

SAN DIEGO INTEGRATION TASK FORCE

June 15, 1984

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 sixth year as the Court's monitor of the San Diego Unified School District's Plan for Racial Integration. This year there were 10 members appointed to the Task Force from representative ethnic groups.

THE COURT'S CHARGE

The Task Force is specifically charged to:

1. Monitor, analyze and evaluate the Race/Human Relations Programs now being developed and implemented in the school year 1983-1984, with particular emphasis on the substance of the programs, their capabilities for providing uniformity of instruction throughout the District, and confer with the School District to explore the possibility of consolidating the monitoring of the Race/Human Relations Program with that of the District.

2. Monitor the Bilingual Program to determine:

- (a) If all efforts are being made to 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; (c) if all efforts are being made to uniformly devise and implement the Hispanic Bilingual Program; (d) if all efforts are being made to make follow-up investigations of exited students from said programs; (e) if students in the Bilingual Programs are properly trained; and (f) why many students remain in native language programs year after year.

3. Monitor the Voluntary Ethnic Enrollment Program (VEEP) to determine:

- (a) Which schools are the most successful and suggestions relative to replication in other comparable lesser successful schools; (b) if resegregation occurs at receiving schools; and (c) if Limited English Proficient (LEP) students are adequately trained at receiving schools.
- 4. Monitor and evaluate Magnet School Programs to assure that they are being administered in a manner consistent with their original intent and purpose of furthering integration and to determine what efforts are being made to expand the said program; to monitor the Magnet School Programs to determine if, resegregation has occurred in any instances and to determine if all reasonable efforts are made to integrate all classes in said Magnet School Programs.
- 5. To suggest to the Court according to the Integration Task Force's perception of priorities the matters it feels should be contained in the Court's concluding order to be made after October 1, 1984.

TASK FORCE ORGANIZATION AND MONITOR ASSIGNMENT

Unlike other years, the Integration Task Force (ITF) was able to begin meeting in September because the Court requested that the ITF function without any personnel changes during the 1983-84 year. However, there was membership attrition of the ITF. One was transferred to Orange County and another resigned. These two members were not replaced because of the difficulty in familiarizing new members with the complex issues of the ITF. During 1983-84, the ITF had ten members.

The ITF was organized this year to take advantage of the District's self-monitoring. The Community Relations Division of the San Diego Unified School District had monitored approximately fifty schools during 1982-83. In addition, the District completed follow-up visits to schools with more areas of concern. This monitoring effort provided a profile of each site, including school climate, degree of integration, and an assessment of the site's strengths and weaknesses. These schools were the pool from which the ITF chose school sites for monitoring.

The sixteen schools selected had clearly stated areas that needed improvement. These schools had a variety of integration programs, such as Magnets, Voluntary Ethnic Enrollment Program (VEEP), and sites with a high concentration of Limited English Proficient/Non-English Proficient (LEP/NEP) students. All schools had a district-mandated Race/Human Relations program. These schools were assigned to ITF members and community monitors. The purpose of this approach was to determine to what extent the site was responding to these identified areas of concern and to enable the ITF to assess the validity of the District's self-monitoring process.

The ITF had nine community monitors who have served in previous years. One monitor was assigned to the in-service training component of the staff Race/Human Relations program. The other eight monitors were assigned to one of the 16 sites selected. Seven ITF members were assigned to the remaining eight schools.

A list of questions to guide the monitoring process was developed and disseminated to the ITF members and monitors (Attachment 1) and meetings were scheduled for the year. (Attachment 2)

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In addition, District administrators addressed the ITF on topics of concern at regularly scheduled meetings. The Superintendent, Assistant Superintendent for Community Relations, Assistant Superintendent for Planning and Research, the four area Assistant Superintendents, and the Race/Human Relations staff all made presentations.

TASK FORCE MEMBERS:

Dr. Howard Carey

Morris Casuto

George Hutchinson

Dr. Kenji Ima

Dr. Kenneth Majer

Ida Major

Judy McDonald

Delia Talamantez

Marie Widman

Beverley Yip

A. ISOLATED SCHOOLS

Of the original 23 court identified schools, 18 remain minority isolated (less than 20% Caucasian). The ITF believes that continuing concerted efforts must be made to address the circumstances of these schools. However, despite on-site integration programs the following schools remain isolated: Baker, Burbank, Chollas, Emerson, Horton, Knox, Lowell, Valencia Park, Memorial, Lincoln, and Morse. Other minority isolated schools: Balboa, Freese (proposed magnet 1984-85), Kennedy, Logan, Mead, Sherman, and Stockton have no integration programs.

In addition, the District has identified four other schools: Linda Vista, Euclid, Lafayette, and Washington. There are now 22 isolated schools.

B. DISTRICT ORGANIZATION

The ITF is not in a position to determine accurately the success of the District's reorganization. However, the ITF has observed schools where mandated programs have not been carried out as directed.

The relationship between the central office and some site appears to have conflict. In some cases insubordination of site administrators is evidenced. District Office staff at the Management level are experiencing problems in communication which may exacerbate the relationship between District office and school sites. Because the problem of non-cooperation between the District and the school sites may accelerate, the reorganization may require time and altered management techniques to correct the present situation.

C. INTEGRATION MONITORING

The District continued its self-monitoring of the integration programs during the school year. Approximately 40 schools were visited for the first time. In addition, the team made follow-up visits to several schools which last year were found to have many areas of concern.

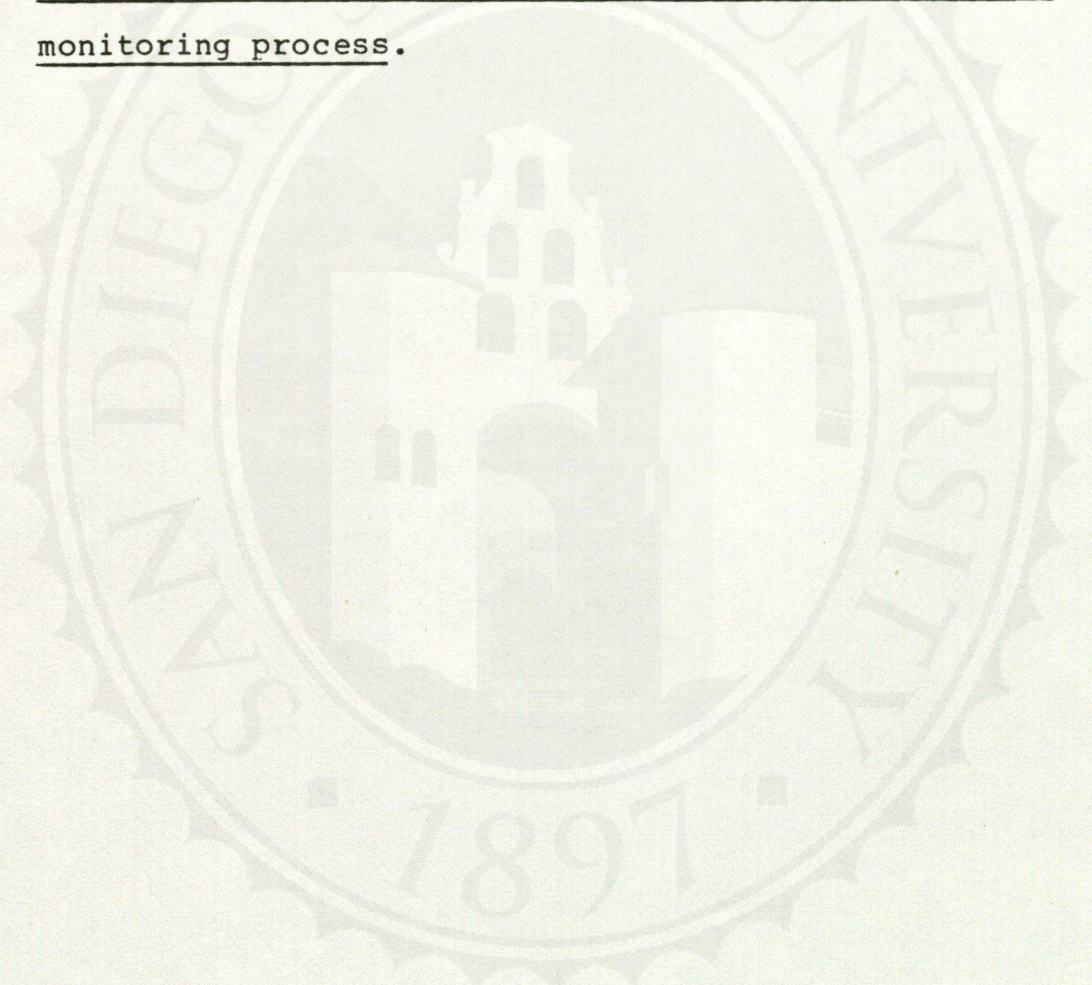
One ITF community monitor indicated that the goal of the monitoring process was not clear. "There needs to be a clear public statement that integration monitoring is necessary in order to point out ways in which students are being hurt because of their ethnicity, and to change these conditions. Secondly, there is a goal of identifying helpful practices so that they can be encouraged and replicated, but this is nowhere nearly as urgent as the need to point out what's being done wrong and get it changed. In an effort to make the process acceptable and less threatening, no one has even said, 'We are monitoring schools because racist practices are occurring. We cannot expect them to be stopped until they are pointed out. As it is, they are hurting students, and this is unacceptable....! In sum, the total monitoring process needs to be designed specifically to find out what's wrong, and to report what's wrong clearly so that it can be righted. At present, when a reader completes a site monitoring report, he/she cannot have an accurate opinion of where that school falls on a racist/non-racist continuum, or on an integrated/desegregated continuum. Should that not be a major goal on monitoring?"

Last year the ITF recommended that:

1. "more community members be included on the monitoring Teams." The District has actively recruited community members and the ITF is encouraged with its effort.
2. "Community members receive mileage expenses." This is a current practice.
3. "Recommended that the monitor training be strengthened." Task Force members who attended the training this year determined that the District had improved the quality of the training.

A criterion for the organization of the ITF was to determine the extent to which schools that had been monitored were addressing the identified weaknesses outlined in the monitoring report. This year Evaluation Services has provided technical assistance to the Community Relations Division on improving the validity of their assessment process. The schools reviewed by the ITF were found to be addressing their deficiencies.

The ITF recommends the continuation of the self-monitoring efforts because it provides some assessment of the District's integration process, and in addition continue to provide technical assistance in order to upgrade the monitoring process.



CHARGE 1

MONITOR, ANALYZE AND EVALUATE THE RACE/HUMAN RELATIONS PROGRAMS NOW BEING DEVELOPED AND IMPLEMENTED IN THE SCHOOL YEAR 1983-1984, WITH PARTICULAR EMPHASIS ON THE SUBSTANCE OF THE PROGRAMS, THEIR CAPABILITIES FOR PROVIDING UNIFORMITY OF INSTRUCTION THROUGHOUT THE DISTRICT, AND CONFER WITH THE SCHOOL DISTRICT TO EXPLORE THE POSSIBILITY OF CONSOLIDATING THE MONITORING OF THE RACE/HUMAN RELATIONS PROGRAM WITH THAT OF THE DISTRICT.

INTRODUCTION

In the Memorandum of Intended Decision dated August 12, 1982, the Court 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."

"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."

The 1983-1984 school year was the first full year of implementation of this centrally produced Race/Human Relations course of study. During the previous school year (1982-1983), the "Identity" portion of the centrally produced program was introduced and the "Conflict" material was field tested. The 1982-1983 school year was a transition year and uniformity of instruction was not a priority objective. However, the current school year was intended to begin the full implementation of the centrally produced, multi-year course of study for both students and staff.

In preparation for carrying out the Court's charge in this area, the Race/Human Relations subcommittee met with Dr. Yvonne Johnson in October 1983. Dr. Johnson briefed the committee on the Race/Human Relations objectives for students and staff and described the Central Office's plan for implementation. Dr. Johnson and her staff also made a presentation to the Task Force in December 1983.

The Race/Human Relations program was to be infused and taught in Social Studies, except for grade seven Achievement Goals Program (AGP) and the ninth and tenth grades. Due to scheduling at these grade levels, not all students would be taking social studies. The District decided that Physical Education classes in grade seven AGP and the ninth and tenth grades would provide access to these students.

In response to the Court's interest regarding the District's capability for providing uniformity of instruction throughout the District, the Task Force concludes that the District is capable of providing uniformity. Race/Human Relations Program objectives for the 1983-84 school year for both students and staff were clearly stated. Information Circulars 63 and 75 (see attachments 3 and 4) were sent to each site with instructions on implementation of the Race/Human Relations Program. At the elementary school levels, detailed management charts were prepared for teachers with instructions and time-lines on how and when to weave the Race/Human Relations concepts within the social studies unit. Theoretically, to find out when a Race/Human Relations unit was being taught, one needed only to

know when the social studies unit would be taught at that particular elementary school or grade and then target in on the date identified in the management chart. However, at the secondary level, less detailed instructions on implementation were provided. Other than identifying social studies teachers as responsible for classroom instruction of the Race/Human Relations concepts, no other implementation guidelines were provided. Therefore, at the secondary level site administrators needed to exercise more responsibility.

TASK FORCE APPROACH TO RACE/HUMAN RELATIONS MONITORING

Task Force members and volunteer monitors were assigned to 16 schools. In addition to the other identified areas of concern (Magnet, VEEP, LEP/NEP), Task Force members and monitors were asked to monitor the Race/Human Relations program at each site. They were to ascertain whether the Race/Human Relations content were being taught as planned, to observe a Race/Human Relations unit being taught, and to make some judgments about its "meaningfulness" for the student participants.

In addition, the Task Force Chair and Race/Human Relations subcommittee Chair selected these schools for monitoring: Lincoln, Hoover, La Jolla High Schools, Muirlands Junior High and Sherman Elementary.

To monitor the staff program, a volunteer specialized in observing staff in-service activities. She observed over a four month period a variety of in-service sessions. Task Force members and other volunteer monitors assigned to the 16 sites also provided information on the staff program.

FINDINGS

As stated earlier, the District does have the potential for providing uniformity of instruction of the Race/Human Relations Program. However, the Task Force and monitors found the implementation of the District's centrally produce program to be inconsistent.

Some sites followed the District's instructions closely. The Task Force was able to observe Race/Human Relations sessions. The site administrator provided documentation which verified that objectives had been met in those sites where programs had been completed.

The most common problem encountered by Task Force members and monitors alike was finding a Race/Human Relations unit being taught so that these could be observed. This is not to say that Race/Human Relations Programs were not being provided. Principals at many of the sites were unable to tell the Task Force member or monitors when the Race/Human Relations units were to be taught. If the Race/Human Relations units had been taught, the site administrator did not provide documentation to the Task Force member or monitor that objectives had been met.

The Task Force concludes that the implementation of the Race/Human Relations program at the secondary level is more problematic than at the elementary level. Principals of the five sites chosen for additional Race/Human Relations program

monitoring were contacted early in January. In all cases, it took many weeks before the principals were able to respond to questions as to when it would be appropriate to make a site visit to observe a Race/Human Relations unit being taught. This evidence of "loose coupling" was brought to the attention of the Assistant Superintendent for Integration and Dr. Johnson.

In response to the Court's interest in terms of the substance of Race/Human Relations program, the Task Force did not observe a large enough sample to make a general evaluative statement. However, of the classes that were observed, the Task Force developed both positive and negative perceptions of the meaningfulness of the sessions.

The monitor assigned to one Junior High School was very much impressed with the accomplishments of the Race/Human Relations Center at that site. This school has consistently earned high marks in Race/Human Relations programs. All students, grades seven through nine, attend sessions at a Race/Human Relation Center. Students from social studies classes attend five

sessions once a week and students from PE classes attend five sessions every day for one week. The monitor stated that there was a noticeable impact on the students even after five sessions.

The Task Force team visiting another Junior High School was impressed with the progress that has been achieved since prior year visits to that site. The support of Race/Human Relations programs provided by the principal in terms of release time of a Race/Human Relations coordinator resulted in a program which followed District guidelines and which seemed meaningful to the students involved.

On the other hand, the Task force team observed two sites which were unacceptable. One site provided the opportunity to observe the Race/Human Relations program being taught during P.E. Not only did these programs appear to be hastily planned and possibly in response to the Task Force's request to observe Race/Human Relations units being taught, but the major problem appeared to be that the students did not think much of the programs they were being exposed to. There was no resemblance

to the District's guidelines which were included in Information Circular 75, and the staff was generally resistive to the whole exercise. To illustrate the futility of the attempt, at least two classes (60 or more students) were combined to watch a film (which was not on the recommended list) and then the teacher tried to have a meaningful discussion of the film in five minutes.

At another site, two classrooms out of a total of three did not follow directives provided by the Vice-Principal regarding a total site Race/Human Relations event. This particular site set aside one period on a regular basis to carry-out class discussions on things of importance to that site and its students. The Task Force was informed that on this particular day the entire school would be doing a Race Relations activity. Activity guides were provided by the Vice-Principal's office ahead of time. There was no uniformity regarding subject matter in any of the classrooms observed and only one appeared to be following the Vice-Principal's guidelines. One teacher had either completely forgotten or never knew that this was to be a Race Relations activity day. It was only after the Task Force member appeared that he realized what was supposed to take place.

IN-SERVICE TRAINING - THE STAFF PROGRAM

Observation of the staff in-service programs again resulted in mixed reviews. Some of the in-service sessions were very good - the site administrators showed support for the program, the staff was attentive and cooperative, and the material was presented in an interesting manner. However, there were in-service sessions observed which were not as good. Some staff were resistant. In others, the workshop facilitator did not provide a well-planned, interesting program.

There appeared to be many scheduled in-service sessions which were cancelled or rescheduled. Task Force members and monitors encountered problems in verifying that particular training sessions would take place as scheduled.

The Task Force monitor assigned to in-service training paid particular attention to the in-service on cooperative learning. She identified some student attitudinal problems. College-bound, achievement oriented students resented the possibility that they might receive a lesser grade because of the slower students in their group. Some students in cooperative learning

groups were upset when they compared what they were doing with what friends were doing in regular rooms. Some considered cooperative learning as game-playing. The monitor does not recommend cooperative learning as a blanket tool for the district unless it is implemented by a strong and enthusiastic teacher who understands how to make cooperative learning a productive experience for all students. Otherwise, it can become an educational hodgepodge and a waste of time.

Over the years, the Task Force has heard and observed negative attitudes towards the Race/Human Relations program on the part of some staff. Too often when the subject of Race/Human Relations is mentioned, the feelings expressed are one of resignation and lack of enthusiasm. The ITF perceives that these feelings and attitudes stem from two possible causes. One, because Race/Human Relations programs have been mandated and subjected to continual alterations and changes, the staff regards the Race/Human Relations program as a burden which seemingly take an inordinate amount of time without concomitant benefits for students, staff, or school.

Two, because some staff will seemingly always be resistive to Race/Human Relations programs which deal with closely held and personally felt values.

RECOMMENDATIONS

1. Reaffirm the high priority placed on Race/Human Relations programs by the Superintendent through performance evaluation of site administrator's effectiveness in carrying out of the Race/Human Relations objectives.
2. Insure accountability of site administrator, especially at the secondary level, in the student Race/Human Relations program.

NOTE: In the ITF view, poorly organized and poorly orchestrated programs are more detrimental to the Race/Human Relations program than none at all.

3. Continue to improve and refine the Race/Human Relations content for both staff and student. Of particular note is the need to continually strive for in-service programs which are stimulating, interesting and worthwhile for staff.

4. Continue to improve and refine the implementation of the Race/Human Relations program. Infusion of the Race/Human Relations content during the 83-84 year was problematic. The District needs to guard against the possibility of its being so well infused that it is lost, as well as not being taught at all.
5. Carry out the plans for classroom evaluation of Race/Human Relations sessions by Evaluation Services.

CHARGE 2

MONITOR THE BILINGUAL PROGRAM TO DETERMINE: (A) IF ALL EFFORTS ARE BEING MADE TO 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; (C) IF ALL EFFORTS ARE BEING MADE TO UNIFORMLY DEVISE AND IMPLEMENT THE HISPANIC BILINGUAL PROGRAM; (D) IF ALL EFFORTS ARE BEING MADE TO MAKE FOLLOW-UP INVESTIGATIONS OF EXITED STUDENTS FROM SAID PROGRAMS; (E) IF STUDENTS IN THE BILINGUAL PROGRAMS ARE PROPERLY TRAINED; AND (F) WHY MANY STUDENTS REMAIN IN NATIVE LANGUAGE PROGRAMS YEAR AFTER YEAR.

RELATIONSHIP OF THE BILINGUAL PROGRAM TO INTEGRATION

Bilingual programs are based on the same principles as those guiding integration; that is, they are designed to provide equal access for minority students who have been excluded from access. Much as the Voluntary Integration Program is a mechanism for equal access, the Bilingual Programs are designed to equip the non-English speaking student with English language skills and an academic background which enables him/her to function on par with native English-speaking students. The three primary objectives of the program are: 1) English language fluency; 2) academic competency at grade level; and, 3) acculturation into this society.

The number of students participating in Bilingual Programs decreased slightly this year from 11,426 to 11,127 (2.6% decrease). This decline of numbers may signal a stabilization from the high influx rate experienced three years ago which was primarily due to the arrival of Indochinese refugees.

MANAGEMENT

As suggested by the Task Force, the District reassigned the Second Language Office to the Special Assistant to the Superintendent this year. This indicates a good faith effort on the part of the District to remedy the problem of the lack of enthusiasm or support for these programs from school sites. While many of the sites with LEP students continue to treat the Bilingual Program as a low priority, the reassignment does communicate to site administrators that they should pay closer attention to the needs of the LEP students. In addition, the Superintendent has made efforts to establish communication with representatives from language minority communities. These management actions reflect a positive change in attitude toward the programs; however, the District still needs to develop more

specific goals which will provide guidance to site administrators. The next step would then be to implement a more effective program.

It has been our observation that many site administrators do not have commitment to the program and it appears that a refinement of leadership skills is necessary both at the Central Office as well as at sites. In general, there is concern about the efficacy of the reorganization. Should it fail, it may further undermine the Bilingual Program as well as the overall integration effort. This situation may stem from the practice in previous years where each site had more autonomy and control over its operation. Since the Superintendent has defined goals on the implementation of integration programs, as well as other programs, it appears that many site administrators are having difficulty adjusting to these fundamental changes. For this reason the Superintendent should have more latitude or take initiative to downgrade those administrators who are not cooperative in fulfilling District objectives and promote those with leadership abilities.

STAFFING OF THE BILINGUAL PROGRAM

The reassignment of the Second Language Program has partially resolved the problem of implementing an improved curriculum; however, it has not resolved the inadequate staffing of the Bilingual Program. During the fall of 1983, the State Department of Education threatened to withhold approximately \$25,000,000 in categorical funds from the District because of insufficient staffing of the Bilingual Program based on the staffing formulas of AB 507. This occurred immediately after the District laid off five Indochinese teachers. The Personnel Division has not been creative in its recruitment efforts and staff development for personnel in the Bilingual Program. Personnel administrators should consult with the Second Language Program and establish effective procedures for recruitment, placement and training of bilingual personnel. Moreover, many site personnel remain ignorant of the Bilingual Program and need in-service training. The Second Language Office should continue its in-service training program and make attendance by Bilingual personnel mandatory. In addition, the office should add to their "Second Language Education Programs" pamphlet a simple question and answer section that covers frequently asked questions of Bilingual personnel.

The Itinerant Second Language Team was disbanded last year. It is unclear whether those sites with many LEP students have been able to fully replace services formerly provided by the itinerant team. We are aware that sites with few LEP students have not been serviced and there are no data on resultant effects on these LEP students. Questions not answered include:

1. Should students be transferred to sites that can provide Bilingual Programs?
2. Have school sites found adequate alternative resources?

These questions and others need to be answered to determine if the decision to do away with the team can be substantiated.

CURRICULUM

1. Monitoring and Evaluation

A major problem still persists in the measuring process of the program. While the current goal is to upgrade basic skills, there continues to be no evaluation of the effectiveness of teaching techniques. Many LEP students do not

take the CTBS or the CAP Tests because they are not proficient enough in English to understand the written instructions. Since the CTBS Espanol test for primary grades remains non-comparable to the English test, it has not been used as part of site evaluations. The District needs to specify objectives for LEP students which are measurable which carry out the Board's approved plans to evaluate the Bilingual Program. Though the Evaluation Office has the major responsibility for evaluating the Bilingual Program, a critical difficulty has been the varied approaches to implementation of a bilingual curriculum. For example, the District has Indochinese social studies materials which remain ignored at some sites with large numbers of Indochinese LEP students. This variation in implementation means not only that the results may vary but also that it would interfere with the assessment of curriculum materials. These observations suggest the need to monitor program implementation. During the past three years, the District has not produced data in a usable form to determine effectiveness. This continuing problem has been the result of an archaic data management system.

Therefore, we highly recommend an updating of a data processing system which would routinely provide data on LEP students along with other students in a timely manner. In addition, we strongly recommend that a data processing consultant be hired to develop procedures for data collection and reports such as the evaluation of the Bilingual Program.

The Second Language Office is best equipped to help monitor and advise sites on the implementation. The office can advise sites on the completion of a checklist which should include the following:

1. Names of trained personnel who administer language diagnostic tests;
2. Name of the diagnostic test and description of the procedures used;
3. Copies of the academic achievement tests for both the English and primary languages;
4. Names of "credentialed" bilingual staff and demonstration of good faith effort to hire such staff if the site is understaffed;

5. Specification of goals for LEP students;
6. Description on how LEP students are monitored and the frequency of monitoring;
7. Description of how parents are involved in the educational process;
8. CTBS and CAP evaluations should be based on ESL tests, grade point average, oral language assesment and teacher assessment.

In ascertaining the effectiveness of programs, evaluations should take into account the students' length of time in the program, previous educational experience, and literacy in the home language.

This checklist is a means of collecting and coordinating data on LEP students which in turn can be used by both Second Language and Evaluation Offices. This or some type of checklist provides sites with a means of identifying deficiencies and, hence, providing a basis for altering the site program throughout the year. Regular periodic assessments of LEP students should be made quarterly and periodic checks in between. Teachers and administrators who deal with the

students should hold meetings to discuss the strengths and weaknesses of the students and the curriculum; advancing into the next higher ESL level; addition or deletion of teaching goals; and so forth. This student evaluation process should be articulated with the above monitoring/evaluation list. It is strongly recommended that this monitoring evaluation be mandated at sites with 50 or more LEP students or with 10 or more LEP students per grade level. Evaluation materials should be incorporated into site plans and objectives as well as the ongoing assessment of individual student progress. This can provide the court with an annual basis for determining District progress.

ENGLISH AS A SECOND LANGUAGE (ESL)

The new English as a Second Language (ESL) curriculum has been reviewed and found acceptable by many teachers and administrators. This year the first of three components has been field-tested and is now ready for distribution. Since this is an integral part of the program efforts, the other two components should be completed and field-tested as soon as possible. The District should mandate the implementation of this material.

ACHIEVEMENT GOALS PROGRAM (AGP ESPANOL)

AGP Espanol continues to receive positive reviews from teachers and administrators; however, the District has not yet produced an adequate assessment of it. Materials for grades K-6 are complete and only require correction of minor errors. Materials for grades 7-12 are expected to be completed within a year. The District has made progress in developing materials and making them available to non-AGP sites. However, non-AGP sites have not been monitored as AGP sites. Second Language AGP personnel should review the progress at the sites of these AGP Espanol students a minimum of twice a year, as the key to the success of these materials is the responsiveness of the site curriculum leader. It is strongly recommended that the Second Language personnel review the progress of sites utilizing AGP Espanol and incorporate this report as part of the overall site evaluation.

INDOCHINESE MATERIALS

Indochinese LEP students constitute approximately 40% of all LEP students and continue to be an important segment of the LEP population. Last year we commented on the paucity of Indochinese curriculum materials and the inadequacy of staffing. This year the materials are marginally better, and the new leadership of this program promises to produce improvements, including updating primary language materials. Selected sites have used the Sheltered English programs (teaching the language at the level of comprehension), but thus far no assessments have been made to determine its effectiveness. We encourage the search for primary language materials as well as expanded use of the Sheltered English program.

BILINGUAL ADVISORY COMMITTEE

AB 507 mandates the establishment of site and District Bilingual Advisory Committees. Though the function of creating communication between schools and parents was partially offset by the Superintendent's special efforts to meet with advisors from the Mexican-American and Indochinese communities, the mandated sites and District committees were too inactive as a whole.

The Second Language Office needs to encourage greater parental participation by strengthening both site and District committees.

ILLITERACY

We continue to observe problems of low level literacy among Fluent English Proficient students (FEP). These students appear to be fluent in English; however, when taking the CTBS Test they have difficulty in the verbal section which tests their reading skills. Even though many speak English fluently, they remain below grade level in the written language. The solution to this problem would not necessarily be to place these students in a traditional Bilingual Program, but to develop an individual instruction plan with set goals and guidelines.

LEP students who are illiterate in their primary language, especially those at the secondary level continue to be a problem. These students hinder the literate students in the same class.

The Task Force requests once again that the District re-examine its policy on illiteracy and address stated concerns.

RECOMMENDATIONS

° Management

1. Extend the assignment of the Second Language Program under the supervision of the Special Assistant to the Superintendent for at least one more year.
2. The academic performance of LEP students should be added to site administrator's objectives.
3. Create an independent monitoring team or engage a "Special Master" to report back to the court on the progress of the Bilingual Program.
4. Improve communication between the Second Language Program Office and site personnel.

° Staffing and Training Personnel

1. Improve recruitment and placement of Bilingual teachers and aides.
2. Improve the quality of training of Bilingual teachers, aides and support personnel.

3. Require in-service training for all new personnel in the program.
4. Assess the consequences of disbanding the Itinerant Team and make necessary changes.

° Curriculum

1. Complete the development of the second and third components of the ESL curriculum and after proper testing, mandate its use at all sites with LEP students.
2. Continue AGP Espanol.
3. Improve the Indochinese primary language materials.
4. Continue the use of the Sheltered English program without neglecting the use of primary language.
5. Revitalize site and District Bilingual Advisory Committees.
6. Incorporate specific objectives for LEP students as part of the District and site plans, including measure of ESL tests, exiting and grade point average, teacher assessment as well as CTBS scores.
7. Mandate a monitoring process for sites which include items specified in the text.

8. Implement the Board's approved evaluation of the Bilingual Program as part of a regular annual review.
9. Have site personnel institute a quarterly review on the progress of LEP students.
10. Update the data management system which will correct the current delays in data processing and reduce the costs of monitoring/evaluating the Bilingual Program. Institute procedures for receiving competitive bids from outside data processing organizations.

° Illiteracy

1. Assess the extent of illiteracy both with FEP and LEP students.
2. Assess the adequacy of current progress and new techniques which may include an individual instruction plan with set goals and guidelines.

GENERAL RECOMMENDATIONS

1. The San Diego City School Distric should reaffirm its commitment to bilingual education as visibly as possible, perhaps by way of reissuing its policy on the subject to affected school administrators.

2. The bilingual program be implemented in a standardized manner at all sites which require its use throughout the District.
3. Objectives should be developed by the District so that students can transition into English with ensured success. A targeted time period (e.g., three years) for successful transition is desirable, but only if the District can guarantee functional literacy in English upon completion of the program. In addition other measures should be instituted so that support services are adequately available to unsuccessful students so as not to penalize them for the consequences of an inadequate program.
4. Bi-lingual abilities should be a goal for all students in order to function most effectively in a multi-cultural society within a shrinking world.

CHARGE 3

MONITOR THE VOLUNTARY ETHNIC ENROLLMENT PROGRAM (VEEP) TO DETERMINE: (A) WHICH SCHOOLS ARE THE MOST SUCCESSFUL AND SUGGESTIONS RELATIVE TO REPLICATION IN OTHER COMPARABLE LESSER SUCCESSFUL SCHOOLS; (B) IF RESEGREGATION OCCURS AT RECEIVING SCHOOLS; AND (C) IF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS ARE ADEQUATELY TRAINED AT RECEIVING SCHOOLS.

This report assesses the continuing administrative and site changes related to Voluntary Ethnic Enrollment Program (VEEP). The subject of VEEP has been reviewed on numerous occasions by previous ITFs, community groups, District personnel, and parent organizations. Some positive changes have occurred in specific situations at some sites. However, more improvement is needed in this program which is the crux of the District's integration effort.

This year, the VEEP subcommittee observed several VEEP sites and assessed the effectiveness of the District's monitoring, the Race/Human Relations activities and the attitude and concerns of VEEP students at those sites. Information was gathered from site interviews, ITF monitor reports, meetings, written data and conversations with District administrators, teachers, aides, counselors, parents, and students.

After a critical review of the information gathered, the Court's memorandum and the ITF's 1983 recommendations, the following conclusions are submitted:

1. The School Board approved a series of recommendations that addressed the ITF's concerns about VEEP.
2. The VEEP program continues to be a program that primarily transports only minority students to majority schools.
3. All of the VEEP receiving schools received a "site educational plan," however, not all of the sites have implemented the directives and/or activities of the plan.
4. VEEP objectives, plans, supervision, and administrative accountability vary substantially from site to site.
5. Academic expectations, behavioral attitudes, extra-curricular activities, and discipline-solving techniques are inconsistent.
6. There is inconsistent participation among the VEEP committees at the various sites. The ITF believes that these VEEP committees can be very important when participation is of a high quality.

7. Transportation appears to have improved. VEEP students seem now to be active and participating in school activities as a result of available transportation.
8. The composition of the cheerleading team identified in last year's ITF report has become integrated. Policies for competing and the acceptance of qualified cheerleaders have been created. The ethnic composition, esprit de corps, and general attitude of the participants are very positive.
9. The issue of resegregation as a result of ESL classes and class scheduling continues to raise questions. Appropriately, the District is increasing its effort to monitor and rectify this situation.
10. Very few complaints regarding the attitude and/or disposition of bus drivers surfaced; therefore, we assume that the transportation problems have subsided considerably.

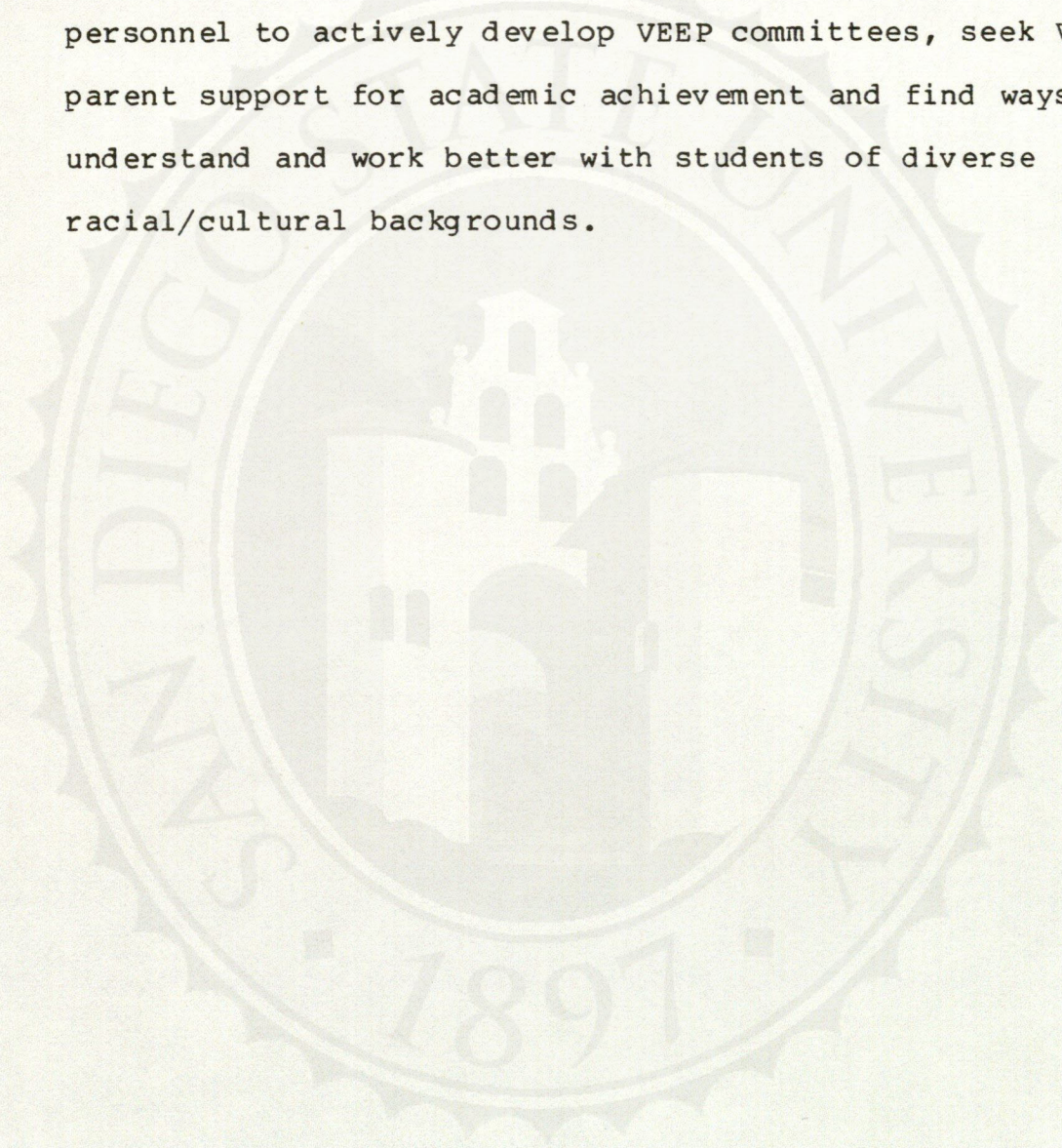
SUMMARY

The ITF is aware that the problems occurring in the VEEP program defy simple solutions. For example, few VEEP students express positive expectations about graduation, and few appear to be college-bound. We are concerned about this lack of academic accomplishment. While the ITF recognizes this overall concern, it is important to note that the District has given more attention to VEEP than in years past. Furthermore, next year, Evaluation Services plans to conduct a study of the VEEP program. However, a remaining concern is that VEEP students at some sites are not given the consideration and importance that non-VEEP students are given. We are hopeful that the progress shown in the VEEP program will continue to address this critical concern.

RECOMMENDATIONS

1. The District should develop a master plan and model of the critical components for effective VEEP programming based on those sites where VEEP performance objectives verify a commitment to the program.
2. The District administration should continue to conduct workshops/discussions focusing on diverse racial/cultural groups.

3. The District administration should encourage all site personnel to actively develop VEEP committees, seek VEEP parent support for academic achievement and find ways to understand and work better with students of diverse racial/cultural backgrounds.



CHARGE 4

MONITOR AND EVALUATE MAGNET SCHOOL PROGRAMS TO ASSURE THAT THEY ARE BEING ADMINISTERED IN A MANNER CONSISTENT WITH THEIR ORIGINAL INTENT AND PURPOSE OF FURTHERING INTEGRATION AND TO DETERMINE WHAT EFFORTS ARE BEING MADE TO EXPAND THE SAID PROGRAM; TO MONITOR THE MAGNET SCHOOL PROGRAMS TO DETERMINE IF RESEGREGATION HAS OCCURRED IN ANY INSTANCES AND TO DETERMINE IF ALL REASONABLE EFFORTS ARE MADE TO INTEGRATE ALL CLASSES IN SAID MAGNET SCHOOL PROGRAMS.

In the ITF report to the Court 1983-84, it was recommended that the District take both a "close and in-depth" look at the Magnet programs to determine their success and to develop further action plans for improvements. The District has reviewed the current status of each of the magnet programs and has made recommendations to ensure the successful continuation of each program. The Court needs to obtain a copy of that report when it is released so that it can be determined if proper action is being taken consistent with the suggested recommendations.

The District has complied with the Court order to establish two new magnet schools annually; there will be a magnet opening in the Fall, 1984, at Freese Elementary and at Hoover Senior High School.

Magnet programs continue to have appeal and continue to be a reasonable tool for integration purposes. The long term future for magnets as a desegregation tool, and as a mechanism for upgrading educational opportunities appears promising as long as funding can be maintained at the current level for each site.

Since magnet funds are limited, the District should determine the effectiveness of the various magnet programs such as the ability to attract majority students. Those programs, which after four years of experience remain ineffective (unable to meet District objectives), should be eliminated or drastically altered in order to produce greater overall effectiveness. As stated in previous ITF reports, there continues to be a problem when magnet programs are operating as a school within a school.

The District is actively addressing the question of potential resegregation. Each site administrator will have to justify, using specific criteria outlined by the District, any resegregation that may occur. The ITF feels this approach may prevent some of the inappropriate resegregation which may occur.

At several senior high schools, the magnet students arrive an hour earlier than the resident students. An ITF community monitor reports the consequences of having a different bus schedule:

- "1. Magnet students are automatically separate from the resident student body, beyond simply being enrolled in magnet classes together. Magnet students who can provide their own transportation are not subjected to this problem.
2. Magnet students do not have access to the full range of course offerings.
3. The needs of advanced students cannot be met in the magnet program.
4. The magnet students do not genuinely integrate the campus to the extent which the student statistics suggest, because the bus schedule causes them to spend more school time separated from the other students than the official magnet plan suggests."

The ITF fully understands that this busing schedule was arranged for economic reasons, i.e. the buses can be made available for another round trip, but suggests that this practice discourages participation in campus life and tends to segregate magnet students. One high school student body acknowledged this issue and voted to have the entire school start at the earlier hour, but to date that change has not taken place. The ITF suggests the District should re-evaluate this situation.

RECOMMENDATIONS

1. Recruitment of majority students to attend magnet schools in isolated schools must be pursued rigorously in order to increase the number of students in these quality programs.
2. Transform magnet programs which are a "school within a school" into total magnet programs whenever possible.
3. Magnet program bus schedules should coincide with regular resident student bus schedules.

CONCLUSION

As the ITF concludes its sixth year of observing and reporting to the Court, the ITF can state the following:

1. There is a demonstrated willingness to address identified problems of student achievement, school climate, and other integration concerns.
2. Effort is being made to reduce the adversarial approach to solving the problems of the integration program.
3. There seems to be commitment to doing what is educationally best for children.
4. The ITF is aware that there will always be problems in the day-to-day implementation of integration programs, and is concerned that as the Court relinquishes oversight, a sense of complacency and relaxation of effort might undo the momentum toward progress that has been established to date. Because the ITF has observed a dramatic change in attitude and commitment to forthrightly addressing the charges presented in integrating schools, we support an alternative method of monitoring.

It must be noted that several minority groups have expressed concern that in the absense of the ITF, it will be difficult to monitor and assess the District's progress toward Integration. The community has attributed to the ITF a role which seems to be reassuring to interested parties.

The ITF recommends the following:

1. Support, in general, the Plaintiff's list of recommended reports to be filed annually with the Court and made available to the public. (See Attachment 5)
2. There currently are three advisory groups to the Superintendent which are designed to improve communication with the Black, Hispanic and Asian communities. The reports outlined above (#1) should be provided to these three groups for their evaluation and to serve as a basis for their input to the Superintendent. The ITF recommends that these advisory groups should report their concerns semi-annually to the Board of Education.

3. The ITF remains concerned particularly about the Race/Human Relations and the Bilingual programs. We recommend that the court utilize the remaining ITF funds to employ a "Special Master" to review, on a periodic basis, the progress of these two programs. The "Special Master" should report directly to the Court and the School Board.
4. If the District does not produce measurable and significant progress from this time forward, the court should reinstitute active overall supervision of the District's Integration efforts.

CHAIRMAN

Attachment 1

INTEGRATION TASK FORCE COMMITTEE QUESTIONS

VEEP QUESTIONS

1. Is there a functioning site VEEP committee?
 - a. What did they do in the past year?
 - b. How many meetings did they have within the last school year?
 - c. How was the committee chosen, how many members does it have, and what is its makeup (age, sex, faculty, parents, etc.)?
2. Are there on-going programs to assist VEEP students? Please describe the programs.
3. How many VEEP students dropped out of the program during the last twelve months? For what reasons?
4. Interview VEEP students for their perceptions of the following:
 - a. What is the social climate for students in the school, and are VEEP students accepted both by host students and faculty/staff?
 - b. Why did they choose to VEEP?
 - c. Does the site staff actively assist in the integration of VEEP students on the campus? How do they seek to accomplish this?
 - d. Are they involved in after school programs? Which ones? Are they satisfied with the opportunity to participate?
5. What is the quality of the academic and citizenship counseling at the site? (where appropriate ask the following questions)
 - a. Did your counselor discuss college with you?
 - b. At what point in your high school career?
 - c. Which colleges were suggested to you?
 - d. What programs and/or majors did your counselor suggest you consider studying?

POSSIBLE MAGNET SCHOOL QUESTIONS

1. Is it a school within a school?
2. Are there programs to actively integrate magnet students with resident students? What are these programs and how many students participate in them?
3. Are magnet classrooms integrated? Describe the classrooms you have observed.
4. Ask magnet students who have been attending the site for some time whether they would attend the same school if there were no magnet program present.

SAN DIEGO CITY SCHOOLS
INTEGRATION TASK FORCE
1983 - 84

PROPOSED MEETING CALENDAR - 1983-84 (LOCATIONS TO FOLLOW)

<u>DATE</u>	<u>TIME</u>
MONDAY, OCTOBER 3, 1983	4:00 P.M.
MONDAY, NOVEMBER 7, 1983	4:00 P.M.
MONDAY, DECEMBER 5, 1983	4:00 P.M.
MONDAY, JANUARY 9, 1983	4:00 P.M.
MONDAY, FEBRUARY 6, 1983	4:00 P.M.
MONDAY, MARCH 5, 1983	4:00 P.M.
MONDAY, MARCH 19, 1983	4:00 P.M.
MONDAY, APRIL 2, 1983	4:00 P.M.
MONDAY, APRIL 16, 1983	4:00 P.M.
MONDAY, APRIL 30, 1983	4:00 P.M.
MONDAY, MAY 7, 1983	4:00 P.M.
MONDAY, MAY 14, 1983	4:00 P.M.

SAN DIEGO CITY SCHOOLS

Attachment 3

Date: October 18, 1983

To: Area Assistant Superintendents, Area Operation Managers,
Basic Skills Director, and Elementary School Principals

Subject: IMPLEMENTATION OF STUDENT RACE/HUMAN RELATIONS PROGRAM

**Department and/or
Persons Concerned:** Elementary School Principals, K-6 Classroom Teachers

Reference: STUDENT RACE/HUMAN RELATIONS PROGRAM

Information in Brief:

The attached information describes the implementation process for the Student Race/Human Relations Program, grades kindergarten through sixth. Included in this packet are:

1. General description of implementation procedures and responsibilities.
2. Summary of Content Sequence Chart--REVISED, which designates the Student Race/Human Relations Program objectives to be taught at each grade level.
3. Sample record keeping sheet to document student participation.
4. K-6 Management Charts which delineate where race/human relations concepts are to be taught in each social studies unit.
5. Form for ordering Student Race/Human Relations Program materials.

During the 1983-84 school year, sites will order student program materials through the Curriculum Materials Distribution Center using the appropriate stock number.

Beginning with the 1984-85 school year, the necessary student program materials will be circulated in the traditional fashion with the social studies materials for each unit.

Page 2

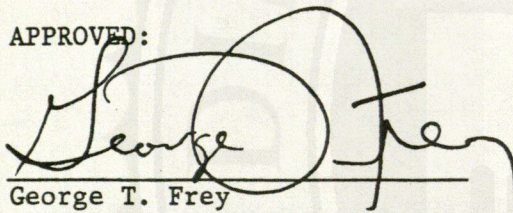
Information Circular No. 63
Community Relations and
Integration Services No. 7

Questions concerning implementation should be directed to the site-assigned race/human relations facilitator, social studies resource teachers, Harvey Prokop, social studies specialist, Educational Services Division, 293-8016, or Dr. Yvonne Johnson, director, Community Relations and Integration Services Division, Longfellow Elementary, Bungalow 1, 275-3922.

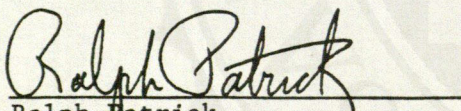
Yvonne Johnson, Director
Community Relations and
Integration Services

Harvey Prokop, Social Studies
Specialist, Educational Services

APPROVED:



George T. Frey
Assistant Superintendent
Community Relations and
Integration Services Division



Ralph Patrick
Assistant Superintendent
Educational Services Division

GTF:YJ:dcw

Attachments

Distribution: Lists D and P

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

IMPLEMENTATION OF STUDENT PROGRAM IN RACE/HUMAN RELATIONS, K-6

PROGRAM IMPLEMENTATION

The cognitive instructional portion of the Race/Human Relations Program is to be taught during the social studies time block. While ideally a Race/Human Relations Program should permeate all courses work and interactions which people have in and out of the classroom, at this stage of program development and implementation, a more structured approach is necessary to assure that race/human relations concepts are taught.

A survey conducted by the Evaluation Services Department showed that more teachers indicated social studies as the most appropriate content area for race/human relations curriculum to be taught. Because of the knowledge base of teachers of social studies, they should best be able to integrate the race/human relations curriculum into their teaching activities. Thus, it seems feasible to follow the pattern established during the 1982-83 school year and again provide the Student Race/Human Relations Program through social studies classes.

Program Content

Content for the Student Race/Human Relations Program is defined by the Concept Goals (Please refer to pages 12.9 through 12.13, Race/Human Relations Multi-Year District Program for Staff and Students notebook distributed at the principals' workshops September 8, 9, and 15.)

Social Studies and Race/Human Relations Programs Management Charts

The Student Race/Human Relations Program is to be conducted in the social studies time block in accordance with the "Master Schedule for Health, Science, and Social Studies" for traditional schools. Year-round schools will follow the Social Studies, Science, and Health Instructional Schedules for 1983-84.

In cooperation with the social studies department, management charts for grades kindergarten through sixth have been prepared which delineate the sequence for presentation of race/human relations concepts within the social studies unit. Each chart provides specific information on the social studies activities to be taught, day by day, throughout each unit in the sequence. The charts also specify the days when race/human relations activities are most appropriately taught to best complement and reinforce the social studies lesson. Twenty-six charts, in all, are included and are organized by social studies level and sequence. Each chart provides a check-off space to be used as documentation that activities have been completed. One complete set of the management charts has been included with this packet. Each chart has its own stock number to facilitate ordering.

Enrichment Activities

Enrichment activities for the Race/Human Relations Program can be located through the following sources:

- Multicultural collection at the Instructional Media Center (IMC)
- District Social Studies Guides
- General collection at IMC
- Commercial publications

In addition, the site-assigned race/human relations facilitators and social studies department staff may also serve as a resource to assist in providing enrichment activities.

Implement of Student Program
in Race/Human Relations, K-6

AREAS OF RESPONSIBILITY

School Principal

The principal is responsible for the implementation, supervision, and operation of the district's Race/Human Relations Program in the school. More specifically, the principal is responsible for supervising classroom teachers to ensure that:

1. The objectives contained within the Concept Goals, as adopted by the Board of Education during June 1982, are met.
2. District-developed materials for the program are available and used.
3. The teacher provides instruction to the students in order to meet the criteria of the stated objectives.
4. Observations and visitations are made in each classroom during the race/human relations instructional time and assistance is provided whenever needed.
5. Records are maintained and shared with the appropriate School Operations, and Community Relations and Integration Services Division, assistant superintendent, including the principal's record of classroom observations and student participation in the Race/Human Relations Program.

Classroom Teacher

Under the direction of the principal, teachers are responsible for instruction of the district's Race/Human Relations Program. At the elementary level, all teachers are responsible for implementing the program at the classroom level.

More specifically, the teacher is responsible for:

1. Encouraging active student participation.
2. Using the materials in the appropriate district guide for the Race/Human Relations Program.
3. Providing direct instruction for those activities which meet the stated objective.
4. Working cooperatively with district race/human relations staff to provide additional activities to reinforce a concept that was not clearly understood.
5. Supervising race/human relations small group activity work.
6. Providing feedback to students.
7. Maintaining student participation records. A sample record-keeping sheet is included with this packet.
8. Participating in race/human relations staff development activities at the school site. (Teachers are also encouraged to participate in other district-sponsored race/human relations activities.)

Classroom Teacher (Cont.)

9. Providing input to the race/human relations facilitators and/or program director regarding race/human relations curriculum activities.

Assistant Superintendent and Directors - Community Relations and Integration Services Division

The assistant superintendent and directors of the Community Relations and Integration Services Division serve as general resource persons to the Race/Human Relations Program.

Race/Human Relations Facilitator

The major resource support system for the Student Race/Human Relations Program is the site-assigned race/human relations facilitator. Under the direction of the Community Relations and Integration Services Director, the facilitator assists the principal in implementing and monitoring Race/Human Relations Program activities and providing inservice for staff members. Support services include:

1. Consulting. The consulting role involves activities such as contacting site administrators, and devising a plan of action for the year; serving on site committees; facilitating problem-solving and decision-making activities, and providing other resources as needed.
2. Teaching Demonstration Lessons. Race/Human relations lessons are conducted upon request as time and work schedules permit. In addition, facilitators assist teachers as they become more comfortable in working with race/human relations activities.
3. Conducting Workshops. Facilitators prepare materials, arrange for resources, implement inservice sessions and workshops, in addition to assisting with individual workshop evaluations.
4. Developing Materials. Materials in race/human relations are constantly updated. Facilitators assist in conducting research and writing materials for classrooms and workshops, as well as for use as curriculum.
5. Teaching Continuing Education Classes. Facilitators teach Continuing Education classes in the area of race/human relations during Fall, Spring, and Summer sessions.

Other responsibilities include classroom visitations, participating in teacher meetings and communicating suggestions for program revision, as well as participating in inservice designed to improve facilitation skills. Race/Human relations facilitators assist with the district's monitoring and evaluation processes, as requested.

Community Aides for Integration

A limited number of community aides for integration provide support and assistance to the Race/Human Relations Program at individual school sites throughout the district. Under the direction of the principal, classroom teacher, and/or counselor, the community aide may work with small groups of students in the classroom or counseling center. They provide leadership for small group discussions.

Implementation of Student Program
in Race/Human Relations, K-6

STAFF DEVELOPMENT

Staff development for the Race/Human Relations Program will be conducted by the race/human relations staff. Inservice for the student program will be conducted at the school site or at designated locations determined by the site administrator and the site-assigned facilitator.

The initial inservice regarding the 1983-84 student program will be conducted prior to October 31, 1983. Throughout the school year, additional inservice sessions will be provided, based on a request from the administrator and staff, and conducted by the site-assigned race/human relations facilitator according to his/her work schedule. School site personnel will be requested to assist the facilitator in conducting staff inservice as appropriate.

PROGRAM MONITORING

The Community Relations and Integration Services Division will monitor the implementation of the student program, as follows:

1. Informal. Informal monitoring will occur through classroom observations, through feedback received in staff meetings, and through other sources of information.
2. Formal. Formal monitoring will occur as the Community Relations and Integration Services Division conducts a general monitoring of all classroom/site programs at approximately forty schools per year. A major portion of this monitoring focuses on implementation of the Race/Human Relations Program.

In addition, assistant superintendents for Areas I, II, III, and IV will monitor programs conducted at each of their assigned schools.

EVALUATION

The Evaluation Services Department will conduct a formal evaluation at a designated number of schools in order to determine program effectiveness.

Summary of Content Sequence

Grades K-6

Level 1 (K-3 Packet)

Level 2 (4-6 Packet)

	1 K-1 K-1-2	2 1-2 1-2-3	3 2-3 2-3-4	4 3-4 3-4-5	5 4-5 4-5-6	6 5-6
K						
<u>IDENTITY</u>	<u>DIVERSITY</u>	<u>CULTURE</u>	<u>CONFLICT</u>	<u>DIVERSITY</u>	<u>DIVERSITY</u>	<u>CULTURE</u>
Level 1	Level 1	Level 1	Level 1	Level 2	Level 2	Level 2
Obj: 1 2 3	Obj: 1 2	Obj: 1 2	Obj: 2 3	Obj: 1	Obj: 2	Obj: 1 2
		<u>CONFLICT</u>	<u>PREJ/DISC</u>	<u>CONFLICT</u>	<u>IDENTITY</u>	<u>CONFLICT</u>
		Level 1	Level 1	Level 2	Level 2	Level 2
		Obj: 1	Obj: 1 2	Obj: 1 2	Obj: 1 2 3	Obj: 3
						<u>PREJ/DISC</u>
						Level 2
						Obj: 1 2

*Revised 9-28-83. Chart amends K-6 section of page 12.5, Multi-Year Race/Human Relations Program for Staff and Students. Please note that options for grades K-2 have been eliminated. Also, IDENTITY, Level 2, Objectives 1, 2, and 3 will now be taught at grade 5, 4-5, or 4-5-6. CONFLICT, Level 2, Objectives 1 and 2 will now be taught at grade 4, 3-4, or 3-4-5.

**RACE/HUMAN RELATIONS
STUDENT PROGRAM DOCUMENTATION SHEET**

School _____

Teacher_____

Grade _____

Concept Goal _____

Level _____

ACTIVITY LOG

OBJECTIVE 1

OBJECTIVE 2

OBJECTIVE 8

Page Number

NAME

SAN DIEGO CITY SCHOOLS

Attachment 4

Date: October 26, 1983

To: Area Assistant Superintendents, Area Operation Managers,
Basic Skills Director and Secondary School Principals

Subject: IMPLEMENTATION OF STUDENT RACE/HUMAN RELATIONS PROGRAM,
GRADES 7-12

**Department and/or
Persons Concerned:** Secondary School Principals, Appropriate Department Heads,
Classroom Teachers

Reference: STUDENT RACE/HUMAN RELATIONS PROGRAM

Information in Brief:

The attached information describes the implementation process for the Student Race/
Human Relations Program, Grades 7-12. Included in this packet are:

1. General description of implementation procedures and responsibilities.
2. Summary of Content Sequence Chart--REVISED, which designates the student race/human relations objectives to be taught at each grade level.
3. Sample record-keeping sheet to document student participation.
4. Listing of Student Race/Human Relations Program activities which must be taught at each grade level.
5. Form for ordering Student Race/Human Relations Program materials.

Sites are requested to order student program materials through the Curriculum Materials Distribution Center using the appropriate stock number.

Questions concerning implementation should be directed to the site-assigned race/
human relations facilitator or Dr. Yvonne Johnson, director, Community Relations
and Integration Services, Race/Human Relations Program Office, Bungalow 1 at
Longfellow, 275-3922.

Yvonne Johnson, Director
Community Relations and
Integration Services

APPROVED:

George T. Frey
George T. Frey
Assistant Superintendent
Community Relations and
Integration Services Division

GTF:YJ:jm

Attachments

Distribution: Lists E, F, and P

Student Race/Human Relations
Program, Grades 7-12

Program Content

Content for the Student Race/Human Relations Program is defined by the Concept Goals. (Please refer to pages 12.9 through 12.13, Race/Human Relations Multi-Year District Program for Staff and Students notebook distributed at the principals' workshops September 8, 9, and 15.)

A chart summarizing the content sequence, Grades 7-12, is included in this packet. The chart identifies, by Concept Goal, the objectives to be covered at each grade.

Mandated Student Activities

Certain activities from the student guides for behavioral change, Grades 7-9 (Level 3) and Grades 10-12/Adult (Level 4), have been identified as mandatory for each grade. Guides are titled according to the Concept Goal that they support - *Identity, Diversity, Culture, Conflict, and Prejudice and Discrimination*. The activities for each grade will span approximately 10 instructional days. If possible, the teacher will introduce these activities at a time which best compliments the social studies content being taught during the first semester.

A listing by grade of the mandatory student program activities is included in this packet. Multi-grade classes will handle program objectives through a rotation system. For example, a Grade 7-8 combination class will follow the Grade 7 sequence during year 1 and then follow the Grade 8 sequence for year 2. If such a rotation is not feasible, teacher discretion should be used to determine content sequence.

Enrichment Activities

Enrichment activities for the Race/Human Relations Program can be located through the following sources:

- Multicultural collection at the Instructional Media Center (IMC)
- District social studies guides
- General collection at IMC
- Commercial publications

In addition, the site-assigned race/human relations facilitators and social studies department staff may also serve as a resource to assist in providing enrichment activities.

AREAS OF RESPONSIBILITY

School Principal

The principal is responsible for the implementation, supervision, and operation of the district's Race/Human Relations Program in the school. More specifically, the principal is responsible for supervising classroom teachers to ensure that:

1. The objectives contained within the Concept Goals, as adopted by the Board of Education during June 1982, are met.
2. District-developed materials for the program are available and used.
3. The teacher provides instruction to the students in order to meet the criteria of the stated objectives.
4. Records of pupil participation in the Race/Human Relations Program are maintained and shared with the appropriate area assistant superintendent as well as the assistant superintendent of Community Relations and Integration Services Division.

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

STUDENT RACE/HUMAN RELATIONS PROGRAM, GRADES 7-12

PROGRAM IMPLEMENTATION

General Information

Ideally, the Race/Human Relations Program for students should permeate all course work and interactions which people have in and out of the classroom. However, at this stage of program development and implementation, it is necessary to identify a specific structure for teaching race/human relations concepts.

In order to meet the court mandate, the district is providing a thirteen-year developmental and sequential race/human relations program for all students within the normal school day. Several subject areas were examined for implementation of the student program because they involve all or most students:

English - involves all students, K-12.

Physical Education - involves all students, K-10.

Social Studies - involves all students, K-12, with the exception of Grades 9 and 10.

A survey conducted by the Evaluation Services Department showed that more teachers indicated social studies as the most appropriate content area for race/human relations. Because of the knowledge base of teachers of social studies, they should best be able to integrate the race/human relations curriculum into their teaching activities.

Beginning with the 1984-85 school year, race/human relations content will be included in the newly adopted social studies materials. During the 1983-84 school year, the objectives and support activities which constitute the student program are to be taught in the social studies class. Exceptions to this are:

Grade 7 - Achievement Goals Program: The Student Race/Human Relations Program will be conducted during physical education classes. The physical education teachers working in conjunction with the inschool counselors will be the primary instructors for the program. The district's race/human relations staff will advise and support.

Grades 9 and 10 - Teaching responsibilities for the student race/human relations curriculum will be divided as follows:

- The topics of *Conflict* and *Prejudice and Discrimination* will be taught through physical education classes. Physical education teachers working in conjunction with the inschool counselors will be the primary instructors for the program.
- The topics of *Identity* and *Culture* will be taught by the social studies teachers to those 40-60% of the students who are enrolled in social studies classes.

NOTE: IF THE ABOVE SOLUTIONS TO DEAL WITH THE EXCEPTIONS CREATE UNUSUAL DIFFICULTIES AT YOUR SITE PLEASE CONSULT WITH YOUR SITE-ASSIGNED RACE/HUMAN RELATIONS FACILITATOR FOR IMPLEMENTATION ALTERNATIVES.

Student Race/Human Relations
Program, Grades 7-12

Race/Human Relations Facilitator - continued

1. Consulting. The consulting role involves activities, such as contacting site administrators and devising a plan of action for the year; serving on site committees; facilitating problem-solving and decision-making activities, and providing other resources as needed.
2. Teaching Demonstration Lessons. Race/Human relations lessons are conducted upon request as time and work schedules permit. In addition, facilitators assist teachers as they become more comfortable in working with race/human relations activities.
3. Conducting Workshops. Facilitators prepare materials, arrange for resources, implement inservice sessions and workshops, in addition to assisting with individual workshop evaluations.
4. Developing Materials. Materials in race/human relations are constantly updated. Facilitators assist in conducting research and writing materials for classrooms and workshops, as well as for use as curriculum.
5. Teaching Continuing Education Classes. Facilitators teach continuing education classes in the area of race/human relations during fall, spring, and summer sessions.

Other responsibilities include classroom visitations, participating in teacher meetings and communicating suggestions for program revision, as well as participating in inservice designed to improve facilitation skills. Race/Human relations facilitators assist with the district's monitoring and evaluation processes, as requested.

Community Aides for Integration

A limited number of community aides for integration provide support and assistance to the Race/Human Relations Program at individual school sites throughout the district. Under the direction of the principal, classroom teacher, and/or counselor, the community aide may work with small groups of students in the classroom or counseling center. They provide leadership for small group discussions.

STAFF DEVELOPMENT

Staff development for the Race/Human Relations Program will be conducted by the race/human relations staff. Inservice for the student program will be conducted at the school site or at designated locations determined by the site administrator and the site-assigned facilitator.

The initial inservice regarding the 1983-84 student program will be conducted prior to October 31, 1983. Throughout the school year, additional inservice sessions will be provided, based on a request from the administrator and staff, and conducted by the site-assigned race/human relations facilitator according to his/her work schedule. School site personnel will be requested to assist the facilitator in conducting staff inservice, as appropriate.

Student Race/Human Relations
Program, Grades 7-12

Classroom Teacher

Under the direction of the principal, all teachers are responsible for modeling positive race/human relations practices and for highlighting race/human relations concepts as appropriate to their subject area. In addition, at the secondary level, social studies teachers are responsible for implementing the program at the classroom level, with the exceptions noted on page 1.

More specifically, those teachers directly involved in program instruction are responsible for:

1. Encouraging active student participation.
2. Using the materials in the appropriate district guide for the Race/Human Relations Program.
3. Providing direct instruction for those activities which meet the stated objective.
4. Working cooperatively with district race/human relations staff to provide additional activities to reinforce a concept that was not clearly understood.
5. Supervising race/human relations small group activity work.
6. Providing feedback to students.
7. Maintaining student participation records. A sample record-keeping sheet is included with this packet.
8. Participating in race/human relations staff development activities at the school site. (Teachers are also encouraged to participate in district-sponsored race/human relations enrichment activities.)
9. Providing input to the race/human relations facilitators and/or program director regarding race/human relations curriculum activities.

Assistant Superintendent and Directors - Community Relations and Integration Services Division

The assistant superintendent and directors of the Community Relations and Integration Services Division serve as general resource persons to the Race/Human Relations Program.

Race/Human Relations Facilitator

The major resource support system for the Student Race/Human Relations Program is the site-assigned race/human relations facilitator. Under the direction of the Community Relations and Integration Services Director the facilitator assists the principal in implementing and monitoring Race/Human Relations Program activities and providing inservice for staff members. Support services include:

Summary of Content Sequence

GRADES 7-12

Level 3 (7-9 Packet)			Level 4 (10-12/Adult Packet)		
7	8	9	10	11	12
<u>IDENTITY</u> Level 3 Obj: 1 2	<u>DIVERSITY</u> Level 3 Obj: 1 2	<u>IDENTITY</u> Level 3 Obj: 3	<u>IDENTITY</u> Level 4 Obj: 1 2 3	<u>DIVERSITY</u> Level 4 Obj: 1 2	<u>CONFLICT</u> Level 4 Obj: 3
<u>CONFLICT</u> Level 3 Obj: 1 2	<u>CULTURE</u> Level 3 Obj: 2	<u>CONFLICT</u> Level 3 Obj: 3	<u>CONFLICT</u> Level 4 Obj: 1	<u>CONFLICT</u> Level 4 Obj: 2	<u>PREJ/DISC</u> Level 4 Obj: 2
	<u>PREJ/DISC</u> Level 3 Obj: 1	<u>CULTURE</u> Level 3 Obj: 1	<u>CULTURE</u> Level 4 Obj: 2	<u>CULTURE</u> Level 4 Obj: 1	
		<u>PREJ/DISC</u> Level 3 Obj: 2	<u>PREJ/DISC</u> Level 4 Obj: 1		

Revised October 12, 1983. Chart amends 7-12 sections of page 12.5, Multi-Year Race/Human Relations Program for Staff and Students.

PROGRAM MONITORING

The Community Relations and Integration Services Division will monitor the implementation of the student program, as follows:

1. Informal. Informal monitoring will occur through classroom observations, through feedback received in staff meetings, and through other sources of information.
2. Formal. Formal monitoring will occur as the Community Relations and Integration Services Division conducts a general monitoring of all classroom/site programs at approximately forty schools per year. A major portion of this monitoring focuses on implementation of the Race/Human Relations Program.

In addition, assistant superintendents for Areas I, II, III, and IV will monitor programs conducted at each of their assigned schools.

EVALUATION

The Evaluation Services Department will conduct a formal evaluation at a designated number of schools in order to determine program effectiveness.

STUDENT PROGRAM DOCUMENTATION SHEET

Grade _____

Level _____

OBJECTIVE 8

NAME

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 8

Level 3 (7-9 Packet)

DIVERSITY

Objective	Pages	Days of Instruction	Activity
1	49	1	<u>Emigration</u>
2	103	1	<u>Your Values</u>
	106	1	<u>Proud Circles</u>

CULTURE

Objective	Pages	Days of Instruction	Activity
2	**	2	<u>Cultural Influences on the United States</u>
		1	<u>Changing Characteristics</u>

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activity
1	15-17	2	<u>Fact of Opinion? and Worksheet</u>
	19	1	<u>Fact or Opinion? Stereotyping People</u>
	21	1	<u>Perspectivism: Seeing the Same Things Differently</u>

** Guide is currently being revised and will be available after November 15, 1983.
Please refer to guide table of contents for page number of activities.

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

Instructions:

Mandatory activities for each grade have been extracted from the Student Race/Human Relations Program guides, *Identity, Diversity, Culture, Conflict, and Prejudice and Discrimination*. These activities cover approximately 10 instructional days. Other activities from the guides may be used to supplement those that are required. The mandatory activities are listed by grade. Specific information on the Concept Goal, the objective, the activity and lesson duration is given.

GRADE 7

Level 3 (7-9 Packet)

IDENTITY

Objective	Pages	Days of Instruction	Activity
1	21	1	<u>Contributions to Humankind</u>
	23	1	<u>Contributions in the News</u>
2	45	1	<u>Ethnic Chart</u>
	47	1	<u>The Important People in My Life</u>

CONFLICT

Objective	Pages	Days of Instruction	Activity
1	23	2	<u>Support and Team Spirit</u>
	26-27	2	<u>No Name Suggestions and Worksheet</u>
2	51-54	2	<u>I Messages</u>

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 10

Level 4 (10-12/Adult Packet)

IDENTITY

Objective	Pages	Days of Instruction	Activities
1	29	2	<u>Generation Search</u>
2	63	1	<u>My Culture</u>
3	95	1	<u>We Did It!</u>

CONFLICT

Objective	Pages	Days of Instruction	Activities
1	34	2	<u>You Are</u>

CULTURE

Objective	Pages	Days of Instruction	Activities
2	**	2	<u>Culture Shock</u>

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activities
1	50-53	2	<u>Detecting Stereotypes</u>

** Guide is currently being revised and will be available after November 15, 1983.
Please refer to guide table of contents for page number of activities.

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 9

Level 3 (7-9 Packet)

IDENTITY

Objective	Pages	Days of Instruction	Activity
3	75	2	<u>Strength of Character</u>

CONFLICT

Objective	Pages	Days of Instruction	Activity
3	89	1	<u>To Further Independence</u>
	93	1	<u>What's My Style</u>

CULTURE

Objective	Pages	Days of Instruction	Activity
1	**	2	<u>Cultural Groups</u>

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activities
2	38-39	2	<u>Brown Eyes - Blue Eyes</u>
	40-41	2	<u>"If Only I'd Said..."</u> A Mock Discussion

** Guide is currently being revised and will be available after November 15, 1983.
Please refer to guide table of contents for page number of activities.

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 12

Level 4 (10-12/Adult Packet)

CONFLICT

Objective	Pages	Days of Instruction	Activities
3	103-104	2	<u>Relationship with Teachers and Other Authority Figures</u>
	105	2	<u>Intervention Techniques</u>
	106	2	<u>Role Playing Situations</u>

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activities
2	105	2	<u>Learning to Handle Our Own Prejudices</u>
	109	2	<u>Developing and Maintaining a More Positive Attitude</u>

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 11

Level 4 (10-12/Adult Packet)

DIVERSITY

Objective	Pages	Days of Instruction	Activities
1	59	1	<u>Unfinished Sentences about Feelings</u>
2	111-112	2	<u>Inquiry: Custer's Last Stand</u>
	117	1	<u>Asian American Identity</u>

CONFLICT

Objective	Pages	Days of Instruction	Activities
2	67	2	<u>Is It Money or Power?</u>

CULTURE

Objective	Pages	Days of Instruction	Activities
1	**	2	<u>Cultural Groups</u>
		2	<u>Melting Pot/Salad Bowl</u>

** Guide is currently being revised and will be available after November 15, 1983.
Please refer to guide table of contents for page numbering activities.

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

STUDENT PROGRAM MATERIALS ORDER FORM

Instructions: Please order only those guides necessary for each grade level teacher. Refer to "Summary of Content Sequence - Revised" for the student guides needed for each grade level. Individual activity sheets from the guides must be duplicated by each site. Return completed form to Curriculum Materials Distribution Center, Location 991, 270-3171.

CONCEPT GOAL	GUIDE LEVEL	STOCK NUMBER	NO. OF COPIES
Identity:	Kindergarten - Grade 3	41-R-0140	_____
	Grades 4 - 6	41-R-0142	_____
	Grades 7 - 9	41-R-0144	_____
	Grades 10-12 and Adult	41-R-0146	_____
Conflict:	Kindergarten - Grade 3	41-R-0110	_____
	Grades 4 - 6	41-R-0112	_____
	Grades 7 - 9	41-R-0114	_____
	Grades 10-12 and Adult	41-R-0116	_____
Culture:	Kindergarten - Grade 3	41-R-0120	_____
	Grades 4 - 6	41-R-0122	_____
	Grades 7 - 9	41-R-0124	_____
	Grades 10-12 and Adult	41-R-0126	_____
Diversity:	Kindergarten - Grade 3	41-R-0130	_____
	Grades 4 - 6	41-R-0132	_____
	Grades 7 - 9	41-R-0134	_____
	Grades 10-12 and Adult	41-R-0136	_____
Prejudice and Discrimination:	Kindergarten - Grade 3	41-R-0150	_____
	(Available after 10-21-83)		
	Grades 4 - 6	41-R-0152	_____
	Grades 7 - 9	41-R-0154	_____
	Grades 10-12 and Adult	41-R-0156	_____

SCHOOL _____

PRINCIPAL _____

DATE _____

Plaintiffs' Recommendations for Reports by the School
District to assist in the Monitoring of Integration

A. The following reports should continue to be made:

1. Pupil Ethnic Census Report.
2. Special Attendance Permits Report.
3. Magnet school participation report, including a comparison with the goals for each program broken down into majority students, minority students, resident and non-resident students.
4. VEEP participation report.
5. District-wide test results broken down into the following categories: majority students and minority students, with minority students further broken down into VEEP, magnet, and resident students. Test results for each school should also be provided broken down into the same categories, as appropriate.

B. The following reports should be developed and made:

1. Classroom ethnic census report each semester. The Race/Human Relations Multi-Year Program, July 1983, in the 1982-83 Objectives, III-26, gives success indicators which are much more detailed than the report urged here.
2. False address report.* Use the list of students scheduled to come to a high school from junior high school, but who do not show up, and check for the reasons for the no-shows.

* For high schools, such as San Diego, where there are reports of a number of students using false addresses to avoid attending their neighborhood high school.

3. A report on the performance of the race/human relations program. This could be a combination of the reports being made by Urban Affairs and Evaluations. The success indicators listed in the Multi-Year Race/Human Relations Program provide numerous examples of behaviors and situations which can be observed and utilized in an objective report.
4. Bilingual report. This report should show the number of LEP/NEP students and their home language, the number of bilingual teachers required by law to teach them, the number of such teachers employed in bilingual programs for these students, the number of students in bilingual programs, the number and types of bilingual programs, the number of LEP/NEP students not served by bilingual programs, the length of time students remain in bilingual programs, their capability in English when they exit the program, and follow-up data showing how the student is performing two or three years after exiting the program.
5. The performance of students on high school competency tests broken down by school and race.
6. The number of secondary students in college preparatory programs, business programs, and trade programs, broken down by race.
7. The drop-out rate by school, grade level, and race.

8. A discipline report. This report should show the number and type of violations by grade level and race for the district and each school. It should show the number of offenses per 1,000 students to permit comparisons. It should show the action taken, including suspensions and expulsions. It should provide district-wide averages and comparisons with the last year, or previous years.
9. A housing activities report. This report would show the activities of the school district in working with various housing agencies, the city, and housing industry organizations to promote integrated neighborhoods.

April 4, 1984

Additional Comments By Plaintiffs On Reports Recommended
To Be Made By The District

The District has initiated a program to identify gifted minority students.

Reports on this program should be made also. The first report should include a description of the program. The reports should include the grades and numbers of students tested, the number of gifted minority students identified, and the number remaining to be tested.

General Comments:

The District needs the data which Plaintiffs have recommended be included in these reports to be made available to the public in order to perform their own, minimal, internal review and evaluation of their programs. Therefore, these reports should require no additional data from the District, and little extra effort.

The data presented in the reports should be in a form which permits parents to evaluate the education provided their children, as well as their achievement, and a simple comparison of their own children's performance with the performance of others and with national standards. An informed and educated public will be the best monitor of school programs.