spanish AGP. Those areas should be under one direction to complement one another. This lack of overview for the programs (AGP, Bilingual and ESL) has led to fragmentation and differences in the monitoring of overall program goals.

There is also the long-standing operational procedure of elementary and secondary divisions' lack of coordination. After interviewing many of the key players within those divisions, it became apparent that not only was there no alignment to allow smooth transition for a student from elementary to the secondary level, but it is even worse for those students in Bilingual Programs. Below is featured an organizational chart of those key administrators who play a role in implementing curriculum.



In theory, the Assistant Superintendents should be working toward the same goals and objectives, thus allowing for free flow of information. Instead, there appears to be a territorial war between Assistant Superintendents, coupled with a failure to implement District policy on Bilingual Education. The philosophies differ considerably on the implementation of the program, most of which was contrary to policy.

The Directors, on the other hand, have the responsibility for ensuring that the Principals initiate plans which include the District's overall goals and objectives. Their plans include ensuring that curriculum is effectively implemented. This committee found that the Directors were limited in their knowledge of the Bilingual Program overall. How, then could an accurate evaluation of the program or of the Principals be made if the Principal is autonomous and can direct his/her staff to implement the programs as they interpret policy?

This administrative structure does not ensure that there is accountability to implement the ESL or Bilingual Program. The chain of command to resolve problems is less than desirable. For example, if a problem is seen at a school site by a staff member of the Curriculum Program Division, that person would then take his/her concern to the Assistant Superintendent of the Curriculum Program Division, who in turn would discuss the problem with the concerned Assistant Superintendent of either the Elementary or Secondary Division. This Assistant Superintendent should relate the information to the Director, who would then discuss the issue with the Principal. Unfortunately the information, once left in the hands of the Assistant Superintendent of Curriculum Program Division, either isn't communicated or, if it is communicated, the appropriate Assistant Superintendent isn't filtering the information to his subordinates. One would assume that, if the information was not filtering down, the Curriculum Division would take this problem to the Deputy Superintendent. If this were happening then the buck would stop with him. Unfortunately, it is not possible to identify specifically where the information link fails.

Overall, the administrators express negative views on the propriety of the Bilingual Program, pointing out that immersion/submersion would be more effective and noting the administrative complications that Bilingual Programs can cause. Some see the

program positively. However, there is a lack of consensus among administrators about the desirability of bilingual education. Few are thoroughly conversant with the details of the program. Few have special interest in language programs. Most Principals assign the responsibility to a Vice Principal, who in turn gives the major responsibility to a Resource or foreign language teacher. This program has the sense of being a "step child." In some schools, the Bilingual Program was imposed on a site a few months before the beginning of school, resulting in a feeling of being "forced" to take a Bilingual Program. The overall result is an unevenness of direction of the program. A closer working relationship between site personnel and program developers would produce a better and more consistent sense of direction, not to mention commitment to the program's success.

Last year we reported that problems arose because minimal direction was being received from the Central Bilingual Office (CBO). This year, few site personnel commented about the change of authority of the Indochinese program to the Deputy Superintendent. For the most part, school personnel continued to operate independently because of the lack of primary language materials. However, if the program director was asked for information, the response time experienced was efficient. The CBO was split into two units and the Spanish AGP section seemed to provide an adequate and timely response. It was unclear to many site personnel, however, who was

in charge of what. There is a perception that the Bilingual Spanish program is not as responsive, but leadership problems in general are perceived as contributory.

Some site personnel feel uncomfortable with separate Spanish and Indochinese programs. The two operate under different language policies - the Spanish program emphasizes a total language curriculum and the Indochinese program emphasizes a partial primary language curriculum. The difference is seen as a lack of clear philosophy on Bilingual education. Personnel sense that, should the Indochinese program be successful, the Spanish program should follow the same format. This certainly has raised eyebrows in the Chicano community, as well as among many Spanish Bilingual educators and administrators. The conflict reflects not only a different language philosophy, but also differences in accountability, i.e., Curriculum Program Division versus Deputy Superintendent.

Since the two utilize the same ESL program and are offered under the same overall objective, there needs to be some resolution over this division. Given the different historical and cultural backgrounds of the Hispanic and Indochinese students, it is logical to assume that viable alternative bilingual programs should be accommodated within a single bilingual office. However, until the issues are examined and policy guidelines are

developed, the uneasy alliance between the two areas will remain.

A quality bilingual program requires clarification of the objectives and a needs assessment of the target population. The development of two separate bilingual programs reflects a political decision and not a sound educational one. Serious re-evaluations must be made concerning the direction of the bilingual program. Currently, the district bilingual program objective is the mainstreaming of LEP students through a primary language curriculum. However, there are different approaches to ESL and exiting for the Spanish and Indochinese student. This duality of direction creates confusion and conflict, thus the language program remains highly fragmented.

In light of this fragmentation and within the larger context of bilingual education, there is a need to develop a coherent language program from which priorities can be developed. The current piecemeal approach creates conflict that eventually results in a less cost-effective program.

English as a Second Language (ESL)

ESL is offered one or two times a day for LEP students as the major method of teaching English. It is based on learning the mechanics of English. Frequently, ESL teachers are recruited from English and Foreign language departments. The Resource

ESL teachers are uniformly well-qualified and interested in ESL, but many regular ESL teachers are unwilling, having been volunteered, and have little or no background in ESL. Clearly, teacher selection needs improvement. In fact, there is a job description for all teachers except for the ESL. In addition, these teachers on the whole have had little or no academic background related to language instruction.

The inservice training and professional backgrounds among ESL teachers vary widely. One new ESL teacher had only one inservice training session during this year. Others have had none. Such training is treated as an option. Improvement of ESL teaching clearly requires a better inservice training procedure.

Monitoring and supervision of ESL teachers is erratic. Often the Resource ESL teacher has difficulty "advising" other ESL teachers because of a lack of authority. The Stull evaluation may or may not be conducted by a person familiar with ESL materials. Often the evaluator is not even the Vice Principal in charge of bilingual education. Classroom visitation fluctuates, depending upon the interests of administrators and department heads.

Some have had no visits this year while others have had weekly visitations.

The curriculum is encoded on "profile cards," which are part of the student monitoring system. Some sites use the profile cards, while others ignore them. There exists a debate between ESL teachers about the most appropriate language goals which are incorporated into those cards. Moreover, the curriculum does not provide methodologies for teaching goals. Each teacher not only develops his/her unique methods but frequently alters the goals. This laissez-faire situation produces both unevenness of ESL instruction as well as a lack of continuity between teachers. This is noted at all levels - within schools, between schools (elementary to junior high, junior high to senior high) and between ESL and primary language courses. In effect, every site has to retest every LEP child when students transfer between sites.

Whether or not the profile cards provide the best curriculum guide, the ESL program appears disorganized. The proposed ESL, fashioned after the AGP, should be encouraged as a method for rectifying the uneven program. This format would at least ensure continuity in the delivery of curriculum.

Primary Language Programs

The Spanish language curriculum is better developed than the Indochinese one; however, it remains incomplete, thus limiting the variety of Spanish language-based courses. Even in areas

where Spanish language materials are available, instructors have difficulty using them because they are reported to be anything from "too difficult" to "culturally inappropriate." Instead of a coherent curriculum, the program is fragmented with incomplete materials. Moreover, many materials are not parallel with English language materials of the same content. Perhaps the materials currently being developed for Spanish AGP at the secondary level will solve these problems.

The Indochinese primary language materials, by contrast, are nonexistent. All classes use English language texts. Some site administrators encourage the use of English in primary language classes rather than primary languages. This is contrary to the intent of primary language classes. In some instances, the teacher relies on English because she does not share a common primary language with students. Aides are frequently used for translation purposes. The District should be congratulated for increasing the number of Indochinese-speaking teachers, but the demand continues to outpace the availability of primary language teachers. The difficulty for the Indochinese program involves coping with five or more Indochinese languages rather than one as in the Spanish program.

The selection and quality of primary language teachers remains an ongoing issue. Whereas, availability of teachers is the problem for the Indochinese section, quality is the problem for the Spanish section. Some Spanish-speaking teachers do not want to be teaching LEP students and some are uncomfortable using Spanish. This does not mean that quality does not exist, but it does suggest a need to seek out a consistently high-quality level of teachers.

One of the reasons for dissatisfaction among primary language teachers is the frequent demand to be a "jack-of-all-trades" without proper recognition or compensation. A typical primary language teacher must often assume the additional roles of translator, disciplinarian, curriculum developer, human relations expert, counselor and community relation specialist. Many are hard-working and welcome this additional responsibility; however, it seems unreasonable to expect as routine the assumption of all of the additional roles.

There continues to be little communication between bilingual staff from different schools in spite of the potential for sharing valuable information with each other or for improving teaching techniques. There are barriers between ESL and primary language teachers. This communication link is the role of the Central Bilingual Office. This area has obviously not been a high priority with CBO as this very problem was mentioned last year.

It is common in primary language classes to observe students from a variety of grade levels and languages. At every site, teachers pointed out students who were functionally illiterate in the same class with students five or six grade levels higher. Can these students get the attention needed in such mixed groups?

Most administrators mention how difficult it is to get parents involved with school committees. Bilingual committees result in the domination of staff due to the absence of strong parental participation. The leaders of the Indochinese association support this observation by suggesting that committee participation is culturally inappropriate for their people. They suggest the use of cultural brokers such as existing staff members who might have commitments to the wider ethnic community. The District ought to explore a community aide program which would connect community interests to an upgraded bilingual program.

Similar to the ESL program, there is little systematic monitoring and evaluation of the bilingual program. When asked how staff know whether or not a site bilingual program is successful, personnel give anecdotal remarks but no organized or systematic data. The Stull Bill, which requires strict evaluation of personnel, is not always used and the general pattern is the lack of an effective process of accountability. While every site had dedicated and qualified staffing, efforts seem to be spent looking for clear direction.

There are presently 46 schools participating in VEEP. We surveyed 13 schools that were identified by the District as having 25 or more LEP/NEP students. At the secondary level, only one school offers four classes in primary languages. The other six secondary schools offer only two, or at most, three academic classes in the primary language. One high school offers no math class to its Hispanic students. All the secondary schools offer a bilingual Social Science class. All but one offers Math, with History sometimes offered as a third class. One high school offers their 38 Spanish-speaking students only one class, Social Science, in their primary language. Are the parents of the LEP/NEP students aware of how little of their children's school time is spent on academic subjects, and the resulting lag in comparison with majority students?

Of the six elementary schools, three offer bilingual classes in Reading and Math. One school, even though five of its six grades have more than ten pupils (which means that law requires a Bilingual Program), offers ESL only. Two schools with less than ten pupils in each class also have only ESL. Are these students at the elementary level, who should be learning the basic skills so necessary for further education, receiving the training that they and their parents have a right to expect?

All of the surveyed schools report having a Bilingual Advisory Committee, although one school is still in the process of setting up a committee and has had no meetings, and several committees have not kept minutes. Approximately one-fourth of the committees have neither the Principal nor the Vice Principal among their membership. In addition, virtually every committee seems to lack adequate representation from the school's teaching staff, having at most only two or three teachers as members. Most of the membership seems to be made up of parents and teacher's aides.

Judging from the minutes that were received, there seems to be a lack of understanding as to the purpose of these advisory committees. Most of the meetings seemed to consist of the schools' representatives explaining their bilingual program to the parents, with little or no input or discussion regarding the program's purpose, goals or techniques. The meetings of one advisory committee, in fact, seemed to be primarily social events with guest speakers whose topics were not remotely connected to bilingual education.

The one exception to the above comments was the advisory committee at La Jolla Elementary School, which meets once every two months. The minutes of this committee reported discussions and resolutions of problems faced by the various teachers, the members rewriting the school's plan to provide help for LEP/NEP students with low

reading abilities, written evaluations by members who participated in classroom visitations, and other relevant presentations. It would seem that the other advisory committees are in need of guidance, not only as to what their goals should be, but also in the make-up of their membership and greater involvement of all members in forging the best possible bilingual program.

Accountability/Monitoring

There is an absence of systematic monitoring and evaluation of the effectiveness of the bilingual program. The Spanish AGP and the Spanish CTBS instrument are critical steps toward accountability of the District to provide a quality bilingual program. The most typical format used by the District is a process measure which indicates that someone provided a service. The problem with this process format is ignorance about the consequences of educational services, i.e., did the service produce results? The combination of program evaluation and Stull evaluations could be used to develop accountability of administrators and teachers for effective educational services. Should the District develop measurable goals, it could provide a mechanism for accountability. The AGP format's success depends in large part upon the specificity and measurability of the teacher's success. The proposed connection of Stull evaluations and programs goals is a step in that direction.

Tracking Bilingual Students

The career of LEP students follows this sequence: identification, ESL placement, ESL/primary language programs, exiting, and regular English classes. AB 507 and federal mandates require careful monitoring of LEP students. The District is remiss in developing a comprehensive tracking system. For example, it is conceivable that LEP students may never exit from the bilingual program, having been in the program from K through 12.

Currently, there is no system of assessing how well LEP exited students are doing in regular classes. This evaluation could give a clear picture of the successes and failures of both ESL and primary language classes. The District evaluation specialist has explored the possibility of evaluating exited students, as suggested by the US Office of Civil Rights and AB507; however, it should be noted that neither the Central Bilingual Office nor higher administration has requested such an evaluation, an indication of poor leadership.

Data Needs

Throughout our attempts to evaluate the bilingual program, we were hampered by barriers which restricted our access to needed information. For example, in attempting to obtain test scores to ascertain how well minority and LEP students were doing, we were informed that this information would have to be collected manually at each site. In requesting data on the number of dropouts

by school site, this information was also not available. Reasons for not providing data to this committee ranged from protestations that the information was "not available", "the effort to obtain the information would exceed staff capacity", "someone else has the information" to the "information is too sensitive." Had we requested data that was beyond what the District could or should use, these responses to our request would be understandable. It is apparent that the District is unable to produce important data that would provide them with a greater capacity to plan, monitor and evaluate programs.

Emerging Issues

At every site with a Hispanic student population, staff members identify students who present discipline and educational problems as "home boys." More often than not, they are not part of the LEP student group but are classified as "English-fluent" speakers who do not speak either Spanish or English fluently. In ascertaining how one might increase quality education to minority students of non-English speaking backgrounds, it becomes evident that the bilingual program does not address those classified as English-fluent students. Though statistics on those students in the district are not available, a report by San Diego State University (1981) on the State of California indicates a high dropout rate and low school performance among the students. Ironically, the LEP student is likely to perform better than these students.

San Diego State University's "A Plan to Meet the Needs of Non- and Limited-English Speaking Students in San Diego City Schools" (1977) recognized this issue in response to a complaint from the US Civil Rights Office. The plan addresses these students who were performing below grade level by assigning them to the District's basic skills improvement program. The continued dropout and low performance of these students suggests failure of the program. We suggest that the failure rests in large part with the assumption that these students are English-fluent. The District ought to reinvestigate the 1977 plan in terms of assessing its effectiveness and institute primary language areas as a means of rectifying educational problems of students who live between Spanish- and English-speaking worlds.

There is a distinct difference between primary and secondary level bilingual programs. The secondary program is based on the assumption of literacy in the primary language. This is reflected in the Central Bilingual Office's refusal to accept a primary school text for the secondary level. The goal of the primary bilingual program is to teach LEP students to be literate at the appropriate grade in their primary language before exiting into a mainstream program. The goal of the secondary bilingual program is to teach LEP students grade level content while they are gaining proficiency in English. Every bilingual site receives LEP students who are illiterate in their primary language or at

least four or five grade levels below their current grade. Some classes may have 20% who are illiterate. The secondary Spanish AGP program has recognized this issue; however, more effort should be expended to deal with illiteracy. Perhaps it is necessary to formulate policy guidelines since the teaching of reading is not a function of the secondary level. It should be noted that we are addressing the learning of reading in the primary language and not English literacy, which is addressed under the Title I program.

The Indochinese bilingual program is in a period of rapid change, reflecting the attempts to provide education to those who are struggling for survival in a strange and often alienating setting. Numerous problems surround these students, including English language proficiency, cultural adjustment, changing and stressful relations with parents, prejudice, learning how to be a student in America and orienting to a future in this country. The District has addressed these issues by informally using Indochinese teachers/aides and establishing bilingual advisory committees. Neither attempts are adequate. At least as a temporary measure, the District might consider expanding the function of the Indochinese section, to develop the capacity to provide professional counseling services, which would include inservice training to Indochinese teachers/aides, itinerant counselors in the separate language groups, and inservice training to existing counselors/human relations specialists. However,

before such a move can be taken, the District ought to develop specific objectives which it would like the section to achieve. The District should avoid a piecemeal approach which segregates to achieve. The District should avoid a piecemeal approach which segregates counseling and human relations and which creates other division when the shared responsibility of these functions is to provide services to the Indochinese LEP students.

RESPONSE TO CHARGE 3:

MONITOR CLASSROOM ACTIVITY TO DETERMINE WHETHER INDIVIDUAL CLASSES ARE APPROPRIATELY DESEGREGATED OR WHETHER THERE IS A PATTERN OF SEGREGATING RACES WITHIN A SCHOOL.

FINDINGS

- 3-1. Integration within the schools seems to work best where the whole school is a magnet, and such arrangements should be encouraged. A case in point is Longfellow Elementary. Though the ethnic makeup in particular classes fell short of precise balance, all classes enjoy a healthy mixture of pupils. Interest on the part of faculty, aides and parents seems strong and positive. Enthusiasm is genuinely high and student performance is good. Similarly, in schools such as Webster, Fulton, Baker, Johnson and Oak Park the quality of integration, including classroom and playground contact experiences, and teacher and administrative attitudes was noteworthy in that a positive and enriching school environment was observed.
- 3-2. The quality of integration in VEEP schools is mixed. At Patrick Henry High School and Pershing Jr. High, though the VEEP enrollment is small as a percentage of the total school, some classes are mostly minority, and many classes almost

exclusively majority. At other VEEP schools, including Dana Jr. High and Collier Jr. High, a high percentage of classrooms reflect an attempt at ethnic balance. The Task Force recommends that the Board of Education be periodically briefed by staff to review VEEP schools and their efforts to integrate within the school. This action should encourage a high level of attention to this important area by individual schools.

3-3. In magnets where a "school-within-a-school" exists, many classes can be void of majority students. Those classes are for resident students, so the circumstance is to be expected. It points out the problem of such schools however, as an integration tool. The Task Force recommends that additional efforts be made at "school-within-a-school" magnets to bring resident and non-resident populations together both in the classroom and outside the classroom.

3-4. At Green Elementary, a mirror magnet, although the overall ethnic enrollment approximates the citywide average, many of the individual classrooms remain well out of balance.

Much of the raw data for the above findings can be found in the office of Civil Rights Report.

RESPONSE TO CHARGE 4:

THE QUESTION OF MAGNET ENROLLMENT ELIGIBILITY

This issue, which has been considered in previous years by the Board and the Task Force, was given renewed focus this year with the expression of concern and attendant publicity surrounding Miss Kimberly Sam and her mother, Mrs. Evelyn Sam, regarding the inability of Kimberly to attend the O'Farrell School of Creative and Performing Arts or the Gompers math/science magnet because Kimberly is an ethnic minority currently attending a majority school in the University City area.

Under existing District policy, Kimberly's departure from her school of residence would adversely affect the ethnic balance of that school and thus she was not "released" from that school. The question then becomes whether or not Kimberly Sam and all others in similar circumstances are being discriminated against, and whether if discrimination exists, it exists for the achievement of a greater purpose.

In the ITF report to the court, June, 7, 1979, this issue was discussed.

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

We are in receipt of the plaintiff's position paper regarding this topic and are aware of the difficulties which can arise from adopting the above recommendation. However, it is our position at this time to reaffirm the ITF's recommendation contained in the report

to the Court of June 7, 1979. We acknowledge that this will appear to be counterproductive to the integration efforts if majority students leave minority schools of residence, but we believe that those departing will not be significant numerically.

This policy should only be adopted, however, with a commitment to place new magnets solely in minority isolated schools, and that the composition of the student body attending these magnets must be racially balanced.

RESPONSE TO CHARGE 5:

SCHOOL CLOSINGS

The court has requested that the Task Force look into the matter of school closings in the District as they relate to the Integration Program. School closings are obviously a very sensitive issue in the community and individual closings will be a source of considerable discussion by parents, District Administration and the Board of Education.

To facilitate their efforts, the Board has established a Citizens Advisory Committee whose responsibility will include the preparation of criteria and specific recommendations regarding school closures. The Chair and Vice Chair of the Integration Task Force have met with the Chair of the District School Closure Committee in this regard to establish the necessity for desegregation of the 23 racially isolated schools as a priority consideration when school closure is considered. The Chair of the School Closure Committee has responded directly to the Court in this regard with the assurance that integration will be a priority consideration of the Committee. School closure will not solve the question of desegregation in the San Diego City Schools, but can materially assist in solving specific situations. The Task Force believes that school

closure should stand by itself, based on the economic and educational merits of closure, but within that framework, school closure can take place in such a way as to assist the desegregation program. The Task Force further understands that unique circumstances will arise within individual situations, which may not lend to a standard solution.

However, the Integration Task Force believes that when school closure is a possibility the District must establish as priority one the desegregation of the District's minority isolated schools. For those schools whose closure would not have impact upon the 23 minority isolated schools, they should be closed in such a way that integration is enhanced in the remaining schools.

RESPONSE TO CHARGE 6:

MONITOR, ANALYZE AND EVALUATE ANY OTHER PROGRAM OR ACTIVITY WHICH IS A PORTION OF THE DESEGREGATION PLAN AND WHICH, IN THE OPINION OF THE TASK FORCE REQUIRES ITS ATTENTION.

FINDINGS

- 6-1. As noted in last year's Task Force Report, the ITF continues to view the desegregation of the 23 minority isolated schools identified in the original Court Order as the most important element of the San Diego Plan for Racial Integration. Measured against that standard, the Task Force is pleased to report some clear successes and must necessarily report several failures. At this time, Gompers, O'Farrell, Fulton, Webster and Johnson can be considered desegregated and it gives us great pleasure that within these schools much in the programs is strong and that many early fears expressed by various elements of the greater San Diego community have not been borne out by on-campus events. Some of this will be further reviewed in the subcommittee reports.
- 6-2. It is clear that there are schools which have a chance to be successfully desegregated, but have not been, and these schools are of the greatest concern to the Task Force.

We believe the following schools can, with some effort and innovative programing, be added to the list of those five schools already desegregated under the voluntary integration program:

CHOLLAS - While we understand the attraction people have to the school they are currently attending, we would foresee Chollas meeting its projected goals by attracting some of the students currently attending or interested in the program at Encanto.

EMERSON - Although it fell 50% short of its projected goals we do observe slight improvement and believe the program is capable, given the required effort by the District, of substantial improvement in the coming year.

FREESE - While there is no program at Freese except the learning center, we are optimistic that housing patterns may naturally desegregate the school.

LOWELL - The magnet at Lowell appears to be meeting the District goals and the ITF is pleased with the observable progress.

VALENCIA PARK - We are concerned about the declining majority enrollment at Valencia Park which has resulted in the school being even more segregated than last year. Nevertheless, this program originally attracted a large number of majority students and we are optimistic that it can do so again if proper efforts are made by the District.

MORSE - Although the magnet at Morse to date has not fulfilled its expectations we are optimistic that it will grow. We would also like to take note of the innovative efforts by faculty and staff at Morse which has resulted in the substantial number of majority students already attending the school.

BAKER - Baker has met District projections for improvement and we hope that future energetic efforts by the District will continue the trend.

HORTON - Although Horton has not met District goals for this year, we hope that with continued effort, the program will be of high enough quality to desegregate the school.

- 6-3. It remains a concern that year after year we are forced to admit that a number of schools remain much the same as they were before and we still do not see the necessary evidence to conclude that specific plans are in place for their future. Balboa, Kennedy, Logan, Sherman and Stockton are in this category. District intentions regarding these five schools must be explicit.
- 6-4. There are three schools which currently have a magnet program, but for which little progress is evident. They are Burbank, Mead and Lincoln. District intentions regarding these three schools must also be clarified. The District has acknowledged

the inadequacy of the existing French Magnet at Knox, and has projected a Language Arts Magnet for September, 1982. Memorial Jr. High currently has a small Intercultural Language program. The District is proposing an additional program there for the fall.

- 6-5. The Task Force continues to be concerned that sufficient long range planning does not seem to be taking place in order that graduates of the highly successful elementary magnet programs can be confident of a place to go in a secondary program. The ITF believes that integration is most meaningful when youngsters have an opportunity to attend school together over a period of years and, thus, have an opportunity to develop friendships as well as to improve their academic skills in a stable, quality environment. It is critical for the integration programs to be built on a continuum, beginning with elementary schools, and ending in the secondary schools.
- 6-6. Resources for new programs may need to be taken from existing mirror magnets in the majority community. It is the opinion of the Task Force that no new magnet programs should be started at majority schools (the so-called Mirror Magnet concept), and that as resources can be released from existing Mirror Magnets, they should be channeled toward the 23 minority isolated schools.

The Task Force acknowledges that magnet schools are costly and take imagination in planning and execution, but feels that resources, opportunities, and programs must be made available which will make possible the desegregation of many more racially isolated schools than have been desegregated to date.

- 6-7. There are currently more students seeking entrance to the SCPA (O'Farrell) and the secondary math/science magnet (Gompers) than these programs can presently accomodate. While there is evidence of substantial demand for additional similar magnets, the ITF recommends that such suggestions be held in abeyance until the present programs are functioning as effectively as possible.