

SAN DIEGO INTEGRATION TASK FORCE

MAY 20, 1983

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 fifth year as the Court's monitor of the San Diego Unified School District's Plan for Racial Integration. This year there were 12 members appointed to the Task Force from representative ethnic groups.

THE COURT'S CHARGE

The Task Force was directed by the Court to:

1. Monitor, analyze and evaluate the Race/Human Relations Programs now being developed and tested in the District to be implemented at the start of the school year 1983-84, with particular emphasis on the substance of the programs and their capabilities for providing uniformity of instruction throughout the District.
2. Monitor the Bilingual Programs to determine if all efforts are being made to (a) place students in English speaking classes at the earliest practicable time consistent with their abilities to understand the English

The Honorable Franklin B. Orfield
May 20, 1983
Page 2

language, (b) provide adequate instruction in native languages to enable non-English speaking students to remain abreast of their English speaking peers in all basic subjects, and (c) cope with the problem of illiteracy in the primary language.

3. Monitor the Voluntary Ethnic Enrollment Program (VEEP) noting the shortcomings set forth in the Notice of Intended Decision dated August 12, 1982.

4. Monitor and evaluate the Magnet School Programs to assure that they are being administered in a manner consistent with their original intent and purpose of furthering integration.

The Task Force was divided into subcommittees to respond to each of the charges.

The Task Force met once a month at various community agencies to discuss the work of the subcommittees, to hear from school personnel, and to learn about programs relating to integration currently being conducted by the District. Between monthly meetings, Task Force members met in subcommittees, visited schools, talked to students and parents, and engaged in other

The Honorable Franklin B. Orfield
May 20, 1983
Page 3

activities necessary to acquire a sense of the progress of desegregation in the San Diego Schools.

This report contains a response to the four specific charges from the Court. In addition, the Task Force wants to comment on several topics.

RACIALLY ISOLATED SCHOOLS

In last year's report to the Court, the Task Force stated:

"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. District intentions regarding these five schools must be explicit."

The District responded in "Response to Recommendations of ITF that... "during 1982-83, further study of these schools will be conducted." However, the Task Force does not have evidence of such study.

These questions remain: 1. Is something going to be done to desegregate these remaining isolated schools? 2. What is going to be done, and 3. When will it happen?

ADMINISTRATION REORGANIZATION

Dr. Thomas Payzant, the Superintendent, met with the Task Force in the Fall and outlined the structure of his reorganization

The Honorable Franklin B. Orfield
May 20, 1983
Page 4

plan. The Task Force is interested in the design particularly because it appears to acknowledge two areas of Task Force concern in the past: 1. the responsibility and authority of the person in charge of integration; 2. the need for coordination between the elementary and secondary division as a vital element for the success of the VEEP and Magnet Programs.

The new administrative organization will be fully in place in the Fall, 1983. During next year it will be possible to determine whether the new design will, in fact, improve the efforts toward fully implementing the integration plan and effectively dealing with the current problems. The Superintendent has pledged leadership for the integration. The Task Force recommends this leadership to be demonstrated by the District's clear reaffirmation of integration as a goal. It must be recognized that integration efforts are the responsibility of all personnel and that their performance will be judged accordingly.

School operation will be organized into four areas with area Assistant Superintendent in charge of several secondary schools and their feeder elementary schools. The Task Force views this as a positive move since on numerous occasions in the past there appeared to be a lack of communication between the elementary and secondary divisions which hampered the opportunity to provide education continuity for students. In addition, because

The Honorable Franklin B. Orfield
May 20, 1983
Page 5

each Assistant Superintendent will have a cross-section of schools, we expect integration can more readily be viewed as everyone's concern. To this end, the Assistant Superintendent of Community Relations and Integration Division must be held clearly accountable and must have the authority to convey the commitment to integration to all school personnel.

INTEGRATION MONITORING

The Community Relations and Integration Services Division has begun a process of monitoring all schools. Fifty-two schools are to be monitored in 1982-83, with other schools to be scheduled for monitoring during subsequent years. The reasons for monitoring as stated by the District are:

- a) "To improve the quality of the District's integration by identifying both strengths and weaknesses in program implementation. Strengths should be shared with other programs and/or sites. District resources should be focused on weaknesses so that these may be corrected as rapidly as possible."
- b) "To assure the Board of Education, District Staff, parents and community members that the District's integration program is progressing in a fashion that improves the quality of the program, maintains identified strengths, and seeks to correct weaknesses."

The monitoring teams are composed of a few community representatives and District employees who volunteered to assist in this effort.

There was a full day training session to prepare the monitors for the task. Several Task Force members attended the training sessions and the Task Force, as a whole, heard updates on the progress.

Feedback from community people participating in the monitoring indicate that there are not enough non-District members on the teams resulting in greater weight given to District members input and a tendency to mask non-District input.

The inclusion of community people serves two purposes: 1. It helps to assure an impartial assessment; and 2. it allows increased community involvement in the education program.

In order to successfully fulfill both purposes the Task Force sees several areas which need improvement:

1. Include more community members on the monitoring team.
2. Reimburse community members for mileage expenses; and
3. Strengthen training, particularly in how to make accurate observations about such objective judgments as successful pupil interaction.

The Task Force affirms the concept of a monitoring effort but recommends that the District include and train many more community people to be part of the monitoring team. In addition, the Task Force recommends that the monitoring effort be used

The Honorable Franklin B. Orfield
May 20, 1983
Page 7

systematically to help schools improve the quality of integration on site. When a school is found to have a problem, that school should be asked to devise a plan to resolve the problem. Follow-up should occur to determine the effectiveness of the plan and the Court should also be apprised.

EFFECTIVE FACTORS OF SCHOOL ACHIEVEMENT IN MINORITY ISOLATED SCHOOLS

Evaluation Services Department has published some preliminary findings in a study of "Effective Factors of Student Achievement in Minority Isolated Schools." (See Attachment A). The Task Force understands that the purpose of this study is to attempt to determine factors in minority isolated schools which may make a difference in how well students perform on CTBS. To date, the study has determined a list of factors associated with performances; no cause and effect relationships are yet determined.

The Task Force supports the evaluation services efforts and hopes further study will be possible.

CHAIRMAN

TASK FORCE MEMBERS:

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CHARGE TO THE INTEGRATION TASK FORCE

1982-1983 SCHOOL YEAR

1. Monitor, analyze and evaluate the Race/Human Relations Programs now being developed and tested in the District to be implemented at the start of the school year 1983-84, with particular emphasis on the substance of the programs and their capabilities for providing uniformity of instruction throughout the District.
2. Monitor the Bilingual Programs to determine if all efforts are being made to (a) place students in English speaking classes at the earliest practicable time consistent with their abilities to understand the English language, (b) provide adequate instruction in native languages to enable non-English speaking students to remain abreast of their English speaking peers in all basic subjects, and (c) cope with the problem of illiteracy in the primary language.
3. Monitor the Voluntary Ethnic Enrollment Program (VEEP) noting the shortcomings set forth in the Notice of Intended Decision dated August 12, 1982.
4. Monitor and evaluate the Magnet School Programs to assure that they are being administered in a manner consistent with their original intent and purpose of furthering integration.

RESPONSE TO CHARGE 1

SAN DIEGO INTEGRATION TASK FORCE REPORT

MONITOR, ANALYZE AND EVALUATE HUMAN RELATIONS PROGRAMS
NOW BEING DEVELOPED AND TESTED IN THE DISTRICT TO BE IMPLEMENTED
AT THE START OF THE SCHOOL YEAR 1983-1984, WITH PARTICULAR
EMPHASIS ON THE SUBSTANCE OF THE PROGRAMS AND THEIR CAPABILITIES
FOR PROVIDING UNIFORMITY OF INSTRUCTION THROUGHOUT THE DISTRICT.

TABLE OF CONTENTS

FINDINGS

The Integration Task Force report of May 1983 identified several
areas of concern relative to the Race/Human Relations program. PAGE

RESPONSE TO CHARGE 1.....	1
RESPONSE TO CHARGE 2.....	17
RESPONSE TO CHARGE 3.....	40
RESPONSE TO CHARGE 4.....	45

Relations central office over the site program.

2. Unevenness in terms of resources available to each site.
3. Skills in Race/Human Relations Program development and
implementation vary significantly from one school to
another.

The Task Force recommended that the Race/Human Relations Programs
be designed to achieve measurable behavioral outcomes which could
be clearly identified as indicators of achievement.

RESPONSE TO CHARGE 1

MONITOR, ANALYZE AND EVALUATE THE RACE/HUMAN RELATIONS PROGRAMS NOW BEING DEVELOPED AND TESTED IN THE DISTRICT TO BE IMPLEMENTED AT THE START OF THE SCHOOL YEAR 1983-1984, WITH PARTICULAR EMPHASIS ON THE SUBSTANCE OF THE PROGRAMS AND THEIR CAPABILITIES FOR PROVIDING UNIFORMITY OF INSTRUCTION THROUGHOUT THE DISTRICT.

FINDINGS

The Integration Task Force report of May 1982 identified several areas of concern relative to the Race/Human Relations programs which resurfaced from year to year. Specifically, these included:

1. Lack of direct authority on the part of the Race/Human Relations central office over the site program.
2. Unevenness in terms of resources available to each site.
3. Skills in Race/Human Relations Program development and implementation vary significantly from one school to another.

The Task Force recommended that the Race/Human Relations Programs be designed to achieve measurable behavioral outcomes which could be clearly identified as indicators of achievement.

Integration Task Force Report

Integration Task Force Report

May 20, 1983

Page 2

INTRODUCTION

In response to the Task Force's findings that the District's Race/Human Relations Programs lacked consistency with more poor programs than good programs, the Court issued the following order:

centrally produce a complete Race/Human Relations Program insofar

as it
It is ordered that the School District centrally produce a complete Race/Human Relations course of classroom instruction for each of the thirteen grades and require the classroom presentation of this course to conform to the text centrally developed in the same manner as any other basic course such as is included in the Achievement Goals Program.

Under
It is further ordered that the School District centrally produce a complete Race/Human Relations Program insofar as it relates to the indoctrination of teachers and other school employees in Race/Human Relations matters.

Depart
students and staff. This program is based on measurable objectives supported by activities "designed to follow a logical sequence of development." This centrally produced Race/Human Relations curriculum is a complex, multi-year program. It is an ambitious blueprint which attempts to guide an area of instruction that previously enjoyed tremendous latitude and variability among sites.

The student program consists of five "concept goals" for skills development: Identity, Diversity, Culture, Conflict and Prejudice/Discrimination. Within each concept goal area, there

INTRODUCTION

In evaluating the District's response to the Court's order to "centrally produce a complete Race/Human Relations course of classroom instruction for each of the thirteen grades" and "to centrally produce a complete Race/Human Relations Program insofar as it relates to the indoctrination of teachers and other school employees...", the Task Force concludes unequivocally that the District has complied with the Court's order in an exemplary fashion.

Under the direction of Dr. Yvonne Johnson, the Urban Affairs Department produced a Race/Human Relations Program for both students and staff. This Program is based on measurable objectives supported by activities "designed to follow a logical sequence of development." This centrally produced Race/Human Relations curriculum is a complex, multi-year program. It is an ambitious blueprint which attempts to guide an area of instruction that previously enjoyed tremendous latitude and variability among sites.

The student program consists of five "concept goals" for skills development: Identity, Diversity, Culture, Conflict and Prejudice/Discrimination. Within each concept goal area, there

are specific objectives and observable behaviors that are indicators that the objectives have been attained. Furthermore, these five concept goals are designed for four different levels of sophistication: grades K-3, 4-6, 7-9 and 10-12. During the summer and fall of 1982, the Urban Affairs staff developed four levels of teaching guides for the Identity concept goal.

Although the 1982-83 school year was designated as a transition year for implementation of the centrally developed Race/Human Relations Program, the District also wanted to develop and field test a portion of the new student curriculum. The Identity guides were to be used by all the sites early in 1983.

In addition to the Identity concept goal and guides, the District planned to evaluate the effectiveness of the new curriculum by field testing the Conflict concept goal and guides at twelve randomly selected school sites. Evaluation Services of the District was assigned to develop and carry out a concurrent evaluation of the new curriculum by comparing cognitive gains around the Conflict concept in twelve schools which used the Conflict guides and twelve control schools which did not have the Conflict guides.

Thus, the Urban Affairs Department had to produce teaching guides for two concept goals, each designed for four differing levels of students.

The staff development program is even more complex than the student program.

The staff development training program provides cognitive information and interactional skills within a controlled sequence of 47 objectives. These objectives are spread developmentally over a six-year period and are arranged in three strands.....

The three strands or foci are: Personal, Classroom and Institutional. The Personal strand focuses on one's own ethnic identity and its effects upon attitudes and behaviors. The Classroom strand provides teaching skills for creating a positive academic environment for all racial groups. The Institutional strand examines institutional practices which would support racial integration. The staff development program began in January 1983 and there has been intensive scheduling of in-service/staff development training sessions ever since. All staff members are expected to be involved in the staff development program although instructional staff will achieve more of the objectives than non-school site staff. In the words of the Race/Human Relations Program authors, the staff development

program will enable the District staff "to work with greater depth and sophistication in an area of human experience which demands a complex approach."

RACE/HUMAN RELATIONS SUBCOMMITTEE APPROACH AND ORGANIZATION

The Race/Human Relations Subcommittee met several times with key District staff in order to familiarize the members with the various components of the Race/Human Relations Program. Because the District planned to monitor between 40 to 50 schools during the 82-83 school year, the subcommittee decided not to duplicate this area of concern. The subcommittee chose to monitor the twelve schools which were selected to field test the Conflict material. Rationale for this decision was based on the fact that the scope of the subcommittee's monitoring effort would be manageable and feasible within our limited resources. Additionally, the District Evaluation Service would be evaluating the effectiveness of the Race/Human Relations materials being developed. Therefore, the subcommittee would be able to observe how the evaluation was being conducted and provide a different perspective.

In addition to the regularly scheduled Task Force meetings during which District staff provided informational presentations, the Race/Human Relations subcommittee met several times with both the Urban Affairs and Evaluation Services staff. The subcommittee members, as well as volunteer monitors, were impressed by the openness and cooperation of the District staff. They were accessible and available to answer questions and provided material promptly.

The subcommittee was fortunate to obtain the volunteer services of twelve excellent, well-qualified monitors/observers (See Attachment B). Each volunteer was assigned to one of the test schools. They were also given a briefing by J. Auer of Urban Affairs and Dr. Tomblin of Evaluation Services early in February. They received written materials to study and were provided a framework for observation (See Attachment C). The Task Force subcommittee members served as a liaison to four monitors/sites each. This structure has worked well and the Task Force would encourage continuation of their involvement if there is to be a Court Appointed Task Force for the 1983-84 school year.

The subcommittee was prepared to monitor the field test sites concurrently as the Evaluation Services team began their study during February/March 1983. In some cases, the volunteers and subcommittee members accompanied the Evaluation Services team as they made their contextual evaluation of the field test school sites.

EVALUATION OF THE CONFLICT ONES

FINDINGS

Due to the fact that the Conflict materials were introduced in the field test sites much later than planned, the volunteers have not had enough observation time to make any definitive statements about the effectiveness of the Conflict material. However, the subcommittee members and volunteers have observed the District's efforts in Race/Human Relations for the past six months. Following are some comments relative to the Race/Human Relations efforts and processes.

As part of the short range evaluation design, the following were observed:

DESCRIPTION OF THE FIELD TEST SCHOOL SITES

The twelve schools randomly selected for the field test included six elementary, three junior high and three high schools (See Attachment D). In terms of minority/majority composition, they represented all spectrums from minority isolated to majority isolated, as well as balanced or integrated settings. The twelve

schools also reflected variations in terms of degree of integration of the student body. There were highly successful integrated campuses to very limited integrated sites. Evaluation Services succeeded in providing a representative sampling of schools to evaluate the Race/Human Relations curriculum.

EVALUATION OF THE CONFLICT GUIDES

The District's evaluation plan of the Race/Human Relations Program consists of both long term and short term goals (See Attachment E). The subcommittee observed a small part of the evaluation effort, mostly related to the short term goals of the student program. The contextual evaluation was to gather base line data for a long range evaluation. As part of the long range design, a survey was conducted among staff and students to determine their perception of justice (See Attachment F).

As part of the short range evaluation design, pre and post tests would be administered to the students to see if there was any gain on cognitive understanding of the Conflict concept as a result of the use of the Conflict guide. A comparison between the control schools and the field test schools would theoretically indicate whether the Conflict material made a difference. The subcommittee has grave reservations about the results of the

evaluation of this segment of the Race/Human Relations Program. There are three reasons which lead the subcommittee to arrive at this conclusion:

1. There was a lack of uniformity in carrying out the pre-test portion of the evaluation of the Conflict material. Due to communication and last minute changes, there was some confusion regarding which classes were to be administered the pre-test. At one point, the responsibility for administering the pre-test was given to the Race/Human Relations facilitators. Evaluation Services staff eventually took over this responsibility. The experience will be useful for future efforts. The Task Force recommends that instructions for carrying out the testing must be formulated well in advance of implementation and that the responsibility for conducting these tests should remain with Evaluation Services which has the experience and knowledge in this area.

2. There was a lack of uniformity in the use of the Conflict material among the twelve sites. "It seems apparent that different schools are using the Conflict material in different ways and in varying forms of intensity and that

therefore evaluation will be both difficult and not as valid as might be" (*from written report of volunteer). Instructions on use of the Conflict material also differed from site to site. Some sites were explicit about the use of the Conflict guides and site administrators requested written confirmation relative to when teachers were planning to teach the Conflict material. Some sites were told by the facilitators conducting the in-service training that they should try to do their best.

3. The amount of time available to test the Conflict material was inadequate because the materials were introduced so late in the school year, especially for those sites which are faced with many other tasks that had to be done, such as regular mandated testing of student achievement.

IN-SERVICE TRAINING ON USE OF THE CONFLICT GUIDES

The area of in-service training and the staff development component of the Race/Human Relations Program was of particular interest to the subcommittee because of its critical role in implementing the new curriculum. The Race/Human Relations facilitators are responsible for this area. The facilitators either conducted the in-service training sessions or assisted the sites in developing specific staff development programs. The

subcommittee members and volunteers made a special effort to observe the in-service training sessions devoted to introducing the Conflict material to the test sites. Some attended the follow-up sessions at the secondary level for social studies teachers who were designated to implement the student program at the secondary level.

The subcommittee concludes that the majority of the observed in-service training sessions on use of the Conflict guide were inadequate. There were a limited number of sessions which were very good, especially where the site administrator "set the tone" and demonstrated enthusiasm and support for the Race/Human Relations Programs. In some sessions, the facilitators mechanically read over the written materials prepared for the in-service training sessions. This approach was mirrored in the teacher's lack of motivation and enthusiasm. Some graded papers while the training session was conducted while others read. The complaints of the teachers ranged from the training being "insulting to their intelligence" to the opinion that it was totally "boring and not relevant." "Many...felt that identical or similar in-service training had been done in the past."

The most glaring omission in the majority of the in-service training sessions, was the lack of comprehension on the part of the teachers as to the priority placement of the new thrust in the Race/Human Relations Program. The subcommittee is of the opinion that if a better groundwork had been laid prior to the introduction of the Conflict materials, the observed resistance and negative attitudes toward the program would have been lessened. If site administrators had stressed the fact that their school was participating in a pilot program and that their cooperation was vital to success, it's possible that the teachers would have felt some pride about being chosen rather than feeling imposed upon.

TEACHER ATTITUDES TOWARDS THE CONFLICT GUIDES AND THE STUDENT PROGRAM

Although several school sites accepted the introduction of the new material with a minimum of resistance, the majority of the field test teachers with whom we spoke viewed the centrally produced Race/Human Relations Program negatively. Typically they felt that their sites had been doing an outstanding job in the area of Race/Human Relations and they resented the "imposition" of another program. Many teachers voiced dismay about the

lateness of the material and the lack of time to do all the things they needed to do before the end of the school year.

The teachers had many complaints about the appropriateness of the Conflict guides. Whether their initial resistance to the centrally developed program influenced their acceptance of the guides is difficult to sort out. The teachers of the field test schools complained that the Conflict material was not meaningful or relative to various grade levels, yet the field testing was specifically for the purpose of finding out this kind of information.

USE OF CONFLICT GUIDES IN CLASSROOMS

The volunteers have been asked to continue to monitor and observe the use of the Conflict materials in the classrooms, at least until after the post-test have been administered. At this point, it has been difficult for the volunteer's to know precisely when the teachers would incorporate this material in their classrooms. One volunteer who had the opportunity to observe the use of the Conflict material had the following comment, "It should be noted that in some instances when I observed Billy the Bullfrog being read and discussed, it seemed to me that those teachers were concentrating on numerous examples of situations where the

children were in conflict between what they wanted and what their mothers wanted, rather than being aware of the broader aspects of the story having to do with conflicts between competing needs....I had the feeling that much more in-service emphasis is needed in 1) the specific objectives of each activity; 2) the concept goal for Conflict, which is skills development and; 3) creative ways to use the activities for learning."

RECOMMENDATIONS

1. There needs to be a system of accountability in the Race/Human Relations Programs which rewards those who do a good job and holds accountable those who do not. We do not see at this time such a system in place.

For example, the Task Force members and monitors observed many instances during in-service training sessions where inattentive teachers were not confronted.

2. A uniform policy that does not allow teachers to be excused from the mandated staff development program is necessary.

3. The quality of in-service training needs improvement in terms of preparation and delivery. While the written materials may need some minor adjustments, the Race/Human Relations facilitators must develop more creative ways of presenting their materials.
4. Communication needs to be improved between District departments and between the central office and sites. Instructions for implementing the Race/Human Relations Program and future evaluation should be formulated with clarity well in advance of the dissemination.
5. Continue the direction of the Race/Human Relations Program and reaffirm it's priority.

RELATION OF THE BILINGUAL PROGRAM TO INTEGRATION

Bilingual programs are based on the same principle as those guiding integration: to provide equal access for minorities who have previously been excluded from quality education. The Voluntary Integration policy is a mechanism for equal access. Likewise

RESPONSE TO CHARGE 2

MONITOR THE BILINGUAL PROGRAMS TO DETERMINE IF ALL EFFORTS ARE BEING MADE TO (a) PLACE STUDENTS IN ENGLISH SPEAKING CLASSES, AT THE EARLIEST PRACTICABLE TIME CONSISTENT WITH THEIR ABILITIES TO UNDERSTAND THE ENGLISH LANGUAGE, (b) PROVIDE ADEQUATE INSTRUCTION IN NATIVE LANGUAGES TO ENABLE NON-ENGLISH SPEAKING STUDENTS TO REMAIN ABREAST OF THEIR ENGLISH SPEAKING PEERS IN ALL BASIC SUBJECTS, AND (c) COPE WITH THE PROBLEM OF ILLITERACY IN THE PRIMARY LANGUAGE.

It is regretable that so much of this section is a reiteration of problems and suggestions stated in last year's report.

This year the subcommittee visited fifteen primary and secondary schools which had Limited English Proficient (LEP) students, both in minority-isolated and VEEP schools. At each site we used two interview schedules, both of which were designed to ascertain the nature and quality of bilingual program. In addition to interviews with staff, we observed classrooms and talked with students. Further interviews were conducted with school board members, the superintendent, central office administrators, and the Bilingual Office staff members.

RELATION OF THE BILINGUAL PROGRAM TO INTEGRATION

Bilingual programs are based on the same principle as those guiding integration: to provide equal access for minorities who have previously been excluded from quality education. The Voluntary Integration policy is a mechanism for equal access. Likewise

Bilingual Programs, as established under the auspices of Title VII, the Lau Ruling and AB 507, are designed to equip LEP students with English Language skills and an academic background which would enable them to participate in regular school programs on equal footing with native English-speaking students. Overall there are three objectives: (1) English language fluency; (2) academic competence at grade level; and, (3) acculturation into this society. Since last year, the number of LEP students decreased from 12,052 to 11,426. They now represent 10.4% of the total school enrollment, or approximately one out of every five minority students. These students remain a significant component of the school district's population.

This subcommittee is perplexed with the controversy surrounding Bilingual Education, especially primary language instruction. Both English as a Second Language (ESL) and primary language instruction have been in the process of upgrading, yet without demonstration of effectiveness. There is a need to establish effective instructional methods which may lead to multiple approaches depending upon the individual learning styles of the student. This means that while Primary Language is an excellent method for one child, it may not be for another. Before this can be determined, however, a better assessment of the child's level must be ascertained.

REORGANIZATION OF THE DISTRICT'S BILINGUAL EDUCATION OFFICE

Last year this subcommittee recommended a consolidation of the Indo-Chinese and Spanish language bilingual sections. The District this year consolidated the Indo-Chinese, Spanish and ESL sections. Some key signs of progress in the new unit are the proposed classification team, the continued development of AGP formatted Spanish language materials, the new ESL curriculum and the experimental sheltered English approach. These remain promissory notes and therefore, our report concentrates on examining the current program and steps it will take to fulfill those promises.

The District's new concept of integrating primary and secondary schools appears to be an excellent idea, since each sub-district manager's responsibilities encompass both levels, however, such a district reorganization must incorporate policy priorities and accountability. One potential deficit in the reorganization plan is the demotion of the bilingual division to a subordinate position in relation to the second language curriculum. This removes the current direct access of the Bilingual Office to sites and reverses the balance of instructional implementation to site administrators, persons who are frequently ill-equipped to handle new curriculum implementation. The bilingual curriculum for primary and secondary sites and the articulation between levels

remain problematic. Therefore, we suggest the location of the Bilingual Office be retained under the direct supervision of an Area Assistant Superintendent for two years or until the Bilingual Program is on more solid footing.

The management of the bilingual program continues to suffer from fragmented direction, reflecting a lack of policy priority and accountability. The new Superintendent and the Board gave the bilingual program low priority even to the point of "benign neglect", as reflected in the January rendition of the District's educational goals (See Attachment F). However, the April revision addresses the bilingual issue more seriously, albeit with a hesitancy reflecting a continuing lack of resolution (See Attachment G). In implementing the new Superintendent's bilingual goals, the District should institute measures which will hold staff - from the Superintendent to the teachers - accountable for the successes of the program. Currently, there is no accountability approach similar to the AGP English based program which delineates goals and responsibilities. The blame of the current failure is erroneously over-weighted by administrators and teachers on socioeconomic characteristics of the students' backgrounds.

Even the current curriculum development in Spanish AGP, ESL and Indo-Chinese materials will not

Former Superintendent Tom Goodman's comments concerning the rationale for establishing the AGP curriculum are appropriate to this issue of accountability. According to Goodman, the Cazden, Green and Rosen report

"The team's report called on the District to rethink its policy of downward delegation of authority from central administration to site principal. The autonomy encouraged by this policy seems to have resulted in complacency. In a questionnaire submitted to principals in minority schools by the team, most principals perceived that their schools offered quality education and blamed low test scores and poor attendance on socioeconomic factors. The experts challenged this view, citing new research that indicated that, if schools were run properly and teaching objectives clearly understood, all children could learn. The report recommended that principals exert vigorous instructional leadership to raise achievement scores and that they be evaluated in terms of student achievement...."

Currently in the Bilingual program only the AGP Espanol approaches the direction discussed by Goodman. The Bilingual program varies greatly in effectiveness, largely a result of the site administrator's quality of supervision. In effect, the District's bilingual policy is dictated by site personnel, depending on the inclinations of site administrators and staff. Thus, some sites submerge LEP students in regular classes, resulting in limited training for LEP students, and interference with non-LEP student learning. Even the current curriculum development in Spanish AGP, ESL and Indo-Chinese materials will not

solve the implementation problem without staff accountability. At many sites, the administrator in charge of bilingual education did not visit classes, nor did he/she assess the effectiveness of materials or teachers. Even teachers seek assistance without results. At several sites, the administrator was unaware of how a bilingual program operated or the philosophy behind the program. The assurance document for bilingual programs, the site's formal statement of compliance with AB 507 is required of each site; while it has been completed at all sites, it remains a paper compliance at many schools. Because of the extraordinarily heated debate over bilingual education, the District needs to establish a professionally based policy which will set the tone for the entire District. Such a policy would have as its objective the provision of consistent direction and the elimination of the tendency to oscillate between a laissez-faire attitude and crisis management intervention. This issue of management goes beyond the articulation of a program for primary and secondary levels. It calls for leadership in establishing a policy and seeing its implementation all the way to the successful achievement of policy goals.

The current bilingual office is still faced with the problem of integrating personnel who have conflicting second language philosophies and two separate locations. The differing ideological viewpoint obscures the task of identifying the best methods for teaching LEP students. Therefore, the current move towards monitoring and program evaluation should be encouraged as the basis for decision-making. It is likely that the effectiveness of teaching methods vary according to the learning styles of individual students. Hence there should be less reliance on ideology and more upon feedback based on student's progress.

ASSESSMENT OF PROGRAM OF LEP STUDENTS

Although the District has indicated plans for assessing the progress of LEP students, this year the District could not produce any statistics related to this progress. There is no method as yet of evaluating the progress of LEP students in ninth through twelfth grade, as there is no CTBS tests for those grade levels in Spanish or in any Indo-Chinese language. For Spanish-speaking LEP students, first through eighth grades, there is a CTBS Espanol, however, the test has not been fully validated to ensure its equivalency to the English version. Even with the availability of individual test results, no aggregated scores were calculated which could have enabled us to ascertain some

measures of progress. One wonders why the District has been tardy in measuring the success or failure of the primary language program. While AGP Espanol has built-in measurable goals and objectives, the other primary language program assessment is happenstance, depending upon site personnel.

For students who have exited the ESL program, there is no regularized tracking mechanism to ensure that students transition successfully into regular classes. The following is a crude estimate of the effectiveness of the bilingual program based on the CTBS English tests.

Spring 1982

- Grade 5 CTBS scores of schools with a high concentration of LEP students (20% or more) reveal 20 to 24 (83%) schools performed below the District's average in Language and 19 to 24 (79%) schools performed below the District's average in Mathematics.
- Grade 7 CTBS scores of schools with high LEP concentration (9% or more) show all scoring below the District's average in Language and 6 of 7 (86%) schools scoring below the District's average in Mathematics.

These estimates of low performance of LEP students reinforce our concern that a strong and continued effort is needed to prepare

them as future contributing citizens and that the District needs to demonstrate more commitment in its effort to monitor and to assess its programs. The District would do well to upgrade its data processing capacity to provide for more efficient management decision-making.

SPANISH LANGUAGE CURRICULUM

According to teachers and principals, the K-6 AGP Espanol produces positive results. However, the District has not continued to upgrade the curriculum to correct errors and modify materials based on teacher input. The most serious deficiency in this AGP program is the relative lack of administrative supervision, especially in comparison with the AGP English program. Many site and District administrators do not visit classes and/or review progress because they do not know Spanish. Classes can be assessed even without full understanding of the Spanish language.

AGP Espanol at the secondary level also shows promise of improved educational quality. Like the elementary materials, secondary materials should be subject to upgrading and standard AGP monitoring. Both site administrators as well as teachers at many sites feel that the District's evaluation and monitoring efforts

of AGP Espanol were not given attention equivalent to the English monitoring component. Furthermore, several non-AGP site administrators requested access to the AGP Espanol curriculum in order to improve primary language classes; though the District has approved the availability of the materials to non-AGP sites, it is not clear if the same monitoring and evaluation procedures will be mandated. In other, perhaps more frustrating cases,

INDO-CHINESE CURRICULUM

Overall, the materials remain inadequate although we are uncertain about the specific needs. It is clear that primary language literacy is not an objective of these programs, however, the reluctance of the District to expand materials does not reflect the needs of over 43% of the LEP students who are Indo-Chinese. In the past year, the Indo-Chinese student population increased by approximately 1,000 and the continuing secondary migration suggests that these programs should not be ignored. Since the heart of the Indo-Chinese program is implemented by Indo-Chinese aides, they should be compensated for extended work hours to meet expanding student needs. The new proposed sheltered English method looks promising and should be supported and evaluated.

ever, without piloting this program it would be premature to make

ENGLISH AS A SECOND LANGUAGE (ESL)

The major reason for the failure of so many LEP children is the poor quality of ESL instruction. For example, many students at the secondary level have had five, six and even more years of ESL without exiting. At every site with a large number of LEP students, many graduating seniors never exit into the regular English program. In other, perhaps more frustrating cases, teachers quickly exit students, provide no follow-up, and the students fail to make a positive transition into the regular school program. There is definitely a lack of systematic and concerted effort to monitor these students and to assess the quality of their instruction. The success or failure of LEP students relies heavily on ESL instruction. A pull-out program at most schools with poorly trained instructors produces ill-prepared students, as is indicated by low test scores.

While an ESL curriculum is presently being developed, the lessons from the revised program were not piloted. In-service training on the new curriculum was provided but was not mandatory. Consequently, only a limited number of teachers are familiar with the new focus of this curriculum. Many teachers expressed concern that the new curriculum introduced reading too early, however, without piloting this program it would be premature to make

such judgment. There are no plans to have the materials piloted. Instead, the program will be fully operational next year at least on the primary level. Many administrators and teachers expressed a strong desire to have the materials tested prior to full implementation of the program. This field testing should be extended to the second and third phases of the new ESL curriculum as well.

The non-mandatory nature of the new ESL curriculum and its monitoring are more cause for concern. Similarly to the present program, this new program could conceivably be altered in any fashion that the instructor desires which, of course, can lead to the many problems of the current program such as no continuity from classroom to classroom within a school or from school to school.

At some sites excellent teachers using the old materials were able to produce good results. This observation reinforced our concern that the new ESL curriculum needs to follow the AGP monitoring format, which encourages good performance from most teachers. In other words, an AGP formulated ESL would prepare many below-par ESL teachers to provide quality teaching.

A continuing problem in the implementation of the ESL program is the difficulty in recruiting and training high quality teachers. While the Resource ESL Teachers are uniformly well-qualified for ESL instruction, again this year we found that many ESL teachers had limited or no background in ESL. Teacher selection continues to need improvement. They are frequently recruited unwillingly and, more often than not, do not attend in-service training because it is not mandated. While we understand that mandating these courses may cause increased costs, it would be a worthwhile investment, as was AGP teacher training, to pay the initial cost that would produce good long term results. Some of the responsibility for upgrading skills must fall on the teachers themselves as well. We feel strongly that an assessment of teachers should be partially based on their attempts to upgrade their teaching skills. These observations collectively reinforce last year's recommendation for the establishment of accountability among professional staffs.

This subcommittee learned that it has been proposed to eliminate the itinerant team of teachers who supervise aides in schools. This resource is provided when the site does not have a bilingual resource teacher and does not have adequate staffing to accommodate LEP students. These teachers provide guidance and resources to the schools for primary language instruction.

Though the logic of cost effectiveness resulting from this change is admirable, the key impediment is the inability of site administrators to manage the responsibility for primary language classes. We agree with the idea of increasing site responsibility but suggest that the transition to total site responsibility take place over a year's time. This would give site administrators time to receive proper in-service training and assistance in adjusting to the primary language curriculum.

VOLUNTARY ETHNIC ENROLLMENT PROGRAM (VEEP)

There are presently 56 VEEP schools with LEP students. This year the subcommittee visited several sites and surveyed schools that were identified by the District as having 25 or more LEP students. Information was gathered on 26 (49%) of the 56 schools. We observed the following:

- Many administrators are negative about the Bilingual program.
- At many sites, the administrator was unaware of the program's philosophy or of its progress or lack thereof.
- Responsibility for the program is frequently delegated to a resource teacher and aides are used as instructors with little or no supervision and training.

- While it is understood that LEP students are placed in segregated classes for language purposes, but when they are put into regular classes with a composition of 80% to 90% minority students in many schools, it clearly violates the intent of the entire integration efforts.
- Some teachers expressed concern that resident parents did not want their children placed with minority students and that the principal accommodated their wishes by transferring students out of these classes, resulting in unnecessarily segregated classrooms.
- Neither the test scores of VEEP, nor LEP, students were available. One site claimed an increase in LEP students' scores, but the test used was not standardized.
- ESL "profile cards" documenting student's grade level were used at some sites as intended, but not at others.
- Many ESL teachers needed training in ESL instruction.
- Classroom visitation depended on the interest of the administrators and varied greatly from site to site.
- Visitation from the District Bilingual Office was sporadic with limited monitoring.
- Many sites complained that they had requested AGP Espanol materials from the District and were refused, even after offering to reproduce the materials at their own expense.
- Two sites had some parts of the AGP Espanol, but did not follow the specified timetables as was required, nor were they monitored.

In the 26 surveyed schools, there was a total of 1,835 limited-English-speaking students. Of this number 1,624 (86%) are bussed into the school. Of the 15 elementary schools surveyed, 11 offered primary language classes in Reading, Math and Language.

Two schools had primary language classes in Math and Social Studies, one school offered Reading and Math in the primary language for 1-5, but no classes in the student's primary language at all for the sixth grade.

Of nine surveyed Junior High schools, three had no primary language classes even though they had a total of 173 LEP students. One school has only Social Studies for its 51 LEP students, three schools had Social Studies and Math for LEP students, one offered Social Studies, Math, World History and Geography for its 426 LEP students, and one other Junior High offered World History, American Government and Youth and the Law to its 20 LEP students. Of the three High Schools, two had no primary language classes for 161 LEP students attending their schools and Social Studies was the only course offered to 10 and 11 grades in the third school, which had 245 LEP students. One and two funds, are a hodgepodge of offerings which do not clearly address the illiteracy or low-literacy issues that exist in the LEP population.

It is evident that primary language instruction is the minimum required and that the quality is variable. Many of the primary language courses are taught in English rather than the required primary language.

It was not possible to obtain test scores of LEP students, so we could not compare scores to their resident schools. It is difficult to access accurately without data whether these LEP/VEEP students are receiving higher quality education.

ILLITERACY

The original conception of the bilingual program assumed fluency in the LEP student's primary language, especially the assumption of literacy at the upper grade levels. We continue to find LEP students who are illiterate in both their primary language and English. At the secondary level, many LEP students are five and six grade levels below their contemporaries. The school district's illiteracy policy is formulated in the competency program, but LEP students do not take competency tests unless they are near exiting levels. In addition, the numerous programs to aid low-achieving students, such as those supported by chapter one and two funds, are a hodgepodge of offerings which do not clearly address the illiteracy or low-literacy issues that exist in the LEP population.

The consequences of illiteracy are several:

- It leads to multiple-ability level classes, thus slowing down literate students.
- It slows down the transition into English.
- It leads to teacher attribution of "low intelligence" to those who have oral fluency in English, but who are not fluent in reading and writing.

The District should have a more thoroughly developed policy on illiteracy and there should be a conscious effort to incorporate that concern into curriculum development in both the primary language and ESL courses.

It was brought to our attention that the State Department of Education has been requesting the District for the past several years to use a more effective test of identifying LEP student language capacity and the District has not complied. The District should adopt an approved instrument to properly place students.

CONCLUSION

In an attempt to keep our written comments brief and to the point, the subcommittee requests an audience with the judge as an alternative to reiterating so much of the same material that was covered in last year's report. We feel that the many areas in which so little progress was made last year can best be remedied this year by way of a direct dialogue with the individual who has the ability to execute significant changes in this regard.

RECOMMENDATIONS FOR THE BILINGUAL/ESL PROGRAM

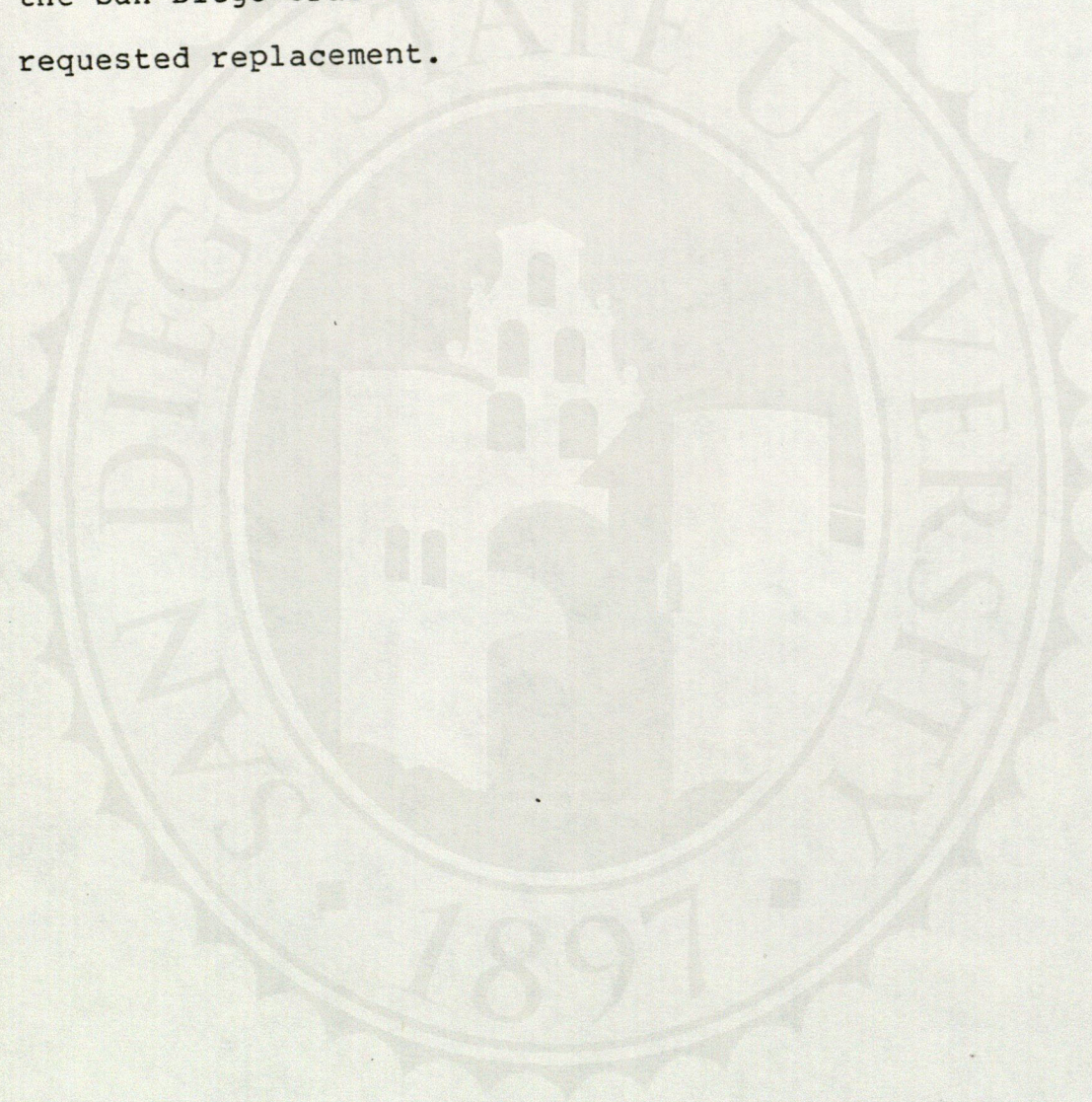
1. The Superintendent should clearly delineate goals and measurable objectives for the Bilingual Program.
2. The District should hold administrators and professional staff accountable for the success of the program. This should include measures of student progress by class, site and District. Some modified AGP type monitoring process should be included.
3. When the bilingual classification team is established, it should be responsible for both monitoring and supervision of assessment data gathering.

4. The evaluation office should institute a regular bilingual evaluation program which includes statistics on CTBS English, CTBS Espanol, CAP, standardized ESL tests, and other appropriate measures of student progress. The statistics should include current and exited LEP students. If the ongoing bottleneck of computer capability continues, the District should contract with an outside agency to process the data.
5. The Central Bilingual Office staff should be consolidated on one site.
6. Rather than deciding the best method of second language instruction based on belief, the Bilingual Office should modify the curriculum based on program assessment. The ideological conflict between bilingual staff should be resolved professionally by establishing the assessment process as a basis for decision-making. The office must be prepared to develop multiple methods based on differing learning styles of individual students.
7. Site administrators, who are responsible for bilingual curriculum, should be given in-service training to learn the philosophies and methods of implementation.

8. The new administrative reorganization should retain the Bilingual Program under the supervision of an Area Assistant Superintendent for two years or until the program is on more solid footing.
9. The elimination of the primary language itinerant teams should be delayed one year until site administrators are properly prepared to manage the new responsibility.
10. The District should continually upgrade the K-12 AGP Espanol materials and insure the same monitoring procedure used in the AGP English curriculum
11. The AGP Espanol curriculum should be made available to non-AGP designated sites with the same monitoring process as the regular AGP English curriculum when there are VEEP students.
12. Following a needs assessment of the Indo-Chinese primary language program, appropriate curriculum materials should be developed beyond current plans. A similar move should be made to monitor the needs of Spanish speaking students.

13. Administrators at sites with Indo-Chinese primary language classes need to make quarterly formal assessments of curriculum implementation.
14. The experimental sheltered English method should be encouraged, monitored and assessed.
15. The new ESL curriculum (level one) for 1983-84 should be used as a pilot program. When developed, levels two and three should be similarly piloted. Also, the new ESL curriculum must require in-service training, monitoring and evaluation.
16. Monitoring VEEP sites so that there is no undue segregation of LEP students.
17. Expulsion at VEEP sites should be looked at to determine if the VEEP students are adversely affected.
18. Illiteracy: The District should develop a coordinated plan that identifies illiteracy and provides methods for overcoming it. This plan should encompass the primary language curriculum, ESL curriculum, and the various remedial programs (e.g., Miller, Unruh, Chapter one and two).

19. The District should resolve the problem between itself and the State Department of Education regarding the adequacy of the San Diego Oral Assessment Instrument by adopting a requested replacement.



RESPONSE TO CHARGE 3

MONITOR THE VOLUNTARY ETHNIC ENROLLMENT PROGRAM (VEEP) NOTING THE SHORTCOMINGS SET FORTH IN THE NOTICE OF INTENDED DECISION DATED AUGUST 12, 1982.

FINDINGS

In the fall of 1982, the Voluntary Ethnic Enrollment Program (VEEP) sub-committee of the Integration Task Force, embarked upon studying the effectiveness of the VEEP program. For the past nine months, a small group of sub-committee members have met with district administrators, teachers, counselors, parents and students to look at the program.

With the support and consent of the Task Force, VEEP sub-committee members have drawn upon the conversations and written data to prepare this section on the VEEP Program.

It is with sadness and concern that we must inform the court that this report can be copied verbatim from past ITF reports which delineated consistent difficulties both with the implementation of the VEEP program and the personal difficulties experienced by participating students.

Therefore, this report will be confined to a listing of those issues which should be taken into account by the District administration.

There continues to be active participation by minority students in the VEEP program and as noted in the Court's Memorandum of Decision in 1982 "...as to this group we can be assured that they are desegregated."

It is positive that each VEEP receiving school has developed a plan to facilitate the inclusion of VEEP students into full participation in school life; however, as previous ITF reports have noted, regarding the Race/Human Relations Program, these VEEP plans vary substantially in quality and implementation from site to site. It is our recommendation that the District determine as quickly as possible which VEEP site plans are most successful and replicate them districtwide.

As part of any VEEP site plan an orientation should be developed which includes as a minimum:

- (1) academic expectation and resources,
- (2) behavioral standards,

2. The receiving schools should provide VEEP students with (3) extracurricular activities, and (4) problem solving techniques necessary to ensure the successful completion of their academic program. (Minority

A continuing positive effort is the utilization by some VEEP receiving schools of community people (from VEEP allied school areas) to provide liaison between the receiving school and VEEP students and parents. Unfortunately the effectiveness of the performance of these people varies widely from site to site. The ITF believes this liaison program could be potentially valuable. Therefore, we recommend that the District develop adequate criteria for the selection, training, evaluation and utilization of qualified personnel. mentioned in last year's report has not

changed as of February, 1983. The VEEP students interviewed The findings listed below have been previously reported to the court in past ITF reports and therefore, require no descriptive analysis except to note the ITF's dismay that the District has apparently chosen not to correct these problems. The ITF believes that the educational experience of VEEP students would be substantially improved with the correction of these problems. tion

- of VEEP students has reappeared. This is an intolerable and
1. Transportation difficulties continue. Some VEEP students are unable to participate in the full spectrum of school activities due to unavailable transportation.

2. The receiving school and the district must provide VEEP students with those ancillary services necessary to ensure the successful completion of their academic program. (Minority campuses continue to produce three quarters of all minority high school students who graduate and although minority students compose almost 50% of the potential college bound population, the percentage of these groups enrolling in college is low.) Our society can ill afford the loss of such potential.
3. We continue to regret that the ethnic composition of the cheerleading team mentioned in last year's report has not changed as of February, 1983. The VEEP students interviewed at that school again expressed their feeling that such discrimination is symbolic of their lack of acceptance. We call upon the court to insure that this will not be the case at this time next year.
4. We report with great concern that the issue of resegregation of VEEP students has reappeared. This is an intolerable and unacceptable condition and must be immediately addressed by the District.

5. Although the ITF understands that the District has attempted to establish a high standard for the behavior of faculty and staff (especially those driving VEEP buses), we continue to hear complaints detailing comments to VEEP students or in their presence which can only be characterized as racist. Protestations by principals or administrators that such conduct is not cause for the most drastic disciplinary measures is simply unbelievable. Racism has no place in our school system.

based on accepted evaluation methods, success and effect of other data-based conclusions have not been possible. While the ITF does not purport to be capable of rigorous evaluation, we believe it would be helpful to the Court if we could move in the direction of systematic, objective evaluation.

CURRENT PLAN

To correct this problem and move toward a common sense approach that would lead to valid and reliable conclusions, the subcommittee on Magnet Schools proposed devising specified, measurable outcomes for the individual Magnet School programs. These outcomes (objectives) would yield precise criteria for gauging the success of the Magnet School portion of the Integration Plan.

RESPONSE TO CHARGE 4

MONITOR AND EVALUATE THE MAGNET SCHOOL PROGRAM TO ASSURE THAT THEY ARE BEING ADMINISTERED IN A MANNER CONSISTENT WITH THEIR ORIGINAL INTENT AND PURPOSE OF FURTHERING INTEGRATION.

HISTORY AND PROBLEM IDENTIFICATION

We determined that while there have been substantial efforts by the Integration Task Force in the past, the evaluation of the Integration efforts in San Diego have been largely based on personal impressions. Because the conclusions have not been based on accepted evaluation methods, cause and effect or other data-based conclusions have not been possible. While the ITF does not purport to be capable of rigorous evaluation, we believe it would be helpful to the Court if we could move in the direction of systematic, objective evaluation.

CURRENT PLAN

To correct this problem and move toward a common sense approach that would lead to valid and reliable conclusions, the subcommittee on Magnet Schools proposed devising specified, measurable outcomes for the individual Magnet School programs. These outcomes (objectives) would yield precise criteria for gauging the success of the Magnet School portion of the Integration Plan.

EVALUATION PLAN

The Integration Task Force approved the following six activities in November, 1982. These steps formed the basis for the subcommittee to evaluate the Magnet School plan.

1. Determine if goals for the Magnet Programs have been established.
2. Assist with the writing of measurable objectives for the Magnet Programs.
3. Define the data necessary for measuring these objectives.
4. Specify the data collection procedures.
5. Specify analysis procedures.
6. Prepare schedules for completion of the data collection phase for 1983/84 and beyond.

METHOD

The Subcommittee on Magnet Schools met with the District staff on January 2, 1983, to outline the purpose and describe each step of our plan. The staff endorsed the plan and set up a meeting with other key staff members of the District to work out a detailed activities plan. On February 14, detailed tasks and completion dates were agreed upon (See Attachment H).

RESULTS/FINDINGS

Delays prevented the subcommittee from completing all of its planned activities. After previously agreeing to the proposed evaluation plan as early as January and working out detailed

tasks and activities in February, the central office did not complete their responsibilities on schedule. After substantial delays (4-6 weeks), the subcommittee was contacted by the central office and informed that the Superintendent's cabinet completed centrally since much of that information was already on file. The subcommittee expressed its concern that such a procedure could appear to be inconsistent with our major purpose of involving the actual program staff in the evaluation process. It also could appear that the central office was not remaining at arms length with respect to the Integration Task Force independent review. The District countered that it would write the goals and objectives for the program, then have these statements reviewed and approved by the principals of the schools which have Magnet programs. These goals and objectives appear in Attachment I.

Although this was a compromise, the subcommittee noticed this change and accepted the assurance that the goals and objectives statements would be forthcoming within a week.

Delays continued and, therefore, the subcommittee decided to make appointments independently with the random selection of Magnet School Programs because time had become critically short. At

the same time, the chairperson of the Integration Task Force and the chairperson of the Subcommittee for Magnet Schools requested an appointment with Superintendent Payzant to determine why we had encountered what appeared to be non-cooperation from the District.

The meeting with Superintendent Payzant took place on April 7. Dr. Payzant expressed concern at what he believed was a communication breakdown and proceeded immediately to trace the problem. The subcommittee received a phone call within 24 hours of our meeting with the Superintendent confirming that we would have the information we had been promised as soon as possible. The goals and objectives from 30 Magnet School programs were received within two days. Subsequently, data arrived showing the percent of agreement among principals who rated the overall districtwide goal for the Magnet School program.

SUMMARY ANALYSIS

Interviews were conducted at three Magnet School programs Wright Brothers Carrer High School, Baker Music Conservatory Magnet, and Longfellow Elementary School (Spanish Immersion). Goals and objectives were received for 30 Magnet School programs. A total of 34 principals responded to a rating scale of the districtwide goals for the Magnet School program. These ratings appear in Attachment J.

HIGHLIGHTS

- There was virtually unanimous agreement among principals rating the districtwide Magnet School program goals set by the District.
- In two of the three cases where interviews were obtained the goal statements by the principals did not agree with the statements sent by the District.
- Most of the objectives statements from the central office (and approved by the principals) were not measurable.

CONCLUSIONS

1. Delays at the District prevented the Magnet School Subcommittee from completing the work out-lined and agreed upon for the year.
2. A good start has been made and the activities originally scheduled for this spring could be continued in the fall.
3. The Superintendent took immediate action when a communication problem was apparent within his staff and between his staff and the Integration Task Force.
4. Goals and objectives for the Magnet Program were submitted, although, by and large these were not measurable objectives.
5. There appears to be a high level of endorsement for the Magnet School program and agreement among principals accepting the districtwide Magnet School program goals.

RECOMMENDATIONS

1. Should the Court wish to continue the current evaluation of the Magnet School component of the Integration Plan, an outside agency should be hired to complete this task. The ITF could serve as an advisory arm to guide the direction of such efforts.

2. If recommendation 1 above is accepted, we further suggest continuation of the Magnet Schools program evaluation plan during 1983-84, including the following specific activities.
 - a) Obtain goal statements and objectives from programs that did not respond.
 - b) Assist the programs in writing program objectives in measurable form.
 - c) Visit every Magnet School program and discuss the measurable objectives with principals and staff to obtain their approval and the accuracy of the statements.
 - d) Define the data and data collection procedures.
 - e) Set dates for data collection at each school.
 - f) Analyze data against measurable outcomes.
3. In conjunction with this rather "close look at Magnet programs, the subcommittee further suggests a broader evaluation from a broader perspective. The following questions would seem to be appropriate for 1983-84.
 - a. How many students are the Magnets affecting?
 - b. What do the students/parents believe about the programs?
 - c. How much do these programs cost?
 - d. What new Magnets could be established?
 - e. Do Magnet programs help to integrate students?
 - f. What is the long-term future of the Magnet Programs as a desegregating tool and a mechanism for upgrading educational opportunities?

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

Response to Integration Task Force Report of May 20, 1983

RACE/HUMAN RELATIONS PROGRAM

Integration Task Force Recommendations

Response

Proposed Action During
1983-84

1. *There needs to be a system of accountability in the Race/Human Relations Programs which rewards those who do a good job and holds accountable those who do not. We do not see at this time such a system in place.*

For example, the Task Force members and monitors observed many instances during in-service training sessions where inattentive teachers were not confronted. (Integration Task Force Report, page 15.)

District agrees that there needs to be a system of accountability in race/human relations which provides incentives for those who do a good job and holds accountable those who do not.

The recommended process will include the following basic steps:

- We will include in each site plan an accountability system for staff and students.
- Each school site will have available copies of their plan for the area assistant superintendents and the assistant superintendent of the Community Relations and Integration Services Division.
- Area assistant superintendents and the assistant superintendent, Community Relations and Integration Services Division, will monitor the implementation of site plans.
- The superintendent will monitor implementation of the race/human relations program.

Integration Task Force Recommendations

Response

Proposed Action During
1983-84

2. *A uniform policy that does not allow teachers to be excused from the mandated staff development program is necessary. (Integration Task Force Report, page 15.)*

This policy currently exists in District Procedure No. 5149, and the Final Order for the First School Year, August 8, 1977.

We will communicate this procedure to district staff by issuance of Administrative Circular early in the 1983-84 school year.

3. *The quality of in-service training needs improvement in terms of preparation and delivery. While the written materials may need some minor adjustments, the Race/Human Relations facilitators must develop more creative ways of presenting their materials. (Integration Task Force Report, page 16.)*

District agrees.

We will continue to provide facilitator training.

4. *Communication needs to be improved between District departments and between the central office and sites. Instructions for implementing the Race/Human Relations Program and future evaluation should be formulated with clarity well in advance of the dissemination. (Integration Task Force Report, page 16.)*

District agrees. The timing of the Court hearings and the issuance of the Memorandum of Decision directly affects the implementation of changes in integration programs.

We will continue to assess needs and obtain direction from the Board of Education to respond to these needs. Appropriate staff will then be assigned and materials will be developed which will be implemented and continually evaluated.

Integration Task Force Recommendations	Response	Proposed Action During 1983-84
<p>5. Continue the direction of the Race/Human Relations Program and reaffirm it's priority. (Integration Task Force Report, page 16.)</p>	<p>District agrees. A major effort this year was to develop a viable staff and student program in race/human relations as requested by the Integration Task Force. This was reflected in the Memorandum of Decision, August 12, 1982. We appreciate the recognition by the ITF concerning the efforts of the district in this area. A further review of the program by a representative of the Community Relations Service of the U.S. Department of Justice (San Francisco office) supported the positive efforts in the race/human relations area (staff/students) being taken by the district.</p>	<p>We will proceed with this program.</p>

San Diego City Schools
Community Relations and Integration Services Division

Response to Integration Task Force Report of May 20, 1983

INTEGRATION MONITORING PROCESS

Integration Task Force Comments	Response	Proposed Action During 1983-84
<p>A. <u>Introductory Remarks on the Monitoring Process and Integration Task Force Recommendation 1.</u> <i>The Community Relations and Integration Services Division has begun a process of monitoring all schools. Fifty-two schools are to be monitored in 1982-83, with other schools to be scheduled for monitoring during subsequent years.</i> (Integration Task Force Report, page 5)</p> <p><i>Feedback from community people participating in the monitoring indicate that there are not enough non-District members on the teams resulting in greater weight given to District members input and a tendency to mask non-District input.</i> (Integration Task Force Report, page 6)</p> <p><u>Task Force Recommendation 1 states:</u> <i>Include more community members on the monitoring team.</i> (Integration Task Force Report, page 6)</p>	<p>Following the original plan as submitted to the Integration Task Force (ITF), 48 schools were monitored. We are not aware of the source of the ITF's number of 52, but perhaps it came from confusion with district evaluation and self-study efforts underway at the same time.</p> <p>Examples include:</p> <ul style="list-style-type: none">- Race/Human Relations evaluation- Elementary and secondary school site self-studies using the monitoring checklists. <p>Of the 200 people who attended the monitoring training sessions, 43 or 21.5% represented community groups. Following the training sessions, community members were assigned to each monitoring team at a mutually agreed upon time. Of the 43 community members participating in the training sessions, 35 followed through with participation on monitoring teams. These 35 persons represented community input for 44 schools. Seven community members were assigned to the four remaining schools but were not able to participate because of last-minute changes in personal and/or professional commitments. No replacement could be found within the short time frame.</p>	<p>We will monitor 45 to 50 school sites as planned.</p> <p>We will emphasize recruitment and involvement of community members on integration monitoring teams by:</p> <ul style="list-style-type: none">- Expanding the list of community organizations invited to participate;- Utilizing additional volunteers from among those currently assisting the District in various capacities- Utilizing Business/Education Partnership Program participants;- Recruiting interested parents from various school sites.

Integration Task Force Comments

Response

Proposed Action During
1983-84

It should be noted that 17 community members are to be especially commended for their willingness to participate on monitoring teams at more than one site. One interested parent, Mr. Joseph Robinson, served on nine site monitoring teams. The necessary time commitment for training and monitoring (three to four days per site) has been a constraint for many community volunteers.

Each monitor was requested to observe the campus and classrooms individually, beginning the monitoring process in a separate part of the campus and moving to additional campus areas on a rotational basis. Each monitor's checklist was to be marked by the monitor on the basis of five separate observations of the areas being observed. The goal, which was attained by almost every team, was for at least one member of the monitoring team to observe in every classroom.

In order to avoid masking the opinion of any team member, final monitoring reports included a tally of each individual member's observations on the monitoring checklist.

In addition, comments reflecting areas of strength and areas needing review, study, and/or improvement were included in site reports. These comments resulted from the monitoring team group discussions and agreements.

We will maintain the process for individual team member input on monitoring checklists as outlined in the response. In addition, a community person will be asked to co-chair each monitoring team along with a district administrator.

Integration Task Force Comments

Response

Proposed Action During
1983-84

- B. Integration Task Force Recommendation 2:
Reimburse community members for
mileage expenses; . . .
(Integration Task Force Report, page 6)

In addition to the community members formally represented on the monitoring teams, in excess of 500 parents provided direct parent/community input into the final monitoring reports. The parent section of the monitoring team reports represents parent input only without editorializing by monitoring teams.

We will continue the process for direct parent/community input into the monitoring team reports.

- C. Integration Task Force Recommendation 3:
Strengthen training, particularly in
how to make accurate observations about
such objective judgments as successful
pupil interaction.
(Integration Task Force Report, page 6)

During the 1982-83 school year, full-day training sessions for prospective monitors included a review of district programs as well as training in strategies and techniques for observation and inquiry. Abbreviated training sessions were also scheduled several times during the monitoring process.

We will continue to emphasize monitoring team training and offer additional sessions.

- D. Integration Task Force Summarizing
Recommendation: The Task Force
affirms the concept of a monitoring
effort but recommends that the
District include and train many more
community people to be part of the
monitoring team. In addition, the

Each site monitored is required to submit a plan of action for resolution of the concerns raised by the monitoring teams. This plan of action becomes a part of the 1983-84 site plan. A copy of the plan is sent to the Director of Community Relations and Integration

We will continue to require sites to prepare plans addressing monitoring team recommendations and to process followup of area managers and Community Relations and Integration Services Division managers.

Integration Task Force Comments

Response

Proposed Action During
1983-84

Task Force recommends that the monitoring effort be used systematically to help schools improve the quality of integration on site. When a school is found to have a problem, that school should be asked to devise a plan to resolve the problem. Follow-up should occur to determine the effectiveness of the plan and the Court should also be apprised.

(Integration Task Force Report, page 6)

Services as well as to the Area Director. Followup on these plans will be conducted by both area managers and Community Relations and Integration Services Division managers.

As a part of the follow-up activities, sites monitored during the 1982-83 school year will submit annual progress reports until full-scale monitoring is repeated at those sites.

All sites are strongly encouraged to use the monitoring checklist for annual self-study.

We will continue the annual progress report for sites previously monitored, as well as encourage all sites to use the monitoring checklist as a basis for self-study and improvement.

San Diego City Schools
Community Relations and Integration Services Division

Response to Integration Task Force Report of May 20, 1983

VOLUNTARY ETHNIC ENROLMENT PROGRAM

Integration Task Force Recommendations

Response

Proposed Action
During 1983-84

- A. *Transportation difficulties continue. Some VEEP students are unable to participate in the full spectrum of school activities due to unavailable transportation.*
(Integration Task Force Report, page 43)

To date the Transportation Department has fulfilled all requests for buses to accommodate students participating in after-school activities. Buses are available to schools beginning at 3:00 p.m. and continuing until 9:00 p.m. There is an established budget for late activities. There are on the average, 30 available buses to provide the service. There is also a special dispatcher for late activities. Currently the late activities buses are transporting on the average of 482 students per day.

Buses are not available for early morning and early afternoon activities because all must be deployed to transport to and from schools.

- B. *The receiving school and the district must provide VEEP students with those ancillary services necessary to ensure the successful completion of their academic program. (Minority campuses continue to produce three quarters of all minority high school students who graduate and although minority students*

More minority group graduating high school seniors should attend four-year institutions of higher learning. This is not solely a VEEP concern but a total district one. Recently the Board of Education approved the upgrading of course requirements for high school graduation. This will further insure that graduating students have the knowledge

We will require all school sites to disseminate information regarding the availability of late activities buses through their daily bulletins, school newspapers, monthly newsletters and counseling-guidance services

The Community Relations and Integration Services Division will give priority to the objective "Fairness in Guidance Practices." (One of the 47 objectives in the district plan for Race/Human Relations.)

Integration Task Force Recommendations

Response

Proposed Action
During 1983-84

compose almost 50% of the potential college bound population, the percentage of these groups enrolling in college is low.) Our society can ill afford the loss of such potential.
(Integration Task Force Report, page 44.)

- C. We continue to regret that the ethnic composition of the cheerleading team has not changed as of February, 1983. The VEEP school again expressed their feeling that such discrimination is a symbol of their lack of acceptance. We call upon the court to insure that this will not be the case at this time next year.

(Integration Task Force Report, page 44.)

and skills to meet the college entrance requirements and achieve success in course-work.

Last year an investigation was conducted by the Community Relations and Integration Services Division regarding parental expressed concerns regarding the ethnic composition of the cheerleading team. During the 1981-82 school year, the varsity cheerleading team, consisting of ten members, had three minority youngsters, two Hispanic and one Polynesian. After the team try-outs, a black student requested and met criteria to serve as a school mascot (same responsibility as cheerleader) for the 1982-83 school year.

During the 1982-83 school year the cheerleading team consisted of, 1 Black (mascot), 2 Asians, 2 Hispanics and 5 Whites.

Ethnic composition of the high school in question for this school year is:

<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Alaskan/Indian</u>
28.6%	55.4%	8.8%	6.9%	.3%

The Community Relations and Integration Services Division will work with ASB advisors and groups to assure that there is fairness in the selection and election processes for student cheer squads.

Integration Task Force Recommendations

Response

Proposed Action
During 1983-84

D. We regret with great concern that the issue of resegregation of VEEP students has reappeared. This is an intolerable and unacceptable condition and must be immediately addressed by the District.
(Integration Task Force Report, page 44.)

Because of specialized programs such as bilingual/ESL, Special Education and in some small elementary schools having gifted cluster classes, some students on the VEEP are segregated for part of the day.

As stated in item B which related to guidance, the Race/Human Relations team of the Community Relations and Integration Services Division will emphasize "Fairness in Instruction" for the 1983-84 school year. (One of 47 objectives in the district plan for Race/Human Relations.)

E. Although the ITF understands that the District has attempted to establish a high standard for the behavior of faculty and staff (especially those driving VEEP buses), we continue to hear complaints detailing comments to VEEP students or in their presence which can only be characterized as racist. Protestations by principals or administrators that such conduct is not cause for the most drastic disciplinary measures is simply unbelievable. Racism has no place in our school system.
(Integration Task Force Report, page 45.)

The District agrees that racism has no place in the school system.

The District mandates race/human relations training for all employees including bus drivers employed by companies under contract. There is also an established procedure for parents/students and school personnel to express concerns regarding bus drivers and services.

The administrator responsible for the VEEP program will meet with the Director of Transportation to deal with employee problems.

GTF:CM/sel
6/10/83

Response to Integration Task Force Report of May 20, 1983

MAGNET SCHOOL PROGRAMS

Integration Task Force Recommendations

Response

Proposed Action During
1983-84

Integration Task Force Recommendation 1 states: *Should the Court wish to continue the current evaluation of the Magnet School component of the Integration Plan, an outside agency should be hired to complete this task. The ITF could serve as an advisory arm to guide the direction of such efforts.*

(Integration Task Force Report, page 50)

Because of budget reductions, the integration program will have to operate at the same level during 1983-84. For this reason, incurring additional program costs would not be feasible. However, the current evaluation system is comprehensive and should fulfill the recommendation of the Integration Task Force.

Magnet schools within the San Diego Unified School District are currently evaluated and/or monitored annually in the following ways:

- Enrollment goals as set forth in the San Diego Plan for Racial Integration are monitored annually by District Operations and Community Relations and Integration Services managers, the Superintendent, and the Board of Education.
- Enrollment data is a part of the District's annual report of the San Diego Plan for Racial Integration presented to the Court.
- Achievement data for magnet school pupils is monitored as a part of the District's overall evaluation of student achievement including standardized test scores for both AGP and non-AGP magnet schools.
- District monitoring effort. More than 20 magnet schools were monitored during 1982-83. Extensive data concerning these magnet schools was collected through site profiles and by the monitoring teams.

We will continue to monitor and/or evaluate magnet school programs through a variety of methods as outlined in the Response column opposite.

Integration Task Force Recommendations

Response

Proposed Action During
1983-84

- District evaluation efforts for the Race/Human Relations Program include selected magnet schools.
- The District monitors magnet school costs relative to the integration effort.

San Diego Unified School District's Magnet School programs are frequently reviewed by outside evaluators seeking information for federal and state assessment purposes. For example, a research team from Abt Associates Inc. visited San Diego during the week of February 14-18, 1983. The team consisted of Dr. Ralph Turner, Dr. Charles Flowers, and Mrs. Maureen Ilume. Their study focused on the following main questions:

- How effective are magnet schools in providing quality education?
- How effective are magnet schools in achieving desegregation?
- What are the factors in a successful magnet school?
- What contributions do magnet schools make to meeting urban educational problems?

The report of the Abt Associates findings has not as yet been received in the District but will be forthcoming as part of a larger report providing information on magnet schools throughout the nation.

We will continue to cooperate with research teams of the Office of Program Evaluation of the U.S. Department of Education, the California State Department of Education, and others.

Integration Task Force Recommendations	Response	Proposed Action During 1983-84
<p><u>Integration Task Force Recommendation 2:</u> If recommendation 1 above is accepted, we further suggest continuation of the Magnet Schools program evaluation plan during 1983-84, including the following specific activities.</p> <ul style="list-style-type: none"> a) Obtain goal statements and objectives from programs that did not respond. b) Assist the programs in writing program objectives in measurable form. c) Visit every Magnet School program and discuss the measurable objectives with principal and staff to obtain their approval and the accuracy of the statements. d) Define the data and data collection procedures. e) Set dates for data collection at each school. f) Analyze data against measurable outcomes. <p>(Integration Task Force Report, p. 51)</p>	<p>San Diego Unified School District regularly provides assistance to school sites relative to</p> <ul style="list-style-type: none"> - setting goals and objectives, - assisting programs and writing objectives in measurable form, - visiting magnet school programs and discussing objectives with principals and staff, - defining necessary data and data collection procedures, - setting dates for data collection at each school, and - analyzing the data received. 	<p>We will work with members of the Integration Task Force and other community monitoring and evaluation team members to</p> <ul style="list-style-type: none"> - set goals and objectives with measurable outcomes, - assist programs to write objectives in measurable form, - visit magnet school programs and discuss objectives with principals and staff, - define necessary data and data collection procedures, - set dates for data collection at each school, and - analyze the data received.
<p><u>Integration Task Force Recommendation 3:</u> In conjunction with this rather "close look at Magnet programs, the subcommittee further suggests a broader evaluation from a broader perspective. The following questions would seem to be appropriate for 1983-84. (Sic)</p>	<p>Much of the information suggested in Integration Task Force Recommendation 3 is currently available in San Diego Unified School District and is updated annually. The district currently has:</p> <ul style="list-style-type: none"> - data on how many students are affected by magnet programs. 	<p>We will continue to monitor and evaluate the magnet school programs as indicated in the Response column opposite.</p> <p>We will work with the Integration Task Force to review district data relating to the request in Recommendation 3, page 51.</p>

Integration Task Force Recommendations	Response	Proposed Action During 1983-84
<p>a) How many students are the Magnets affecting?</p> <p>b) What do the students/parents believe about the programs?</p> <p>c) How much do these programs cost?</p> <p>d) What new Magnets could be established?</p> <p>e) Do Magnet programs help to integrate students?</p> <p>f) What is the long-term future of the Magnet Programs as a desegregating tool and a mechanism for upgrading educational opportunities?</p> <p>(Integration Task Force Report, page 51)</p>	<ul style="list-style-type: none">- information about what students/parents believe about the program,- enrollment data and monitoring team reports to indicate the effectiveness of magnet programs in helping to integrate students,- plans for the development of the long-term future of magnet programs as a desegregating tool and a mechanism for upgrading educational opportunities. Magnet programs are reviewed and studied by the District as it annually reviews all of its integration programs. <p>The establishment of new magnets in a time of severe fiscal constraint is impractical, although the District supports the establishment of new magnets when funds are available to do so effectively. Data is currently available in the District to indicate what new magnet programs might be desirable assuming that sufficient funding becomes available.</p>	

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

Response to Integration Task Force Report of May 20, 1983

BILINGUAL/ESL PROGRAM

Integration Task Force Recommendation	Response	Proposed Action During 1983-84
1. The Superintendent should clearly delineate goals and measurable objectives for the Bilingual Program.	<p>District agrees. District goals for the instruction of students whose proficiency in English is limited (LEP) were established by the Board of Education in a resolution adopted on June 16, 1981.</p> <p>The Superintendent elaborated on these goals in his <u>Basic Skills Objective 1, A Master Plan for Basic Skills, K-12, April 4, 1983.</u></p>	<p>After the Board of Education approval of the budget, staff will submit to the Board objectives for instructional programs for LEP students in</p> <ul style="list-style-type: none"> - staff development - materials development - program implementation - student performance
2. The district should hold administrators and professional staff accountable for the success of the program. This should include measures of student progress by class, site and District. Some modified AGP type monitoring process should be included.	<p>District agrees. In consultation with staff from the Second Language Education unit and from the Evaluation Services Department, the Data Systems Department has established means for recording and reporting the following information about LEP students:</p> <ul style="list-style-type: none"> - student identification and location - waiver status 	<p>Prior to school beginning, the Superintendent will delineate the responsibilities of each level of administration and professional staff, including site administrators and teachers, for LEP students. Principals will include in their site plans programs for instructing and monitoring LEP students.</p>

- instructional program designation
- length of time in the program
- progress in the program
- achievement in the program
- progress after exiting from the program
- achievement after exiting from the program

Principals will periodically report the progress of LEP students.

Student progress reports will be maintained on an annual and continuing basis.

Under the district's reorganization plan, responsibility for classification of LEP students, placement in appropriate programs, monitoring and assessment of progress is vested in the site administrator under the supervision of the Area Assistant Superintendent.

Site administrators will be responsible for gathering of assessment data at their sites. The classification team will provide assistance to sites.

3. When the bilingual classification team is established, it should be responsible for both monitoring and supervision of assessment data gathering.

4. The evaluation office should institute a regular bilingual evaluation program which includes statistics on CTBS English, CTBS Espanol, CAP, standardized ESL tests, and other appropriate measures of student progress. The statistic should include current and exited LEP students. If the ongoing bottleneck of computer capability continues, the District should contract with an outside agency to process the data.

The District agrees.

A comprehensive design for evaluation of instructional programs for LEP students was presented to the Board of Education, May 10, 1983. and will be implemented during the 1983-84 school year.

5. The Central Bilingual Office staff should be consolidated on one site. District agrees.

The consolidation of Second Language Education staff at one site will be included in district facilities utilization studies conducted in 1983-84. .

6. Rather than deciding the best method of second language instruction based on belief, the Bilingual Office should modify the curriculum based on program assessment. The ideological conflict between bilingual staff should be resolved professionally by establishing the assessment process as a basis for decision-making. The office must be prepared to develop multiple methods based on differing learning styles of individual students.

District agrees.

Implementation of the assessment process outlined in proposed action for recommendations #2 and #4 will facilitate implementation of this recommendation.

7. Site administrators, who are responsible for bilingual curriculum, should be given in-service training to learn the philosophies and methods of implementation.

District agrees.

In-service education for administrators will be given in the fall.

3. The new administrative reorganization should retain the Bilingual Program under supervision of an Area Assistant Superintendent for two years or until the program is on more solid footing.

District agrees.

The four area operating divisions will be responsible for instruction at school sites. The Educational Services Division will be responsible for curriculum and materials development and/or interpreting federal and state regulations for program compliance. The Planning, Research, and Evaluation Division will be responsible for evaluation of programs.

9. The elimination of the primary language itinerant teams should be delayed one year until site administrators are properly prepared to manage the new responsibility.

See proposed action.

The proposal to eliminate the itinerant team will be submitted to the Board of Education during budget development meetings.

10. The District should continually upgrade the K-12 AGP Espanol materials and insure the same monitoring procedure used in the AGP English curriculum.

District agrees.
Monitoring procedures are in place for AGP designated schools.

Staff is revising selected units of AGP Spanish reading (K-6) for schools in 1983-84. Plans for revisions to AGP curriculum for grades 7-12 and completion of a level IV in reading and social studies have been submitted for 1983-84 budget approval to the Board of Education.

11. The AGP Espanol curriculum should be made available to non-AGP designated sites with the same monitoring process as the regular AGP English curriculum when there are VEEP students.

District agrees.

AGP Spanish reading, K-6 and AGP Spanish math, K-6, will be used in 1983-84.

12. Following a needs assessment of the Indo-Chinese primary language program, appropriate curriculum materials should be developed beyond current plans. A similar move should be made to monitor the needs of Spanish speaking students.

District agrees.

Other AGP Spanish programs in reading, math, and social studies, grades 7-12, will be expanded to non-AGP schools with available resources for implementation and monitoring.

By November 30, 1983, teachers, administrators, and representatives of community organizations will be surveyed to determine their perception of needs in primary language instruction for all LEP students. Results of the assessment will be used to determine future plans for development of curriculum and materials.

Periodic assessments will be made.

13. Administrators at sites with Indo-Chinese primary language classes need to make quarterly formal assessments of curriculum implementation.

District agrees.

14. The experimental sheltered English method should be encouraged, monitored and assessed.

District agrees.

The district will monitor and assess the effectiveness of the entire instructional program and Indochinese LEP students, including the sheltered English component.

15. The new ESL curriculum (level one) for 1983-84 should be used as a pilot program. When developed, levels two and three should be similarly piloted. Also, the new ESL curriculum must require inservice training, monitoring and evaluation.

District agrees.

A plan for field testing level one of the new program for teaching English to LEP students (ELEPS) has been prepared and is currently under consideration by staff.

16. Monitoring VEEP sites so that there is no undue segregation of LEP students.

District agrees.

Area Assistant Superintendents will be responsible for integration of LEP students.

17. Expulsion at VEEP sites should be looked at to determine if the VEEP students are adversely affected.

Official district records report that for the school year 1982-83, three students in the VEEP were expelled from the receiving VEEP school. None of these were LEP students.

If a LEP student is expelled, the office of Second Language Education will be notified.

18. Illiteracy: The District should develop a coordinated plan that identifies illiteracy and provides methods for overcoming it. This plan should encompass the primary language curriculum, ESL curriculum, and the various remedial programs (e.g., Miller, Unruh, Chapter 1 and 2).

The fundamental purpose of educational programs for LEP students is to provide them with those skills which are required to succeed in the district's regular programs. Proficiency in English - both oral fluency and literacy - is key to this and literacy is critical.

The teaching of reading will continue to be a fundamental and explicit aspect of instruction in English for LEP students.

19. The District should resolve the problem between itself and the State Department of Education regarding the adequacy of the San Diego Oral Assessment Instrument by adopting a requested replacement.

The San Diego Observation and Assessment Instrument (SDOAI) was approved by the State Department of Education for use during 1983-84.

Staff will provide inservice to teachers whose students are having difficulty learning to read.

District will this summer test for 1983-84 a new assessment instrument.