

SAN DIEGO PLAN FOR RACIAL INTEGRATION

SUPPORT DOCUMENTS

VOLUME II

APPENDICES

San Diego City Schools
San Diego, California
June 12, 1977

SAN DIEGO PLAN FOR RACIAL INTEGRATION

VOLUME II

TABLE OF CONTENTS

	<u>Appendix</u>
1. Acknowledgement Statement	I
2. School Integration Surveys Preliminary Report	II
3. Proposed Implementation of the San Diego Superior Court Order to Alleviate Racial Integration in the San Diego City Schools	III
4. Roster of Citizens Advisory Commission on Racial Integration	IV
5. Transportation Committee, Summary Report	V
6. Report of the Subcommittee on Finance	VI
7. Report of Attendance Boundaries Committee	VII

* * *

San Diego City Schools
San Diego, California
June 12, 1977

ACKNOWLEDGEMENT STATEMENT

The Board of Education wishes to acknowledge and express its gratitude to the numerous individuals and groups throughout the community who have shown an interest in the desegregation/integration of the schools of the district and who have volunteered their time and effort in making many worthwhile contributions. These contributions from the community have not only been welcomed, but have been essential to the development of the San Diego Plan for Racial Integration.

Statement of
Oscar J. Kaplan, Ph.D.
Regarding

SCHOOL INTEGRATION SURVEYS PRELIMINARY REPORT

May 19, 1977

The preliminary report delivered today to the Board of Education presents the results of six surveys dealing with school integration: (1) a registered voters survey; (2) a parents survey; (3) a certificated personnel survey; (4) a classified personnel survey; (5) a secondary school students survey; and (6) an elementary school students survey. A total of 13,905 questionnaires were completed in these surveys. To the best of my knowledge, these surveys together are the most comprehensive study ever made in an American city on attitudes toward school integration.

A detailed analysis of the results will be forthcoming. The preliminary results suggest a number of cross-tabulations which may provide valuable insights. These will be made soon. Hundreds of "free answer" communications have been received from certificated and classified personnel; a sampling of these communications indicates that they contain much valuable information and advice. These "free answer" communications will be reviewed within the next two weeks.

It was not the purpose of this study to develop a detailed plan for school integration, but rather to measure the attitudes of the principal groups that would (might) be involved in school integration at a particular point in time. No doubt, attitudes will change in the years ahead. Hopefully, this report will enable architects of a school integration plan in the San Diego Unified School District to draw a better plan than if this project had not been undertaken.

This morning, by telephone, I briefed Reverend George Walker Smith on the results of the survey. After I concluded, he said, "The survey results make me feel very optimistic." This is also my appraisal of the findings. Given good will and good sense in utilizing the survey findings and other pertinent information, I believe that San Diego can go forward in school integration with a minimum of friction.

Among the more interesting findings from the survey are the following: Parents gave the City Schools a good report card. Asked, "Over all, what do you think of the San Diego City Schools?" the replies were as follows: Good to Excellent, 73%; Fair, 20%; Poor, 5%; Not Sure, 2%. Parents gave the schools much higher ratings than did voters as a group.

Large pluralities in all adult groups surveyed--certificated personnel, classified personnel, registered voters, and parents--all said that the San Diego City Schools have been moving toward racial integration at "just about the right speed."

There is overwhelming opposition to achieving racial balance in the San Diego City Schools through mandatory bussing of school children.

Any attempt at this time to bus students into Southeast San Diego

Kaplan Statement
May 19, 1977

schools on a mandatory basis will encounter the most vigorous resistance.

There is strong support for the voluntary ethnic enrollment program in all groups surveyed on this point.

There is substantial approval for the integrated Magnet Schools proposal. The most popular Magnet School categories are science and math, and business and management.

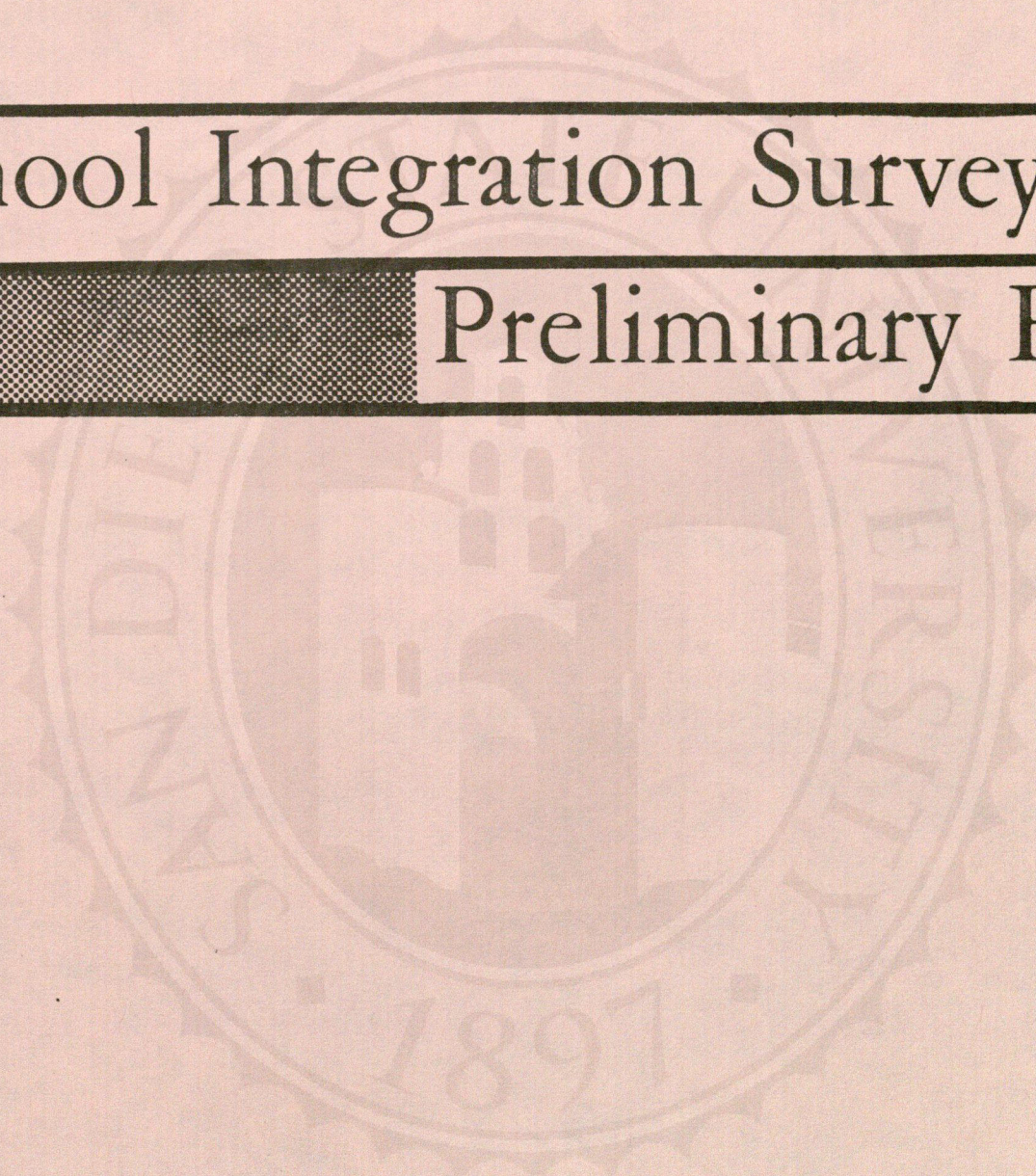
The proposal to establish specialized learning centers for elementary school children appears to be a viable one. This proposal calls for 4th-, 5th-, and 6th-grade children to go one day out of five to a specialized learning center. These centers would have an ethnic balance of about two-thirds white (Anglo) and one-third minority (mostly Mexican-American and black), and would be located in centralized areas of the city with transportation provided by the district. Sixth-graders backed this idea by a 2 to 1 vote.

Educationally, this is a time of great opportunity for the San Diego City Schools. It is a time in which to critically review existing programs and to create new ones. The next year or two are critical for school integration. New programs must be top notch and must address parental concerns with regard to student safety and the quality of education.

OJK:mw

School Integration Surveys

Preliminary Report



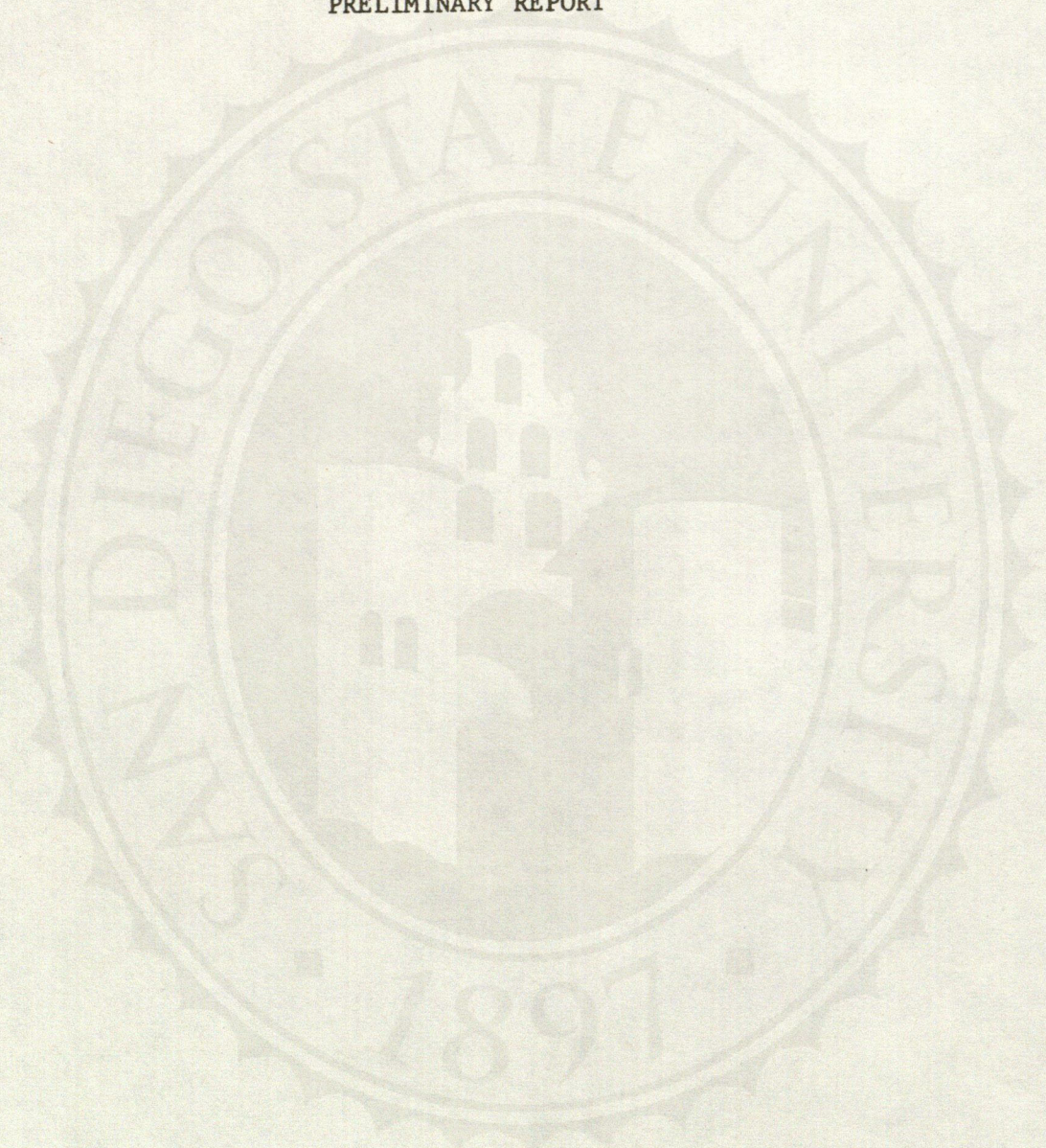
San Diego City Schools

San Diego, California

May 1977

SCHOOL INTEGRATION SURVEYS

PRELIMINARY REPORT



San Diego City Schools

San Diego, California

May 1977



THE SAN DIEGO POLL

Dr. Thomas L. Goodman
Superintendent
San Diego City Schools
4100 Normal Street
San Diego, California 92103

May 18, 1977

Dear Dr. Goodman:

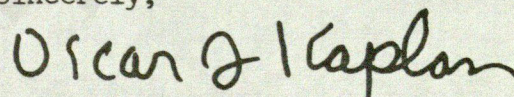
I am pleased to submit a preliminary report on six surveys dealing with school integration as commissioned by the Board of Education of the San Diego City Schools: (1) a registered voters survey; (2) a parents survey; (3) a certificated personnel survey; (4) a classified personnel survey; (5) a secondary school students survey; and (6) an elementary school students survey. A total of 13,905 questionnaires were completed in these surveys. To the best of my knowledge, these surveys together are the most comprehensive study ever made in an American city on attitudes toward school integration.

A detailed analysis of the results will be forthcoming. The preliminary results suggest a number of cross-tabulations which may provide valuable insights. These will be made soon. Hundreds of "free answer" communications have been received from certificated and classified personnel; a sampling of these communications indicates that they contain much valuable information and advice. These "free answer" communications will be reviewed within the next two weeks.

This job could not have been done within the time frame allowed without the able and devoted help of members of your staff. They worked with us on evenings and weekends to perform the computer, clerical, printing, and other tasks that had to be done. Although we bear full responsibility for the texts of questionnaires, the background information provided by the administrative staff was indispensable.

It was not the purpose of this study to develop a detailed plan for school integration but rather to measure the attitudes of the principal groups involved in school integration at a particular point in time. No doubt, attitudes will change in the years ahead. Hopefully, this report will enable the architects of school integration in the San Diego Unified School District to draw better plans than if this project had not been undertaken.

Sincerely,

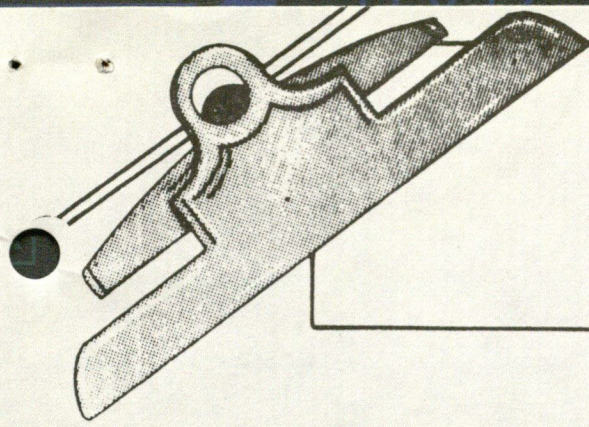


Oscar J. Kaplan, Ph.D.
Project Director

OJK:mc

TABLE OF CONTENTS

VOTER SURVEY	1
Description of Field Work	3
Survey Results	4
PARENT SURVEY	13
Description of Field Work	15
Survey Results	18
CERTIFICATED PERSONNEL SURVEY	43
Description of Field Work	45
Survey Results	46
CLASSIFIED PERSONNEL SURVEY	59
Description of Field Work	61
Survey Results	62
SECONDARY SCHOOL STUDENT SURVEY	67
Description of Field Work	69
Survey Results	70
ELEMENTARY SCHOOL STUDENT SURVEY	77
Description of Field Work	79
Survey Results	80



THE SAN DIEGO POLI

PRELIMINARY REPORT

SCHOOL INTEGRATION VOTER SURVEY

San Diego Unified School District

May, 1977

THE SAN DIEGO POLL

I. DESCRIPTION OF FIELD WORK

The field work of the School Integration Voters Survey took place during the period May 4 - May 10, 1977. Ten experienced interviewers completed a total of 500 interviews with registered voters by telephone.

Fifty precincts from the San Diego Unified School District were selected for the survey, utilizing a random start, skip interval procedure. Precinct books were obtained from the Registrar of Voters. The precincts selected, collectively, were an exact representation of the school district electorate in terms of party registration, as of April 18, 1977: Republicans, 38%; Democrats, 52%; and all others, 10%. These percentages were achieved exactly in the survey. The survey produced the following distribution of interviews in the five Board of Education Districts: (A) 24%; (B) 20%; (C) 20%; (D) 20%; (E) 16%. The actual distribution of voters in the five districts on April 18, 1977 was, as follows: (A) 24%; (B) 20%; (C) 20%; (D) 21%; (E) 15%.

Ten interviews were completed in each of the fifty precincts. Only one interview per household was permitted. Half of the interviews were completed with men. Interviewing was permitted only between 4 p.m. and 9 p.m. on weekdays and all day on weekends in order to include employed persons.

II. SURVEY RESULTS

VOTER SURVEY

1. Do you now have any children in the San Diego City Schools?

	<u>School Board District</u>					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Yes	30%	41%	18%	14%	35%	28%
(2) No	$\frac{70}{100\%}$	$\frac{59}{100\%}$	$\frac{82}{100\%}$	$\frac{86}{100\%}$	$\frac{65}{100\%}$	$\frac{72}{100\%}$

2. Do you have any younger children who are not in school but who will be attending the San Diego City Schools in the future?

	<u>School Board District</u>					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Yes	13%	24%	10%	12%	19%	16%
(2) No	$\frac{87}{100\%}$	$\frac{76}{100\%}$	$\frac{90}{100\%}$	$\frac{88}{100\%}$	$\frac{81}{100\%}$	$\frac{84}{100\%}$

3. Overall, what do you think of the San Diego City Schools? Are they:

	<u>School Board District</u>					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Excellent	8%	4%	9%	3%	8%	6%
(2) Good	45	50	33	30	28	38
(3) Fair	27	23	27	29	34	28
(4) Poor	6	6	9	11	13	9
(5) Not sure - no opinion	$\frac{14}{100\%}$	$\frac{17}{100\%}$	$\frac{22}{100\%}$	$\frac{27}{100\%}$	$\frac{17}{100\%}$	$\frac{19}{100\%}$

4. How do you feel about the speed with which the San Diego City Schools have been moving toward racial integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	<u>School Board District</u>					<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
(1) Too fast	25%	19%	19%	19%	15%	20%
(2) Not fast enough	8	15	8	13	24	13
(3) Just about the right speed	45	41	43	35	43	42
(4) Not sure - no opinion	$\frac{22}{100\%}$	$\frac{25}{100\%}$	$\frac{30}{100\%}$	$\frac{33}{100\%}$	$\frac{18}{100\%}$	$\frac{25}{100\%}$

5. In general, do you favor or oppose children attending a school where about two-thirds of the students are white (anglo), and about one-third are mostly black and Mexican-American?

	<u>School Board District</u>					<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
(1) Favor	88%	79%	83%	66%	53%	76%
(2) Oppose	5	14	6	11	24	11
(3) Not sure - no opinion	$\frac{7}{100\%}$	$\frac{7}{100\%}$	$\frac{11}{100\%}$	$\frac{23}{100\%}$	$\frac{23}{100\%}$	$\frac{13}{100\%}$

6. Do you favor or oppose children of various races from different parts of the city going together on field trips to places such as the Zoo and Sea World?

	<u>School Board District</u>					<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
(1) Favor	97%	94%	96%	84%	95%	93%
(2) Oppose	3	4	3	7	4	4
(3) Not sure - no opinion	$\frac{0}{100\%}$	$\frac{2}{100\%}$	$\frac{1}{100\%}$	$\frac{9}{100\%}$	$\frac{1}{100\%}$	$\frac{3}{100\%}$

7. Do you favor or oppose children of various races from different parts of the city spending a week together in an outdoor education camp program?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Favor	93%	90%	88%	69%	91%	87%
(2) Oppose	6	6	9	14	5	8
(3) Not sure - no opinion	$\frac{1}{100\%}$	$\frac{4}{100\%}$	$\frac{3}{100\%}$	$\frac{17}{100\%}$	$\frac{4}{100\%}$	$\frac{5}{100\%}$

8. Have you heard or read about the Carlin case decision regarding the San Diego City Schools?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Yes	75%	73%	59%	40%	57%	62%
(2) No	$\frac{25}{100\%}$	$\frac{27}{100\%}$	$\frac{41}{100\%}$	$\frac{60}{100\%}$	$\frac{43}{100\%}$	$\frac{38}{100\%}$

9. As a result of the Carlin case, the San Diego City Schools now are under a court order to take further steps toward racial and ethnic integration of the city schools. A number of possibilities are under consideration, some of which I would like to discuss with you.

An idea for the 4th, 5th, and 6th grades is called the Specialized Learning Center. All students in these grades would be required to spend a day every week in different racially integrated centers emphasizing the arts, music, physical education, and science. Four days out of five would be spent in their neighborhood school. These centers would have an ethnic balance of about two-thirds white (anglo) and one-third minority, mostly Mexican-American and black, and would be located in centralized areas of the city with transportation provided by the district. The Specialized Learning Centers would be approximately 30 minutes away from the present neighborhood school. Children would be accompanied to them by classmates.

Do you favor or oppose the creation of Specialized Learning Centers for 4th, 5th, and 6th graders?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Favor	52%	51%	61%	45%	63%	55%
(2) Oppose	41	40	31	41	25	36
(3) Not sure - no opinion	$\frac{7}{100\%}$	$\frac{9}{100\%}$	$\frac{8}{100\%}$	$\frac{14}{100\%}$	$\frac{12}{100\%}$	$\frac{9}{100\%}$

10. Have you ever heard of the Magnet schools idea?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Yes	21%	32%	21%	16%	20%	22%
(2) No	$\frac{79}{100\%}$	$\frac{68}{100\%}$	$\frac{79}{100\%}$	$\frac{84}{100\%}$	$\frac{80}{100\%}$	$\frac{78}{100\%}$

11. A Magnet school is planned to be a high quality, racially integrated school offering special studies or training in various fields. For example, there could be a Science and Math Center for programs in science, mathematics and computer technology. Another possibility is a Military Science Academy for students interested in military careers. Many other specialized programs are being considered. Assuming that attendance at a racially integrated Magnet school is voluntary, and that transportation would be provided by the school district, do you favor or oppose the development of Magnet schools?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Favor	74%	66%	72%	68%	70%	70%
(2) Oppose	21	26	23	20	20	22
(3) Not sure - no opinion	$\frac{5}{100\%}$	$\frac{8}{100\%}$	$\frac{5}{100\%}$	$\frac{12}{100\%}$	$\frac{10}{100\%}$	$\frac{8}{100\%}$

12. Now I would like your opinion about an existing racial integration program, the Voluntary Ethnic Enrollment Program. It permits students to transfer to racially integrated schools, if this leads to more racial balance in the schools involved. Transportation is provided by the schools. Do you favor or oppose the Voluntary Ethnic Enrollment Program?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Favor	72%	71%	73%	71%	72%	72%
(2) Oppose	25	23	17	13	20	20
(3) Not sure - no opinion	$\frac{3}{100\%}$	$\frac{6}{100\%}$	$\frac{10}{100\%}$	$\frac{16}{100\%}$	$\frac{8}{100\%}$	$\frac{8}{100\%}$

Survey Results - Voter

13. One way of achieving racial balance in the San Diego City Schools is to require the busing of children of all races. In general, do you favor or oppose the mandatory busing of school children to achieve racial balance?

	<u>School Board District</u>					<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
(1) Favor	10%	12%	14%	11%	34%	15%
(2) Oppose	86	85	80	81	54	79
(3) Not sure - no opinion	$\frac{4}{100\%}$	$\frac{3}{100\%}$	$\frac{6}{100\%}$	$\frac{8}{100\%}$	$\frac{12}{100\%}$	$\frac{6}{100\%}$

IF "FAVOR" IN Q. 13, ASK Q. 14.

14. How strongly do you favor mandatory busing?

	<u>School Board District</u>					<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
(1) Very strongly	0%	33%	8%	27%	21%	19%
(2) Strongly	42	28	31	27	31	31
(3) Moderately	51	22	38	27	41	37
(4) Just slightly	$\frac{7}{100\%}$	$\frac{17}{100\%}$	$\frac{23}{100\%}$	$\frac{19}{100\%}$	$\frac{7}{100\%}$	$\frac{13}{100\%}$

IF "OPPOSE" IN Q. 13, ASK Q. 15

15. How strongly do you oppose mandatory busing?

	<u>School Board District</u>					<u>TOTAL</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
(1) Very strongly	75%	69%	70%	55%	60%	67%
(2) Strongly	15	22	17	18	14	17
(3) Moderately	8	8	13	26	12	13
(4) Just slightly	$\frac{2}{100\%}$	$\frac{1}{100\%}$	$\frac{0}{100\%}$	$\frac{1}{100\%}$	$\frac{14}{100\%}$	$\frac{3}{100\%}$

16. If a student was required to be bused only one semester out of twelve school years, and if the maximum time of the bus ride was 30 minutes each way, would you go along with this?

		<u>School Board District</u>					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1)	Yes	24%	34%	43%	35%	44%	35%
(2)	No	68	62	52	49	43	56
(3)	Not sure - no opinion	$\frac{8}{100\%}$	$\frac{4}{100\%}$	$\frac{5}{100\%}$	$\frac{16}{100\%}$	$\frac{13}{100\%}$	$\frac{9}{100\%}$

17. Would you go along with this or not if the assignment is for one full school year out of twelve?

		<u>School Board District</u>					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1)	Yes	18%	28%	26%	29%	39%	27%
(2)	No	77	69	64	55	44	64
(3)	Not sure - no opinion	$\frac{5}{100\%}$	$\frac{3}{100\%}$	$\frac{10}{100\%}$	$\frac{16}{100\%}$	$\frac{17}{100\%}$	$\frac{9}{100\%}$

I'm going to read you a list of statements some people have made about school integration in San Diego. For each, tell me whether you: (1) agree; or (2) disagree? (3) not sure - no opinion.

18. Integration will provide a better education for most black and Mexican-American students. Do you agree or disagree?

		<u>School Board District</u>					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1)	Agree	34%	43%	38%	60%	52%	44%
(2)	Disagree	56	48	56	28	43	47
(3)	Not sure - no opinion	$\frac{10}{100\%}$	$\frac{9}{100\%}$	$\frac{5}{100\%}$	$\frac{12}{100\%}$	$\frac{5}{100\%}$	$\frac{9}{100\%}$

Survey Results - Voter

19. Integration will provide a better education for most white (Anglo) students. Do you agree or disagree?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Agree	22%	29%	28%	43%	47%	33%
(2) Disagree	71	65	63	46	48	61
(3) Not sure - no opinion	$\frac{7}{100\%}$	$\frac{6}{100\%}$	$\frac{9}{100\%}$	$\frac{11}{100\%}$	$\frac{5}{100\%}$	$\frac{6}{100\%}$

20. Integration will risk the safety of students. Do you agree or disagree?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Agree	46%	50%	47%	53%	46%	48%
(2) Disagree	48	42	44	32	48	43
(3) Not sure - no opinion	$\frac{6}{100\%}$	$\frac{8}{100\%}$	$\frac{9}{100\%}$	$\frac{15}{100\%}$	$\frac{6}{100\%}$	$\frac{9}{100\%}$

21. Integration will lead to an increase in discipline problems in the schools. Do you agree or disagree?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Agree	60%	62%	61%	61%	56%	60%
(2) Disagree	32	29	30	26	43	32
(3) Not sure - no opinion	$\frac{8}{100\%}$	$\frac{9}{100\%}$	$\frac{9}{100\%}$	$\frac{13}{100\%}$	$\frac{1}{100\%}$	$\frac{8}{100\%}$

22. Integration will improve personal relationships and cultural understanding among students. Do you agree or disagree?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Agree	56%	67%	71%	67%	77%	67%
(2) Disagree	40	25	22	25	18	27
(3) Not sure - no opinion	$\frac{4}{100\%}$	$\frac{8}{100\%}$	$\frac{7}{100\%}$	$\frac{8}{100\%}$	$\frac{5}{100\%}$	$\frac{6}{100\%}$

23. Special Federal funds are available to school districts that are in the process of integration. In general, do you favor or oppose having the San Diego City Schools apply for such funds?

School Board District

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Agree	45%	60%	57%	61%	70%	57%
(2) Disagree	48	35	28	26	23	33
(3) Not sure - no opinion	$\frac{7}{100\%}$	$\frac{5}{100\%}$	$\frac{15}{100\%}$	$\frac{13}{100\%}$	$\frac{7}{100\%}$	$\frac{10}{100\%}$

24. Some claim that racial integration in the San Diego City Schools can be increased on a voluntary basis if high quality educational programs, such as Magnet school programs, are started. Would you be willing to have the budget of the San Diego City Schools increased to pay for special programs, such as the Magnet schools program?

School Board District

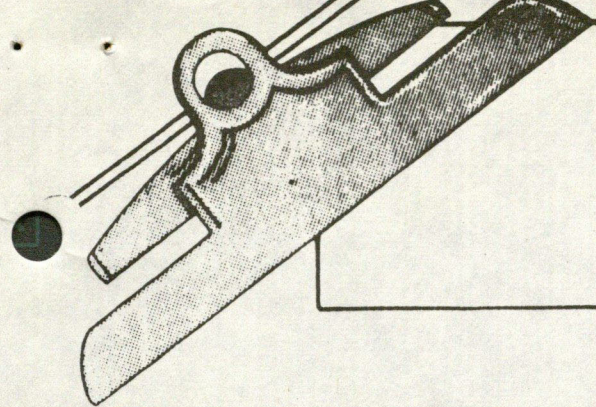
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1) Yes	58%	58%	54%	51%	57%	56%
(2) No	38	35	40	31	35	36
(3) Not sure - no opinion	$\frac{4}{100\%}$	$\frac{7}{100\%}$	$\frac{6}{100\%}$	$\frac{18}{100\%}$	$\frac{8}{100\%}$	$\frac{8}{100\%}$

25. Some claim that the only effective way to secure school integration is by mandatory busing of school children. Would you be willing to have the budget of the San Diego City Schools increased to pay for mandatory busing of students?

		<u>School Board District</u>					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1)	Yes	8%	9%	14%	15%	34%	15%
(2)	No	87	86	80	74	58	79
(3)	Not sure - no opinion	$\frac{5}{100\%}$	$\frac{5}{100\%}$	$\frac{6}{100\%}$	$\frac{11}{100\%}$	$\frac{8}{100\%}$	$\frac{6}{100\%}$

26. Suppose that voluntary or mandatory school racial integration programs must be started in the San Diego City Schools because of a court order, leading to additional costs. Which one of the following alternatives do you prefer: (1) keep the school budget where it now is, but lower the quality of education; or (2) increase the school budget to pay for the school racial integration programs, and at least maintain the present quality of education? (3) not sure - no opinion.
Other answers _____

		<u>School Board District</u>					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>TOTAL</u>
(1)	Keep the school budget where it now is, but lower the quality of education	9%	10%	16%	7%	14%	11%
(2)	Increase the school budget to pay for the the school racial integration programs, and at least maintain the present quality of education	68	72	69	60	72	69
(3)	Not sure - no opinion	5	4	9	21	5	8
(4)	Economize	8	3	1	2	1	3
(5)	Other answers	$\frac{10}{100\%}$	$\frac{11}{100\%}$	$\frac{5}{100\%}$	$\frac{10}{100\%}$	$\frac{8}{100\%}$	$\frac{9}{100\%}$



THE SAN DIEGO POLL

PRELIMINARY REPORT

SCHOOL INTEGRATION PARENT SURVEY

San Diego Unified School District

May, 1977

THE SAN DIEGO POLL

I. DESCRIPTION OF FIELD WORK

The samples of the San Diego City Schools Parent Survey were developed by the Data Systems Department of the San Diego City Schools. Using random start-skip interval procedures, a total of 2,908 students were selected from the current Student Data Base. Random samples were drawn from within each of five ethnic classifications: white - 1,525; Hispanic - 625; black - 625; Pan-Asian - 125; and American Indian - 8. Blacks and Hispanics were oversampled in order to develop samples large enough to provide a sound basis for determining the positions of these two groups, and because it was anticipated that completion rates might be lower in them. The actual ethnic distribution of students at the time that the samples were drawn was: white - 66%; Hispanic - 14%; black - 14.5%; Pan-Asian - 5.2%; American Indian - 0.2%.

The ethnic classification of students for the purposes of the Data Systems Department is accomplished visually at the school and not by questioning the student or his or her parents. There is no information on the percentage discrepancy that may exist between the ethnic designation on the Student Data Base and the perceptions of students or parents. However, it is believed that the categorization of students overwhelmingly is correct.

Of the 2,908 students in the basic total sample, 482 were not available for the survey for such reasons as the following: another student in the

family also had been selected, wrong telephone number, neither an address nor a telephone number known, no residential telephone, telephone disconnected, student transferred to private school, student moved to another district, etc. A strenuous effort was made to salvage respondents for the sample by having schools check for current information. Interviewers and office staff made extensive use of the telephone company's information service and of the Haines street-indexed directory. If these measures had not been taken, the number of "not availables" would have been markedly larger.

Parents without residential telephones were sent a letter inviting them to name a time and place where they could be interviewed by telephone. Appointments were made through the San Diego City Schools. Six interviews were completed as a result of this effort.

Results obtained in the 2,426 cases where interview by telephone appeared possible was, as follows: completed interviews - 2,111; no response after at least four calls - 176; refusals - 111; interview half completed, then terminated by respondent - 14; language difficulties - 14. These figures yield a completion rate of 87% in terms of "possible" telephone respondents.

Reasons for refusals included the following: not interested - don't care what happens, too busy - can't take time, ill health, moving from district, subject too distressing, don't know enough about subject, never give telephone interviews, etc.

Each parent household selected for the survey was sent a letter from the Superintendent, accompanied by a description of Magnet programs. The letter was mailed several days before a telephone call was made.

The 2,111 completed interviews were distributed ethnically, as follows: whites - 58%; blacks - 18.5%; Hispanics - 18%; Pan-Asians - 4.5%. Four interviews were completed with American Indians. Although the overall

completed sample is somewhat biased in favor of blacks and Hispanics, spot checking of questions indicates that use of weighting procedures which would represent each ethnic group exactly would not change the overall results by more than one or two percent.

All materials used in the survey were translated into Spanish, including the Superintendent's letter, description of Magnet schools, questionnaire, etc. Spanish-speaking interviewers were used as needed.

Field work started on April 15 and ended on May 11, 1977. Thirty-nine interviewers were employed on the survey.

II. SURVEY RESULTS
PARENT SURVEY

1. Now we'd like to know what you think of the public schools your children attend. Overall, are they:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Excellent	23%	15%	26%	21%	23%
(2) Good	52	44	51	59	50
(3) Fair	18	30	18	11	20
(4) Poor	6	8	4	2	5
(5) Not sure - no opinion	<u>1</u>	<u>3</u>	<u>1</u>	<u>7</u>	<u>2</u>
	100%	100%	100%	100%	100%

I'm going to read you a list of things about schools that some people feel are important. Thinking about the public schools your children attend, tell me if you are satisfied or dissatisfied.

2. Teaching reading, writing, arithmetic and other basic skills.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Satisfied	78%	66%	65%	79%	67%
(2) Dissatisfied	19	28	32	17	29
(3) Not sure - no opinion	<u>3</u>	<u>6</u>	<u>3</u>	<u>4</u>	<u>4</u>
	100%	100%	100%	100%	100%

3. Protecting the safety of children when in school.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Satisfied	86%	75%	83%	85%	82%
(2) Dissatisfied	11	19	14	13	15
(3) Not sure - no opinion	<u>3</u>	<u>6</u>	<u>3</u>	<u>2</u>	<u>3</u>
	100%	100%	100%	100%	100%

4. Having after-school activities such as sports and clubs.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Satisfied	68%	61%	64%	65%	64%
(2) Dissatisfied	9	19	16	7	15
(3) Not sure - no opinion	<u>23</u>	<u>20</u>	<u>20</u>	<u>28</u>	<u>21</u>
	100%	100%	100%	100%	100%

5. Having good contact between parents and teachers.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Satisfied	81%	79%	78%	88%	79%
(2) Dissatisfied	15	18	19	8	18
(3) Not sure - no opinion	<u>4</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>3</u>
	100%	100%	100%	100%	100%

6. Getting children ready for a good job after high school.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Satisfied	46%	33%	34%	30%	35%
(2) Dissatisfied	12	29	27	16	25
(3) Not sure - no opinion	<u>42</u>	<u>38</u>	<u>39</u>	<u>54</u>	<u>40</u>
	100%	100%	100%	100%	100%

7. Getting children ready to go on to college.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Satisfied	45%	36%	39%	37%	39%
(2) Dissatisfied	10	23	23	7	20
(3) Not sure - no opinion	<u>45</u>	<u>41</u>	<u>38</u>	<u>56</u>	<u>41</u>
	100%	100%	100%	100%	100%

8. Do you think your child now is getting as good an education as children in other parts of the city?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	65%	50%	77%	69%	69%
(2) No	13	33	9	9	15
(3) Not sure - don't know	22	17	14	22	16
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

9. If you were convinced that your child would get a better education than he or she now is getting in your neighborhood school, would you be willing to have your child transported to a school outside of your neighborhood?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	52%	68%	33%	39%	43%
(2) No	42	24	59	55	49
(3) Not sure - don't know	6	8	8	6	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

10. How do you feel about the speed with which the San Diego City Schools have been moving toward integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Too fast	12%	5%	15%	3%	12%
(2) Not fast enough	13	41	9	16	16
(3) Just about the right speed	54	33	52	61	49
(4) Not sure - no opinion	21	21	24	20	23
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

11. In general, do you favor or oppose your child attending a school where two-thirds of the students are white (Anglo) and one-third are mostly black and Mexican-American?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Favor	83%	78%	81%	79%	80%
(2) Oppose	6	15	10	8	11
(3) Not sure - no opinion	<u>11</u>	<u>7</u>	<u>9</u>	<u>13</u>	<u>9</u>
	100%	100%	100%	100%	100%

12. In general, do you favor or oppose your child attending a school where half of the students are white (Anglo) and half are mostly black and Mexican-American?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Favor	80%	89%	65%	73%	73%
(2) Oppose	9	6	25	12	18
(3) Not sure - no opinion	<u>11</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>9</u>
	100%	100%	100%	100%	100%

13. In general, do you favor or oppose transporting only black and Mexican-American children to achieve school integration?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Favor	16%	7%	14%	12%	13%
(2) Oppose	73	90	78	70	79
(3) Not sure - no opinion	<u>11</u>	<u>3</u>	<u>8</u>	<u>18</u>	<u>8</u>
	100%	100%	100%	100%	100%

14. In general, do you favor or oppose transporting white (Anglo) as well as black and Mexican-American children to achieve school integration?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Favor	66%	80%	32%	49%	48%
(2) Oppose	26	16	64	37	47
(3) Not sure - no opinion	8	4	4	14	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

IF "FAVOR" IN Q. 14, THE INTERVIEWER ASKED:

15. What is your principal reason for favoring this? ALTERNATIVES NOT READ.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) All children should participate equally/ one way busing is unfair	94%	93%	90%	96%	92%
(2) Children should learn to get along with all ethnic groups	0	5	2	2	3
(3) Other answers	6	2	8	2	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

IF "OPPOSE" IN Q. 14, THE INTERVIEWER ASKED:

16. What is your principal reason for opposing this? ALTERNATIVES NOT READ.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Bus ride unsafe, accident possibility	9%	7%	5%	9%	6%
(2) Not good for health; early rising, too tiring	1	2	3	0	2
(3) Discipline problems on bus	4	3	2	3	3
(4) Time wasted in travel that could be used for studies	2	5	9	6	8
(5) Reduces or eliminates extracurricular activities	1	2	2	3	2
(6) Strains neighborhood/ family life	12	16	20	15	19
(7) Resentment over busing could increase prejudice	6	6	6	9	6
(8) Money should be spent for better education	15	25	11	9	12
(9) Believe in neighbor- hood schools, opposed to busing	31	26	34	37	33
(10) Other answers	<u>19</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>9</u>
	100%	100%	100%	100%	100%

17. Are there any sections of the City of San Diego to which you would not permit your child to be transported? ALTERNATIVES NOT READ.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)*</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Southeast (or parts thereof)	23%	21%	36%	16%	30%
(2) Linda Vista	1	0	1	2	1
(3) Any area except my own	24	10	38	36	30
(4) Any area that is too far	2	2	2	3	2
(5) Another specific area, other than above, mentioned	2	5	3	1	3
(6) Area not stated; No restrictions, Don't know	<u>48</u> 100%	<u>62</u> 100%	<u>20</u> 100%	<u>42</u> 100%	<u>34</u> 100%

18. Why do you feel this way? (THIS QUESTION ASKED OF THOSE WHO ANSWERED 1-5 IN Q. 17). ALTERNATIVES NOT READ.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Unsafe/violence	36%	26%	40%	34%	37%
(2) Area not friendly/culturally different	13	12	8	6	9
(3) Too far from home	25	30	17	36	21
(4) Difficult to pick up child if ill	4	5	1	4	2
(5) Sacrificed/made extra effort to live in this area	11	4	17	10	14
(6) Other answers	<u>11</u> 100%	<u>23</u> 100%	<u>17</u> 100%	<u>10</u> 100%	<u>17</u> 100%

19. From what you have heard and read, how close do you think we are to mandatory busing of children from your neighborhood to another neighborhood to achieve school integration? Do you think it will happen in the next year or two?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	46%	50%	43%	35%	44%
(2) No	16	27	36	22	30
(3) Don't know	$\frac{38}{100\%}$	$\frac{23}{100\%}$	$\frac{21}{100\%}$	$\frac{43}{100\%}$	$\frac{26}{100\%}$

Now I would like your opinion about an existing integration program.

20. Have you ever heard of the Voluntary Ethnic Enrollment Program, the voluntary transportation program?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	33%	58%	58%	37%	53%
(2) No	$\frac{67}{100\%}$	$\frac{42}{100\%}$	$\frac{42}{100\%}$	$\frac{63}{100\%}$	$\frac{47}{100\%}$

The Voluntary Ethnic Enrollment Program enables children, mostly in junior or senior high school, to transfer to inte rated schools, with transportation provided by the schools.

21. Are any of your children participating in the Voluntary Ethnic Enrollment Program now?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	10%	25%	1%	4%	7%
(2) No	$\frac{90}{100\%}$	$\frac{75}{100\%}$	$\frac{99}{100\%}$	$\frac{96}{100\%}$	$\frac{93}{100\%}$

22. IF NO: How likely is it you will enroll your children in the Voluntary Ethnic Enrollment Program in the near future, particularly if it is expanded at the elementary level?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Definitely	9%	18%	2%	7%	6%
(2) Probably	16	23	6	19	12
(3) There is some chance	24	24	18	19	21
(4) It is unlikely	<u>51</u>	<u>35</u>	<u>74</u>	<u>55</u>	<u>61</u>
	100%	100%	100%	100%	100%

BLACK AND MEXICAN-AMERICAN SKIP TO Q. 24.

23. IF WHITE (Anglo): Would you favor or oppose having black and Mexican-American children transported into your child's present school?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Favor	Not Applicable	Not Applicable	68%	Not Applicable	68%
(2) Oppose			26		26
(3) Not sure			<u>6</u>		<u>6</u>
			100%		100%

24. IF BLACK OR MEXICAN-AMERICAN: Would you favor or oppose having white (Anglo) children transported into your child's present school?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Favor	80%	87%	Not Applicable	Not Applicable	83%
(2) Oppose	12	7			10
(3) Not sure	<u>8</u>	<u>6</u>			<u>7</u>
	100%	100%			100%

25. Have you heard or read about the Carlin case decision regarding the San Diego City Schools?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	36%	54%	67%	43%	58%
(2) No	$\frac{64}{100\%}$	$\frac{46}{100\%}$	$\frac{33}{100\%}$	$\frac{57}{100\%}$	$\frac{42}{100\%}$

The San Diego City Schools now are under a court order to take further steps toward racial and ethnic integration of the schools. The integration programs being considered are numerous and planning still is in a very early stage. I would like to discuss some of the possibilities with you.

26. Have you ever heard of Magnet schools?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	19%	26%	55%	25%	41%
(2) No	$\frac{81}{100\%}$	$\frac{74}{100\%}$	$\frac{45}{100\%}$	$\frac{75}{100\%}$	$\frac{59}{100\%}$

A Magnet school is planned to be an integrated school offering special in-depth studies or training in various fields. I'm going to read a list of Magnet schools being considered by the district. Please tell me how interested you are in each of these special schools for your children.

27. A Performing Arts Center for music, drama, dance, T.V. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	34%	39%	24%	32%	29%
(2) Somewhat interested	28	30	28	31	29
(3) Not interested	33	27	44	34	38
(4) Don't know	$\frac{5}{100\%}$	$\frac{4}{100\%}$	$\frac{4}{100\%}$	$\frac{3}{100\%}$	$\frac{4}{100\%}$

28. A Law and Public Administration Center for programs in law, criminal justice, and public administration. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)*</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	43%	56%	26%	29%	35%
(2) Somewhat interested	30	24	32	32	30
(3) Not interested	22	15	38	34	30
(4) Don't know	5	5	4	5	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

29. A Science and Math Center for programs in science, mathematics, and computer technology. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	62%	74%	46%	66%	56%
(2) Somewhat interested	26	17	28	19	25
(3) Not interested	9	7	22	12	16
(4) Don't know	3	2	4	3	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

30. A Health Occupations Center for programs in life science, hospital work, and related areas such as therapy and recreation. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	56%	63%	38%	49%	45%
(2) Somewhat interested	30	25	29	29	29
(3) Not interested	12	10	29	19	22
(4) Don't know	2	2	4	3	4
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

31. A Military Science Academy for preparation for military careers. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	34%	34%	15%	26%	22%
(2) Somewhat interested	27	24	18	26	21
(3) Not interested	35	39	63	45	53
(4) Don't know	<u>4</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>4</u>
	100%	100%	100%	100%	100%

32. A Public Service Occupations Center for preparation for fire and police work, social work, education, and other government services. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	57%	66%	35%	46%	44%
(2) Somewhat interested	26	21	32	29	29
(3) Not interested	14	10	29	22	23
(4) Don't know	<u>3</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>4</u>
	100%	100%	100%	100%	100%

33. A Business and Management Occupations Center for data processing, merchandising, real estate, insurance, and secretarial skills. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	57%	69%	39%	45%	48%
(2) Somewhat interested	27	20	29	28	27
(3) Not interested	13	9	28	24	22
(4) Don't know	<u>3</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>3</u>
	100%	100%	100%	100%	100%

34. An Automotive Center for auto repair, marketing and dealership operation.
Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	50%	52%	31%	37%	38%
(2) Somewhat interested	29	22	24	26	25
(3) Not interested	18	24	41	31	33
(4) Don't know	<u>3</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>4</u>
	100%	100%	100%	100%	100%

35. A Language School in which children learn to speak several languages.
Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	69%	71%	43%	57%	54%
(2) Somewhat interested	18	18	25	17	22
(3) Not interested	10	9	29	24	21
(4) Don't know	<u>3</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>3</u>
	100%	100%	100%	100%	100%

36. A fundamental school offering a highly structured, strict discipline approach focussing on the three R's. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	65%	65%	44%	67%	52%
(2) Somewhat interested	18	19	21	13	20
(3) Not interested	14	14	32	18	25
(4) Don't know	<u>3</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>3</u>
	100%	100%	100%	100%	100%

37. A Montesorri School, with individual instruction by teachers trained in this method. Are you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very interested	37%	42%	26%	28%	31%
(2) Somewhat interested	30	24	21	22	23
(3) Not interested	27	28	47	44	41
(4) Don't know	6	6	6	6	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

38. In which of the programs I've mentioned would you be most interested for your child?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Performing Arts	13%	14%	17%	13%	16%
(2) Law and Public Administration	13	11	5	9	8
(3) Science and Math	20	20	18	30	19
(4) Health	7	5	6	2	6
(5) Military Science	3	1	1	0	2
(6) Public Service	4	3	3	1	3
(7) Business and Management	6	12	6	6	7
(8) Automotive	4	1	4	2	3
(9) Language	9	4	4	7	5
(10) Fundamental	9	14	14	15	13
(11) Montesorri	3	4	6	0	5
(12) None of them	9	11	16	15	13
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

SKIP TO Q. 40 IF "NONE."

39. Which program is of second greatest interest? SAME ALTERNATIVES AS IN Q. 38.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Performing Arts	8%	5%	9%	7%	8%
(2) Law and Public Administration	8	11	7	7	8
(3) Science and Math	13	15	13	21	14
(4) Health	8	11	8	10	9
(5) Military Science	3	2	2	6	2
(6) Public Service	7	7	6	4	6
(7) Business and Management	15	13	12	12	12
(8) Automotive	8	4	6	2	6
(9) Language	9	10	8	9	9
(10) Fundamental	5	7	4	3	5
(11) Montesorri	2	2	4	0	3
(12) None of them	<u>14</u>	<u>13</u>	<u>21</u>	<u>19</u>	<u>18</u>
	100%	100%	100%	100%	100%

40. Assuming the district provided transportation to this integrated Magnet school, how likely is it you would send your child for at least one semester during the twelve years of public school? Would you say;

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Definitely	36%	45%	27%	27%	32%
(2) Probably	30	26	25	28	26
(3) There is some chance	19	15	21	20	19
(4) It is unlikely	9	9	22	19	17
(5) Don't know	<u>6</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>
	100%	100%	100%	100%	100%

QUESTIONS 41-47 WERE PRESENTED ONLY TO PARENTS WHO HAD CHILDREN IN ELEMENTARY SCHOOL.

Another idea is a series of one week special programs for 4th, 5th, and 6th graders. Each program would combine four or five schools to achieve an ethnic balance of about two-thirds white (Anglo) and about one-third Mexican-American and black students, and all transportation would be provided by the district.

41. The Old Town Presidio Program would be for all 4th graders; all children would be required to spend one week of instruction at Old Town, Presidio Park, and Cabrillo National Monument learning about San Diego's culture and history. Would you go along with this or not?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Would	89%	83%	81%	71%	82%
(2) Would not	6	11	15	17	13
(3) Not sure - no opinion	5	6	4	12	5
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

42. The Balboa Park Program would be for all 5th graders; all children would be required to spend one week of instruction visiting museums, the Zoo, and other sites in Balboa Park. Would you go along with this or not?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Would	89%	79%	80%	72%	81%
(2) Would not	5	11	12	14	10
(3) Child has attended	5	8	7	9	7
(4) Not sure - no opinion	1	2	1	5	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

43. The School Camp Program would be for all 6th graders; all children would be required to spend one week of instruction at a local mountain camp learning about nature. Would you go along with this or not?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Would	77%	73%	73%	60%	73%
(2) Would not	12	7	10	25	10
(3) Child has attended	9	17	14	10	14
(4) Not sure - no opinion	2	3	3	5	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Another idea for the 4th, 5th, and 6th grades is called the Specialized Learning Center. All students in these grades would be required to spend a day every third day in different integrated centers emphasizing the arts, music, physical education, and science. Two days out of three would be spent in your neighborhood school. These centers would have an ethnic balance of about two-thirds white (Anglo) and one-third minority, mostly Mexican-American and black, and would be located in centralized areas of the city with transportation provided by the district. The Specialized Learning Centers would be approximately 30 minutes away from your present neighborhood school. Your child would be accompanied to them by classmates.

44. If your child is assigned to this learning center program, would you go along with it or not?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Would	72%	73%	41%	64%	55%
(2) Would not	18	15	47	21	33
(3) Not sure	<u>10</u>	<u>12</u>	<u>12</u>	<u>15</u>	<u>12</u>
	100%	100%	100%	100%	100%

STATISTICS RELATE TO ALL ELEMENTARY SCHOOL PARENTS.

45. If this actually happens to your child, what do you think you would do?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Move to another district	4%	1%	8%	1%	5%
(2) Transfer to private schools	4	3	19	5	12
(3) Something else	4	5	11	5	8
(4) Not sure	3	9	11	10	10
(5) Not applicable	<u>85</u>	<u>82</u>	<u>51</u>	<u>79</u>	<u>65</u>
	100%	100%	100%	100%	100%

46. How important is it to you that your child attend a school located in your neighborhood? Is it:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very important	80%	48%	82%	79%	75%
(2) Somewhat important	10	27	12	11	15
(3) Not very important	10	25	6	10	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

47. If your child must go to a school outside of your neighborhood as part of the integration program, how important is it to you for the teacher in your neighborhood school to go with your child to the new school? Is it:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very important	56%	30%	42%	45%	42%
(2) Somewhat important	18	23	19	29	20
(3) Not very important	24	47	37	23	36
(4) Other answers	2		2	3	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

ASK EVERYONE:

48. If your child has to go to a school outside of your neighborhood as part of the integration program, how important is it to you that your child be accompanied by classmates from the neighborhood school? Is it:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Very important	67%	36%	72%	51%	64%
(2) Somewhat important	15	25	16	27	17
(3) Not very important	14	37	9	19	16
(4) Don't know	4	2	3	3	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Now suppose the district adopts a required exchange plan that assigns your child to a good school in another neighborhood. Assume that this school has half white (Anglo) and half minority, Mexican-American and black students, is 30 minutes or less away, and that it is located in a mostly white (Anglo) neighborhood.

49. Would you go along with this or not if the assignment is for one semester out of 12 school years?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	63%	74%	50%	60%	58%
(2) No	25	17	41	29	33
(3) Not sure	<u>12</u>	<u>9</u>	<u>9</u>	<u>11</u>	<u>9</u>
	100%	100%	100%	100%	100%

50. If this actually happens, will you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Move to another district	5%	2%	7%	2%	5%
(2) Transfer to private schools	6	2	19	10	13
(3) Something else; Protest strongly; Seek legal means; Keep child out of school	7	6	8	8	7
(4) Don't know	9	8	8	9	8
(5) Not applicable	<u>73</u>	<u>82</u>	<u>58</u>	<u>71</u>	<u>67</u>
	100%	100%	100%	100%	100%

51. Would you go along with this or not if the assignment is for one full year out of twelve school years?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	47%	67%	31%	49%	42%
(2) No	35	21	56	39	44
(3) Not sure	<u>18</u>	<u>12</u>	<u>13</u>	<u>12</u>	<u>14</u>
	100%	100%	100%	100%	100%

52. If this actually happens, will you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Move to another district	8%	2%	10%	4%	7%
(2) Transfer to private schools	10	3	26	20	18
(3) Something else	11	8	11	16	10
(4) Not sure	10	7	10	18	9
(5) Not applicable	<u>61</u> 100%	<u>80</u> 100%	<u>43</u> 100%	<u>42</u> 100%	<u>56</u> 100%

53. Would you go along with this or not if the assignment is for 2 full school years out of twelve?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	34%	53%	18%	32%	28%
(2) No	45	29	69	54	56
(3) Not sure	<u>21</u> 100%	<u>18</u> 100%	<u>13</u> 100%	<u>14</u> 100%	<u>16</u> 100%

54. If this actually happens, will you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Move to another district	11%	2%	12%	6%	9%
(2) Transfer to private schools	12	3	31	22	22
(3) Something else (Specify)	12	11	14	17	13
(4) Not sure	14	8	12	30	12
(5) Response not applicable	<u>51</u> 100%	<u>76</u> 100%	<u>31</u> 100%	<u>25</u> 100%	<u>44</u> 100%

QUESTIONS 55 THROUGH 60 WERE PRESENTED TO THE RESPONDENTS WHO RESIDED OUTSIDE OF THE SOUTHEAST SAN DIEGO AREA, DESIGNATED AS POSTAL ZONES 2, 13, 14, AND 39. STATISTICS RELATE TO THE TOTAL SAMPLE OF RESPONDENTS WHO RESIDE OUTSIDE THE SOUTHEAST AREA.

Suppose a city-wide transportation plan assigns your child to a good school in another neighborhood, but this time assume that it is half white (Anglo) and half minority, mostly Mexican-American and black, is about 30-45 minutes away, and that it is located in a minority neighborhood in Southeast San Diego.

55. Would you go along with this or not if the assignment is for one semester out of twelve school years?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	25%	34%	21%	25%	22%
(2) No	62	50	72	62	69
(3) Not sure	13	16	7	13	9
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

56. If this actually happens, will you:

	<u>Hispanic</u>	<u>Black</u>	<u>(Anglo)</u>	<u>Asian</u>	<u>Total</u>
(1) Move to another district	13%	2%	14%	13%	13%
(2) Transfer to private schools	19	14	33	18	29
(3) Something else (Specify)	13	13	12	11	12
(4) Not sure	18	20	14	20	15
(5) Not applicable	37	51	27	38	31
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

57. Would you go along with this or not if the assignment is for one full school year out of twelve?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	18%	32%	12%	22%	15%
(2) No	69	50	79	65	75
(3) Not sure	13	18	9	13	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

58. If this actually happens, will you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Move to another district	15%	2%	16%	13%	15%
(2) Transfer to private schools	25	17	37	20	34
(3) Something else (Specify)	13	15	15	13	15
(4) Not sure	17	11	11	16	12
(5) Not applicable	<u>30</u> 100%	<u>55</u> 100%	<u>21</u> 100%	<u>38</u> 100%	<u>24</u> 100%

59. Would you go along with this or not if the assignment is for 2 full school years out of twelve?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Asian</u>	<u>Total</u>
(1) Yes	13%	26%	7%	11%	9%
(2) No	73	51	84	76	81
(3) Not sure	<u>14</u> 100%	<u>23</u> 100%	<u>9</u> 100%	<u>13</u> 100%	<u>10</u> 100%

60. If this actually happens, will you:

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Move to another district	18%	2%	17%	15%	16%
(2) Transfer to private schools	27	17	39	22	36
(3) Something else (Specify)	14	18	17	13	17
(4) Not sure	14	10	11	20	13
(5) Not applicable	<u>27</u> 100%	<u>53</u> 100%	<u>16</u> 100%	<u>30</u> 100%	<u>18</u> 100%

I'm going to read you a list of statements some people have made about integration in San Diego. For each, tell me whether you agree or disagree?

THE REMAINDER OF THE QUESTIONS WERE ADDRESSED TO ALL RESPONDENTS.

61. Integration will provide a better education for most black and Mexican-American students. Do you agree or disagree?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Agree	54%	66%	38%	54%	47%
(2) Disagree	35	24	55	35	45
(3) No opinion	<u>11</u> 100%	<u>10</u> 100%	<u>7</u> 100%	<u>11</u> 100%	<u>8</u> 100%

62. Integration will provide a better education for most white (Anglo) students. Do you agree or disagree?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Agree	42%	45%	22%	37%	30%
(2) Disagree	45	40	72	49	60
(3) No opinion	<u>13</u> 100%	<u>15</u> 100%	<u>6</u> 100%	<u>14</u> 100%	<u>10</u> 100%

63. Integration will risk the safety of students. Do you agree or disagree?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Agree	49%	33%	62%	56%	54%
(2) Disagree	40	55	31	34	37
(3) No opinion	<u>11</u> 100%	<u>12</u> 100%	<u>7</u> 100%	<u>10</u> 100%	<u>9</u> 100%

64. Integration will lead to an increase in discipline problems in the schools. Do you agree or disagree?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Agree	60%	42%	71%	61%	62%
(2) Disagree	30	50	23	26	30
(3) No opinion	<u>10</u> 100%	<u>8</u> 100%	<u>6</u> 100%	<u>13</u> 100%	<u>8</u> 100%

65. Integration will increase racial tensions in schools. Do you agree or disagree?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Agree	54%	42%	66%	53%	59%
(2) Disagree	32	47	27	33	32
(3) No opinion	<u>14</u>	<u>11</u>	<u>7</u>	<u>14</u>	<u>9</u>
	100%	100%	100%	100%	100%

66. If it becomes necessary to transport your child to another part of the city, would you be most concerned. THE INTERVIEWER READ THE FIRST FIVE ALTERNATIVES.

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) About the bus ride itself	12%	10%	12%	8%	12%
(2) About a lowered quality of education in the new school	8	17	11	8	11
(3) About your child's safety in the new school	26	28	26	33	26
(4) They are already being bused	5	10	1	2	3
(5) All of equal concern	44	31	47	45	44
(6) Not sure - no opinion	<u>5</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>4</u>
	100%	100%	100%	100%	100%

67. Suppose that it is required that each child spend one year out of twelve in racially integrated schools; the other eleven years could be spent in neighborhood schools, if desired. There would be a wide choice among various integrated programs. Assume that your child in most cases would be accompanied by classmates when going to schools or activities outside of your neighborhood or area. Further assume that the educational program in the integrated schools would be as good or better than in existing schools. Under such circumstances would you be willing to have your child spend a total of one year out of twelve in integrated schools?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	59%	75%	46%	51%	54%
(2) No	26	12	43	33	33
(3) Not sure	<u>15</u>	<u>13</u>	<u>11</u>	<u>16</u>	<u>13</u>
	100%	100%	100%	100%	100%

THIS QUESTION WAS PRESENTED TO THE RESPONDENTS WHO SAID "NO" IN QUESTION 67.

68. Under what conditions, if any, would you agree to let your child attend integrated schools for the equivalent of one year? ALTERNATIVES NOT READ.

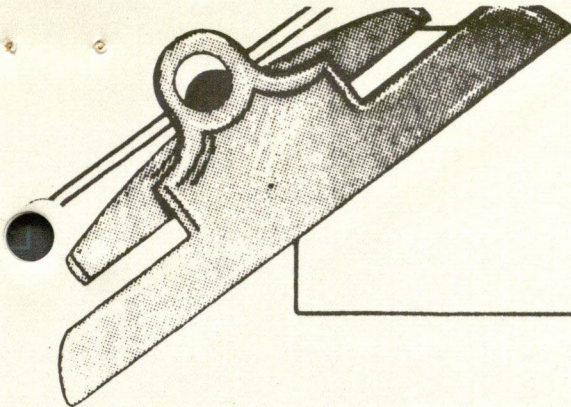
	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) If they had special programs I want	8%	13%	4%	0%	5%
(2) If convinced programs work	15	18	6	15	9
(3) Under no conditions	48	28	55	52	51
(4) School already integrated	3	0	3	3	3
(5) If it is in my own neighborhood/ if not too far from home	12	10	22	15	19
(6) Only if forced to	3	4	3	6	4
(7) Other answers	<u>11</u>	<u>27</u>	<u>7</u>	<u>9</u>	<u>9</u>
	100%	100%	100%	100%	100%

STATISTICS RELATE TO THE TOTAL SAMPLE

69. Would you be willing for your child to spend two years out of twelve in such integrated schools and programs?

	<u>Hispanic</u>	<u>Black</u>	<u>White (Anglo)</u>	<u>Pan Asian</u>	<u>Total</u>
(1) Yes	35%	59%	24%	33%	33%
(2) No	42	27	66	61	54
(3) Not sure	<u>23</u>	<u>14</u>	<u>10</u>	<u>6</u>	<u>13</u>
	100%	100%	100%	100%	100%

-END-



THE SAN DIEGO POLL

PRELIMINARY REPORT

SCHOOL INTEGRATION CERTIFICATED PERSONNEL SURVEY

San Diego Unified School District

May, 1977

THE SAN DIEGO POLL

I. DESCRIPTION OF FIELD WORK

The Certificated Personnel Questionnaire was sent out on May 6, 1977 to all certificated personnel in the San Diego City Schools with the requirement that all questionnaires were to be returned no later than May 11, 1977. The statistics presented in the following pages are based on 3,958 completed questionnaires. There are 5,843 certificated personnel in the San Diego City Schools.

A special effort was made to protect the anonymity of respondents. The last page of the questionnaire, which could be torn off, provided an opportunity for the respondent to give suggestions for dealing with the problems of school integration. On request, the respondent was given postage to mail the "free answer" page to The San Diego Poll's post office box.

II. SURVEY RESULTS

CERTIFICATED PERSONNEL SURVEY

1. How do you feel about the speed with which the San Diego City Schools have been moving toward racial integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Too fast	15%	12%	8%	16%	15%
(2) Not fast enough	22	31	32	19	23
(3) Just about the right speed	46	48	55	47	47
(4) Not sure	<u>17</u>	<u>9</u>	<u>5</u>	<u>18</u>	<u>15</u>
	100%	100%	100%	100%	100%

2. At the school level at which you work, which of the following racial or ethnic mixes do you think would produce the best overall education for minority students (e.g., Mexican-American and black)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) 95% white (Anglo) and 5% minority	22%	13%	9%	11%	21%
(2) 67% white (Anglo) and 33% minority	54	69	72	61	56
(3) 50% white (Anglo) and 50% minority	15	12	16	19	15
(4) 33% white (Anglo) and 67% minority	6	6	3	7	5
(5) 0% white (Anglo) and 100% minority	<u>3</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>3</u>
	100%	100%	100%	100%	100%

3. At the school level at which you work, which one of the following racial or ethnic mixes do you think would produce the best overall education for white (Anglo) students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) 100% white (Anglo) and 0% minority	21%	14%	8%	11%	19%
(2) 67% white (Anglo) and 33% minority	61	69	74	66	63
(3) 50% white (Anglo) and 50% minority	15	12	16	20	15
(4) 33% white (Anglo) and 67% minority	2	5	2	2	2
(5) 5% white (Anglo) and 95% minority	1	0	0	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

4. In your opinion, which offers a better prospect of a good educational experience for a minority student (Mexican-American or black):

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Participation in the Voluntary Ethnic Enrollment Program	68%	67%	58	70%	68%
(2) Paired school two-way mandatory busing with classrooms made up of about two-thirds white (Anglo) and about one-third minority (mostly Mexican-American and black) students	13	19	27	14	15
(3) Not sure	19	14	15	16	17
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Certificated Personnel Survey

5. A Magnet school is planned to be a racially integrated school, offering special in-depth studies or training in various fields. In your opinion, does the Magnet school have the potential of providing a valuable educational experience for minority students (e.g., black and Mexican-American)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	67%	78%	88%	73%	68%
(2) No	11	12	5	9	11
(3) Not sure	<u>22</u>	<u>10</u>	<u>7</u>	<u>18</u>	<u>21</u>
	100%	100%	100%	100%	100%

6. In your opinion, does the Magnet school with a racially integrated student body have the potential of providing a valuable educational experience for white (Anglo) students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	68%	80%	92%	78%	71%
(2) No	14	12	5	8	13
(3) No opinion	<u>18</u>	<u>8</u>	<u>3</u>	<u>14</u>	<u>16</u>
	100%	100%	100%	100%	100%

IF YOU WORK IN OR WITH AN ELEMENTARY SCHOOL, ANSWER QUESTIONS 7-17. IF NOT, SKIP TO QUESTION 18.

Another idea is a series of one week special programs for 4th, 5th and 6th graders. Each program would combine four or five schools to achieve an ethnic balance of about two-thirds white (Anglo) and about one-third Mexican-American and black students, and all transportation would be provided by the district.

7. An Old Town Presidio Program would be for all 4th graders; all children would be required to spend one week of instruction at Old Town, Presidio Park, and Cabrillo National Monument learning about San Diego's culture and history. Does this program have the potential of providing a valuable educational experience for minority students (e.g., black and Mexican-American)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	80%	78%	88%	70%	80%
(2) No	10	14	7	13	11
(3) Not sure	<u>10</u>	<u>8</u>	<u>5</u>	<u>17</u>	<u>9</u>
	100%	100%	100%	100%	100%

8. Does the Old Town Presidio Program have the potential of providing a valuable educational experience for white (Anglo) students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	83%	82%	91%	74%	84%
(2) No	8	11	6	9	8
(3) Not sure	<u>9</u>	<u>7</u>	<u>3</u>	<u>17</u>	<u>8</u>
	100%	100%	100%	100%	100%

9. The Balboa Park Program would be for all 5th graders; all children would be required to spend one week of instruction visiting museums, the Zoo, and other sites in Balboa Park. Does this program have the potential of providing a valuable educational experience for minority students (e.g., black and Mexican-American)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	87%	87%	91%	78%	87%
(2) No	7	9	5	10	7
(3) Not sure	<u>6</u>	<u>4</u>	<u>4</u>	<u>12</u>	<u>6</u>
	100%	100%	100%	100%	100%

Certificated Personnel Survey

10. Does the Balboa Park Program have the potential of providing a valuable educational experience for white (Anglo) students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	88%	87%	92%	77%	88%
(2) No	6	9	4	9	6
(3) Not sure	<u>6</u>	<u>4</u>	<u>4</u>	<u>14</u>	<u>6</u>
	100%	100%	100%	100%	100%

11. The School Camp Program would be for all 6th graders; all children would be required to spend one week of instruction at a local mountain camp learning about nature. Does this program have the potential of providing a valuable educational experience for minority students (e.g., black and Mexican-American)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	91%	88%	94%	88%	91%
(2) No	4	6	3	6	4
(3) Not sure	<u>5</u>	<u>6</u>	<u>3</u>	<u>6</u>	<u>5</u>
	100%	100%	100%	100%	100%

12. Does the School Camp Program have the potential of providing a valuable educational experience for white (anglo) students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	92%	89%	94%	88%	92%
(2) No	4	7	4	5	4
(3) Not sure	<u>4</u>	<u>4</u>	<u>2</u>	<u>7</u>	<u>4</u>
	100%	100%	100%	100%	100%

13. Another idea for the 4th, 5th, and 6th grades is called the Specialized Learning Center. All students in these grades would be required to spend one day every week in different integrated centers emphasizing the arts, music, physical education, and science. Four days out of five would be spent in the neighborhood school. These centers would have an ethnic balance of about two-thirds white (Anglo) and one-third minority, mostly Mexican-American and black, and would be located in centralized areas of the city with transportation provided by the district. The Specialized Learning Centers would be approximately 30 minutes away from the neighborhood schools from which they would receive students. Students would be accompanied to the Learning Centers by their classmates. Does this program have the potential of providing a valuable educational experience for minority students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	57%	62%	68%	50%	58%
(2) No	21	24	12	19	20
(3) Not sure	<u>22</u>	<u>14</u>	<u>20</u>	<u>31</u>	<u>22</u>
	100%	100%	100%	100%	100%

14. Does the Specialized Learning Centers Program have the potential of providing a valuable educational experience for white (Anglo) students?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	58%	59%	70%	48%	58%
(2) No	20	26	11	21	20
(3) Not sure	<u>22</u>	<u>15</u>	<u>19</u>	<u>31</u>	<u>22</u>
	100%	100%	100%	100%	100%

15. At this time, do you favor or oppose paired school two-way mandatory busing of elementary school children, with travel each way of about 30 minutes, and with a racial or ethnic mix in the participating schools of about half white (Anglo) and about half minority (Mexican-American and black)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Favor	11%	16%	26%	13%	13%
(2) Oppose	78	69	58	73	75
(3) Not sure	<u>11</u>	<u>15</u>	<u>16</u>	<u>14</u>	<u>12</u>
	100%	100%	100%	100%	100%

Certificated Personnel Survey

IF "FAVOR IN Q. 15, ANSWER Q. 16

16. Would you still be in favor of this proposal if the travel time each way was 30-45 minutes?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	22%	30%	29%	19%	24%
(2) No	64	58	51	66	62
(3) Not sure	<u>14</u>	<u>12</u>	<u>20</u>	<u>15</u>	<u>14</u>
	100%	100%	100%	100%	100%

17. In your opinion, what is the maximum time (one way) that an elementary school child should ride a bus from one school to another?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) 0-9 minutes	34%	18%	11%	25%	31%
(2) 10-20 minutes	45	49	32	47	44
(3) 21-30 minutes	17	23	42	20	20
(4) 31-45 minutes	3	10	14	6	4
(5) 46-60 minutes	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>
	100%	100%	100%	100%	100%

ELEMENTARY SCHOOL PERSONNEL, SKIP TO Q. 22

IF YOU WORK IN OR WITH A JUNIOR OR SENIOR HIGH SCHOOL, ANSWER QUESTIONS 18-21.

18. At this time, do you favor or oppose paired school two-way compulsory busing of junior high and high school students, with travel each way of about thirty minutes, and with a racial or ethnic mix in the participating schools of about half white (Anglo) and about half minority (Mexican-American and black)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Favor	13%	16%	27%	13%	14%
(2) Oppose	79	75	64	75	78
(3) Not sure	8	9	9	12	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

IF "FAVOR" IN Q. 18, ANSWER Q. 19

19. Would you still be in favor of this proposal if the travel time each way was 30-45 minutes?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	19%	24%	44%	24%	22%
(2) No	70	62	48	64	67
(3) Not sure	11	14	8	12	11
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

20. In your opinion, what is the maximum time (one way) that a junior high school child should ride a bus from one school to another?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) 0-9 minutes	25%	18%	3%	14%	21%
(2) 10-20 minutes	45	43	26	47	44
(3) 21-30 minutes	24	29	53	27	26
(4) 31-45 minutes	6	10	18	11	8
(5) 46-60 minutes	0	0	0	1	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Certificated Personnel Survey

21. In your opinion, what is the maximum time (one way) that a high school student should ride a bus from one school to another?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) 0-9 minutes	20%	16%	2%	13%	18%
(2) 10-20 minutes	37	30	16	30	34
(3) 21-30 minutes	33	40	55	42	35
(4) 31-45 minutes	8	11	24	15	10
(5) 46-60 minutes	<u>2</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>3</u>
	100%	100%	100%	100%	100%

TO BE ANSWERED BY EVERYONE

22. In your opinion, should the human relations program for teachers, counselors and administrators be made mandatory, with all staff groups participating in program development?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	36%	55%	66%	56%	40%
(2) No	51	41	23	32	47
(3) Not sure	<u>13</u>	<u>4</u>	<u>11</u>	<u>12</u>	<u>13</u>
	100%	100%	100%	100%	100%

23. If a magnet school program is started in the San Diego City Schools, do you think that you might volunteer for it?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	20%	38%	44%	27%	23%
(2) No	50	31	25	42	47
(3) Uncertain	<u>30</u>	<u>31</u>	<u>31</u>	<u>31</u>	<u>30</u>
	100%	100%	100%	100%	100%

24. In your opinion, as racial integration of students increases in the San Diego City Schools in the next year or two, will discipline problems:

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Increase	68%	62%	53%	54%	65%
(2) Decrease	2	3	3	2	2
(3) Remain at about the present level	18	24	30	30	19
(4) Not sure	<u>12</u>	<u>11</u>	<u>14</u>	<u>14</u>	<u>14</u>
	100%	100%	100%	100%	100%

25. In your opinion, as racial integration of students increases in the San Diego City Schools in the next year or two, will racial tensions:

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Increase	62%	58%	49%	57%	60%
(2) Decrease	5	7	10	5	6
(3) Remain at about the present level	16	20	22	21	17
(4) Not sure	<u>17</u>	<u>15</u>	<u>19</u>	<u>17</u>	<u>17</u>
	100%	100%	100%	100%	100%

26. Have you ever taught in a school in which 20% or more of the students were members of minority groups (e.g., black or Mexican-American)?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	81%	87%	90%	84%	81%
(2) No	<u>19</u>	<u>13</u>	<u>10</u>	<u>16</u>	<u>19</u>
	100%	100%	100%	100%	100%

Certificated Personnel Survey

27. Do you now have children enrolled in the San Diego City Schools?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Yes	25%	25%	30%	24%	25%
(2) No	$\frac{75}{100\%}$	$\frac{75}{100\%}$	$\frac{70}{100\%}$	$\frac{76}{100\%}$	$\frac{75}{100\%}$

28. In which type of school do you work?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Elementary	53%	18%	38%	42%	50%
(2) Junior high	22	34	16	18	22
(3) Senior high	20	38	13	12	19
(4) Education Center	0	3	22	9	2
(5) Other	$\frac{5}{100\%}$	$\frac{7}{100\%}$	$\frac{11}{100\%}$	$\frac{19}{100\%}$	$\frac{7}{100\%}$

29. In which one of the following categories do you work?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Teacher	100%	0%	0%	0%	83%
(2) Counselor	0	100%	0	0	6
(3) Administrator	0	0	100%	0	7
(4) Other	$\frac{0}{100\%}$	$\frac{0}{100\%}$	$\frac{0}{100\%}$	$\frac{100\%}{100\%}$	$\frac{4}{100\%}$

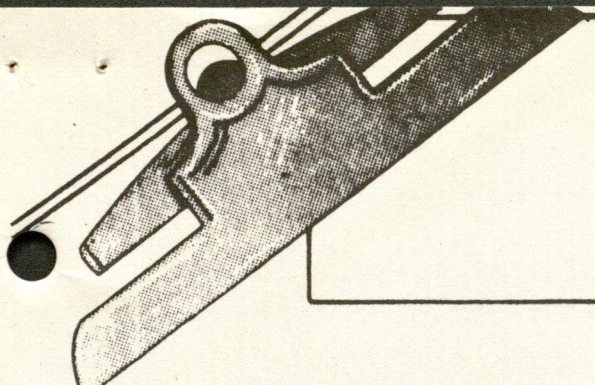
30. How long have you been employed by the San Diego City Schools?

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Less than 1 year	3%	3%	1%	6%	3%
(2) 1-3 years	11	4	2	11	10
(3) 4-6 years	12	4	5	15	12
(4) 7-10 years	25	9	10	14	22
(5) more than 10 years	<u>49</u> 100%	<u>80</u> 100%	<u>82</u> 100%	<u>54</u> 100%	<u>53</u> 100%

31. Sex:

	<u>Teacher</u>	<u>Counselor</u>	<u>Administrator</u>	<u>Other</u>	<u>Total</u>
(1) Male	36%	54%	63%	16%	36%
(2) Female	<u>64</u> 100%	<u>46</u> 100%	<u>37</u> 100%	<u>84</u> 100%	<u>64</u> 100%

- END -



THE SAN DIEGO POLL

PRELIMINARY REPORT

SCHOOL INTEGRATION CLASSIFIED PERSONNEL SURVEY

San Diego Unified School District

May, 1977

THE SAN DIEGO POLL

I. DESCRIPTION OF FIELD WORK

The Classified Personnel Questionnaire was sent out on May 10, 1977 to all classified personnel in the San Diego City Schools with the requirement that all questionnaires were to be returned no later than May 16, 1977. The statistics presented in the following pages are based on 1,874 completed questionnaires. There are 3,660 classified personnel in the San Diego City Schools.

A special effort was made to protect the anonymity of respondents. The last page of the questionnaire, which could be torn off, gave the respondent an opportunity to supply suggestions for dealing with the problems of school integration. On request, the respondent was given postage to mail the "free answer" page to The San Diego Poll's post office box.

II. SURVEY RESULTS
CLASSIFIED PERSONNEL SURVEY

1. How do you feel about the speed with which the San Diego City Schools have been moving toward racial integration? Have they been moving too fast, not fast enough, or at about just the right speed?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Too fast	18%	26%	36%	17%	18%	22%
(2) Not fast enough	17	13	6	20	22	16
(3) Just about the right speed	42	40	44	42	38	41
(4) Not sure - no opinion	<u>23</u>	<u>21</u>	<u>14</u>	<u>21</u>	<u>22</u>	<u>21</u>
	100%	100%	100%	100%	100%	100%

2. In general, do you favor or oppose children attending a school where about two-thirds of the students are white (Anglo), and about one-third are mostly black and Mexican-American?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Favor	60%	52%	42%	64%	62%	57%
(2) Oppose	23	26	29	14	21	23
(3) Not sure - no opinion	<u>17</u>	<u>22</u>	<u>29</u>	<u>22</u>	<u>17</u>	<u>20</u>
	100%	100%	100%	100%	100%	100%

3. Do you favor or oppose children of various races from different parts of the city going together on field trips to places such as the Zoo and Sea World?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Favor	83%	81%	62%	87%	86%	82%
(2) Oppose	10	10	23	7	9	10
(3) Not sure - no opinion	<u>7</u>	<u>9</u>	<u>15</u>	<u>6</u>	<u>5</u>	<u>8</u>
	100%	100%	100%	100%	100%	100%

4. The Voluntary Ethnic Enrollment Program is an existing racial integration program. It permits students to transfer to racially integrated schools, if this leads to more racial balance in the schools involved. Transportation is provided by the schools. Do you favor or oppose the Voluntary Ethnic Enrollment Program?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Favor	73%	64%	50%	78%	72%	70%
(2) Oppose	18	28	43	18	22	23
(3) Not sure - no opinion	<u>9</u> 100%	<u>8</u> 100%	<u>7</u> 100%	<u>4</u> 100%	<u>6</u> 100%	<u>7</u> 100%

5. One way of achieving racial balance in the San Diego City Schools is to require the busing of children of all races. In general, do you favor or oppose the mandatory busing of school children to achieve racial balance?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Favor	13%	8%	5%	7%	13%	10%
(2) Oppose	80	88	90	88	85	84
(3) Not sure - no opinion	<u>7</u> 100%	<u>4</u> 100%	<u>5</u> 100%	<u>5</u> 100%	<u>2</u> 100%	<u>6</u> 100%

6. If a student was required to be bused only one semester out of twelve school years, and if the maximum time of the bus ride was 30 minutes each way, would you go along with this?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Yes	30%	23%	18%	34%	29%	26%
(2) No	56	67	75	54	64	61
(3) Not sure - no opinion	<u>14</u> 100%	<u>10</u> 100%	<u>7</u> 100%	<u>12</u> 100%	<u>7</u> 100%	<u>11</u> 100%

Classified Personnel Survey

Below is a list of statements some people have made about school integration in San Diego. For each, indicate whether you: (1) agree; or (2) disagree.

7. Integration will provide a better education for most black and Mexican-American students. Do you agree or disagree?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Agree	29%	20%	18%	26%	28%	25%
(2) Disagree	58	69	72	59	56	62
(3) Not sure - no opinion	13	11	10	15	16	13
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

8. Integration will provide a better education for most white (Anglo) students. Do you agree or disagree?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Agree	21%	14%	7%	24%	21%	18%
(2) Disagree	63	77	89	65	66	70
(3) Not sure - no opinion	16	9	4	11	13	12
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

9. Integration will risk the safety of students. Do you agree or disagree?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Agree	47%	58%	73%	50%	46%	53%
(2) Disagree	34	28	14	31	41	31
(3) Not sure - no opinion	19	14	13	19	13	16
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Classified Personnel Survey

10. Integration will lead to an increase in discipline problems in the schools. Do you agree or disagree?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Agree	62%	73%	82%	63%	61%	67%
(2) Disagree	25	16	14	23	28	21
(3) Not sure - no opinion	<u>13</u> 100%	<u>11</u> 100%	<u>4</u> 100%	<u>14</u> 100%	<u>11</u> 100%	<u>12</u> 100%

11. Integration will improve personal relationships and cultural understanding among students. Do you agree or disagree?

	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Agree	50%	38%	26%	51%	47%	45%
(2) Disagree	32	48	62	33	36	40
(3) Not sure - no opinion	<u>18</u> 100%	<u>14</u> 100%	<u>12</u> 100%	<u>16</u> 100%	<u>17</u> 100%	<u>15</u> 100%

12. How long have you been employed by the San Diego City Schools?

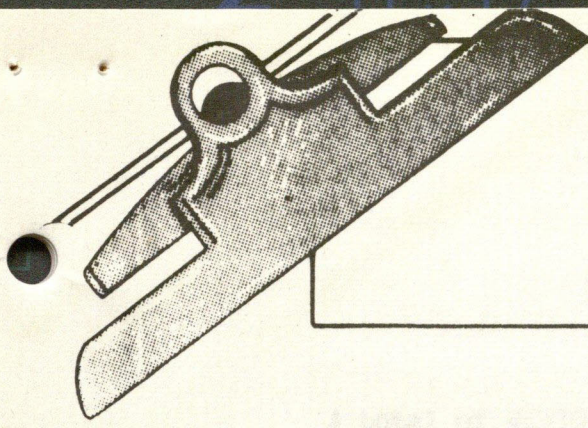
	<u>Elementary</u>	<u>Secondary</u>	<u>Maintenance Department</u>	<u>Education Center</u>	<u>Other</u>	<u>Total</u>
(1) Less than 1 year	13%	10%	6%	12%	15%	12%
(2) 1-3 years	29	18	16	20	29	23
(3) 4-6 years	22	18	17	23	19	21
(4) 7-10 years	15	21	9	16	13	17
(5) More than 10 years	<u>21</u> 100%	<u>33</u> 100%	<u>52</u> 100%	<u>29</u> 100%	<u>24</u> 100%	<u>27</u> 100%

Classified Personnel Survey

13. Sex:

	Elementary	Secondary	Maintenance Department	Education Center	Other	Total
(1) Male	22%	32%	89%	33%	45%	33%
(2) Female	<u>78</u> 100%	<u>68</u> 100%	<u>11</u> 100%	<u>67</u> 100%	<u>55</u> 100%	<u>67</u> 100%

- END -



THE SAN DIEGO POLL

PRELIMINARY REPORT

SCHOOL INTEGRATION SECONDARY SCHOOL STUDENT SURVEY

San Diego Unified School District

May, 1977

THE SAN DIEGO POLL

I. DESCRIPTION OF FIELD WORK

A total of 2,330 questionnaires were administered to students in junior and senior high schools on May 5, 1977. Of this total 870 were high school students, and 1,307 were junior high school students. A total of 213 questionnaires could not be used because students failed to specify whether junior or senior high school. The questionnaires were distributed by teachers in 33 secondary schools; 19 junior high schools, 2 junior-senior high schools, and 12 senior high schools.

At the junior high school level, all eighth graders enrolled in United States History classes meeting at the second period were given the questionnaire. At the senior high school level, all eleventh graders enrolled in American Government classes meeting at the second period were given the questionnaire.

Answers were recorded by students on answer sheets suitable for computer tabulation.

Students were informed on the answer sheet: "Do not put your name on the answer sheet. No one will know the answers you have chosen."

It appears that the answers to question 1, and possibly also the answers to question 2, may not be fully valid. Question 1, based on San Diego City Schools data, understates the percentage of students who have been in a school in which 20% or more of the students were white. It is believed that this error occurred mainly for two reasons: (1) students did not understand the question; and (2) students did not know the ethnic ratio in schools they attended.

11. SURVEY RESULTS
SECONDARY SCHOOL STUDENT SURVEY

1. Have you ever been a student in a school in which about one out of five or more of the students were white (Anglo)?

	<u>Junior High</u>	<u>Senior High</u>
(1) Yes	63%	72%
(2) No	$\frac{37}{100\%}$	$\frac{28}{100\%}$

2. Have you ever been a student in a school in which about one out of five or more of the students were black or Mexican-American?

	<u>Junior High</u>	<u>Senior High</u>
(1) Yes	68%	65%
(2) No	$\frac{32}{100\%}$	$\frac{35}{100\%}$

3. In general, do you think it is a good idea or a poor idea for students to go to schools that have about the same mix of blacks, whites (Anglos), Mexican-Americans and students of other races as there are persons of different races in the city of San Diego?

	<u>Junior High</u>	<u>Senior High</u>
(1) Good idea	36%	43%
(2) Poor idea	29	29
(3) Not sure	$\frac{35}{100\%}$	$\frac{28}{100\%}$

A Magnet school is a school attended by students of various racial and ethnic backgrounds that offers in-depth studies or training in various fields. Below is a list of Magnet school programs which are being considered. For each program, indicate the extent of your interest in it.

4. A Performing Arts Center for music, drama, dance, T.V. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	23%	23%
(2) Somewhat interested	38	36
(3) Not interested	28	34
(4) Not sure	$\frac{11}{100\%}$	$\frac{7}{100\%}$

5. A Law and Public Administration Center for programs in law, criminal justice, and public administration. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	15%	23%
(2) Somewhat interested	34	40
(3) Not interested	37	30
(4) Not sure	14	7
	<hr style="width: 50%; margin: 0 auto;"/> 100%	<hr style="width: 50%; margin: 0 auto;"/> 100%

6. A Science and Math Center for programs in science, mathematics, and computer technology. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	23%	25%
(2) Somewhat interested	36	33
(3) Not interested	30	36
(4) Not sure	11	6
	<hr style="width: 50%; margin: 0 auto;"/> 100%	<hr style="width: 50%; margin: 0 auto;"/> 100%

7. A Health Occupations Center for programs in life science, hospital work, and related areas such as therapy and recreation. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	21%	29%
(2) Somewhat interested	34	35
(3) Not interested	34	29
(4) Not sure	11	7
	<hr style="width: 50%; margin: 0 auto;"/> 100%	<hr style="width: 50%; margin: 0 auto;"/> 100%

Secondary School Student Survey

8. A Military Science Academy for preparation for military careers. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	13%	9%
(2) Somewhat interested	19	16
(3) Not interested	59	70
(4) Not sure	<u>9</u>	<u>5</u>
	100%	100%

9. A Public Service Occupations Center for preparation for fire and police work, social work, education, and other government services. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	20%	29%
(2) Somewhat interested	38	42
(3) Not interested	31	23
(4) Not sure	<u>11</u>	<u>6</u>
	100%	100%

10. A Business and Management Occupations Center for data processing, merchandising, real estate, insurance, and secretarial skills. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	16%	24%
(2) Somewhat interested	29	37
(3) Not interested	44	31
(4) Not sure	<u>11</u>	<u>8</u>
	100%	100%

11. A Fundamental school offering a highly structured, strict discipline approach focussing on the three R's. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	7%	9%
(2) Somewhat interested	18	22
(3) Not interested	55	55
(4) Not sure	20	14
	<hr/> 100%	<hr/> 100%

12. An Automotive Transportation Center for auto repair, marketing, dealership operation, and transportation-related occupations. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	20%	26%
(2) Somewhat interested	31	36
(3) Not interested	38	31
(4) Not sure	11	7
	<hr/> 100%	<hr/> 100%

13. A Language School in which students learn to speak several languages. Are you:

	<u>Junior High</u>	<u>Senior High</u>
(1) Very interested	28%	23%
(2) Somewhat interested	37	35
(3) Not interested	27	34
(4) Not sure	8	8
	<hr/> 100%	<hr/> 100%

Secondary School Student Survey

20. Would you be willing to spend two years out of twelve in such racially integrated schools and programs? (ANSWERED ONLY BY THOSE "WILLING" IN Q. 19)

	<u>Junior High</u>	<u>Senior High</u>
(1) Yes	26%	31%
(2) No	45	44
(3) Not sure	29	25
	<u>100%</u>	<u>100%</u>

21. How do you think you are doing this year in your school work? Are you doing very well, about average, or not so well?

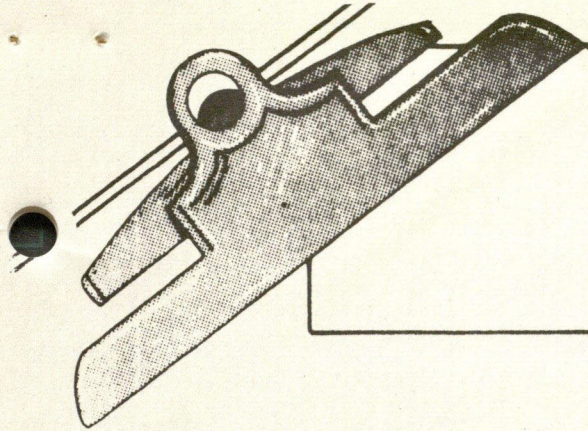
	<u>Junior High</u>	<u>Senior High</u>
(1) Very well	30%	38%
(2) About average	53	48
(3) Not so well	13	11
(4) Not sure	4	3
	<u>100%</u>	<u>100%</u>

22. How long have you lived in San Diego County?

	<u>Junior High</u>	<u>Senior High</u>
(1) Less than 1 year	7%	7%
(2) 1-4 years	16	15
(3) 5 or more years	77	78
	<u>100%</u>	<u>100%</u>

23. What is your sex?

	<u>Junior High</u>	<u>Senior High</u>
(1) Male	50%	51%
(2) Female	50	49
	<u>100%</u>	<u>100%</u>



THE SAN DIEGO POLI

PRELIMINARY REPORT

SCHOOL INTEGRATION ELEMENTARY SCHOOL STUDENT SURVEY

San Diego Unified School District

May, 1977

THE SAN DIEGO POLL

I. DESCRIPTION OF FIELD WORK

A total of 3,134 questionnaires were administered to students in elementary schools on May 10, 1977. Of this total 336 questionnaires were distributed to schools with 80% or more minority students, 293 to schools with 50% to 79% minority students, 95 to schools with 51% to 76% majority, and 1,810 to schools with 77% or more majority students. The questionnaires were distributed by teachers in 123 elementary schools.

At the elementary level one 6th grade class from each of the 123 schools were given the questionnaires.

Answers were recorded by students on answer sheets. Students were told: "Do not put your name on the answer sheet. No one will know the answers you have chosen".

II. SURVEY RESULTS
ELEMENTARY SCHOOL STUDENT SURVEY

1. Are you a boy or a girl?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Boy	46%	54%	47%	48%	51%	50%
(2) Girl	<u>54</u> 100%	<u>46</u> 100%	<u>53</u> 100%	<u>52</u> 100%	<u>49</u> 100%	<u>50</u> 100%

2. How long have you lived in San Diego?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Less than 1 year	8%	8%	17%	7%	7%	7%
(2) 1 or 2 or 3 years	17	16	19	18	15	1
(3) 4 years or more	<u>75</u> 100%	<u>76</u> 100%	<u>64</u> 100%	<u>75</u> 100%	<u>78</u> 100%	<u>76</u> 100%

3. How do you feel about your work in school? I am doing:

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Very good	36%	24%	22%	22%	24%	25%
(2) Good	37	40	51	52	57	52
(3) Not so good	10	21	5	10	7	9
(4) Not sure	<u>17</u> 100%	<u>15</u> 100%	<u>22</u> 100%	<u>16</u> 100%	<u>12</u> 100%	<u>14</u> 100%

4. Have you ever gone to a school where most of the children were white?

School Ethnic Ratio

	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	<u>Total</u>
(1) Yes	35%	47%	54%	82%	94%	79%
(2) No	$\frac{65}{100\%}$	$\frac{53}{100\%}$	$\frac{46}{100\%}$	$\frac{18}{100\%}$	$\frac{6}{100\%}$	$\frac{21}{100\%}$

5. Have you ever gone to a school where most of the children were black or Mexican-American?

School Ethnic Ratio

	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	<u>Total</u>
(1) Yes	87%	67%	57%	29%	17%	33%
(2) No	$\frac{13}{100\%}$	$\frac{33}{100\%}$	$\frac{43}{100\%}$	$\frac{71}{100\%}$	$\frac{83}{100\%}$	$\frac{67}{100\%}$

6. Do you feel it is a good idea for children to go to a school where there are white, black and Mexican-American children and children of other races?

School Ethnic Ratio

	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	<u>Total</u>
(1) Yes	66%	73%	62%	63%	41%	51%
(2) No	12	10	11	16	29	22
(3) Not sure	$\frac{22}{100\%}$	$\frac{17}{100\%}$	$\frac{27}{100\%}$	$\frac{21}{100\%}$	$\frac{30}{100\%}$	$\frac{27}{100\%}$

Elementary School Student Survey

7. Would you like to go on a bus with your classmates to a school in another part of the city where there are white, black and Mexican-American children?

School Ethnic Ratio

	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	<u>Total</u>
(1) Yes	58%	51%	37%	31%	20%	29%
(2) No	18	31	42	44	63	51
(3) Not sure	<u>24</u>	<u>18</u>	<u>21</u>	<u>25</u>	<u>17</u>	<u>20</u>
	100%	100%	100%	100%	100%	100%

8. Did you spend a week at school camp this year?

School Ethnic Ratio

	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	<u>Total</u>
(1) Yes	60%	67%	72%	80%	72%	71%
(2) No	<u>40</u>	<u>33</u>	<u>28</u>	<u>20</u>	<u>28</u>	<u>29</u>
	100%	100%	100%	100%	100%	100%

IF "YES" IN QUESTION 8, PLEASE ANSWER QUESTION 9.

IF YOU HAVE NOT BEEN TO SCHOOL CAMP THIS YEAR, PLEASE ANSWER QUESTION 10.

9. Did you enjoy your week at school camp?

School Ethnic Ratio

	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	<u>Total</u>
(1) Yes	76%	85%	90%	90%	82%	84%
(2) No	18	10	7	5	11	10
(3) Not sure	<u>6</u>	<u>5</u>	<u>3</u>	<u>5</u>	<u>7</u>	<u>6</u>
	100%	100%	100%	100%	100%	100%

10. Would you like to spend one week at a school camp in the mountains with black, white and Mexican-American children?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Yes	74%	70%	63%	64%	44%	55%
(2) No	13	19	23	15	31	24
(3) Not sure	$\frac{13}{100\%}$	$\frac{11}{100\%}$	$\frac{14}{100\%}$	$\frac{21}{100\%}$	$\frac{25}{100\%}$	$\frac{21}{100\%}$

11. Did you spend a week visiting Balboa Park when you were in the fifth grade?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Yes	78%	62%	69%	46%	47%	52%
(2) No	$\frac{22}{100\%}$	$\frac{38}{100\%}$	$\frac{31}{100\%}$	$\frac{54}{100\%}$	$\frac{53}{100\%}$	$\frac{48}{100\%}$

IF "YES" IN QUESTION 11, PLEASE ANSWER QUESTION 12.

IF YOU DID NOT GO TO BALBOA PARK LAST YEAR, PLEASE ANSWER QUESTION 13.

12. If you did go to Balboa Park in the fifth grade, did you enjoy learning about the zoo and museums?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Yes	84%	84%	94%	81%	75%	79%
(2) No	9	7	6	16	16	14
(3) Not sure	$\frac{7}{100\%}$	$\frac{9}{100\%}$	$\frac{0}{100\%}$	$\frac{3}{100\%}$	$\frac{9}{100\%}$	$\frac{7}{100\%}$

Elementary School Student Survey

13. Would you like to visit for one week in Balboa Park with white, black and Mexican-American children to learn about the Zoo, museums, and other places in the park?

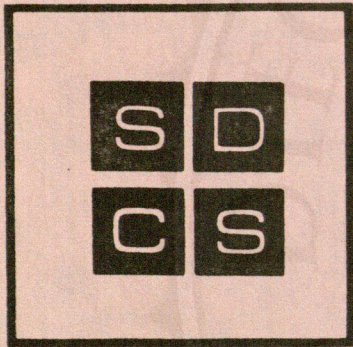
	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Yes	77%	67%	78%	68%	50%	58%
(2) No	13	19	11	15	27	22
(3) Not sure	$\frac{10}{100\%}$	$\frac{14}{100\%}$	$\frac{11}{100\%}$	$\frac{17}{100\%}$	$\frac{23}{100\%}$	$\frac{20}{100\%}$

14. Would you like to visit Old Town Park for a week with white, black and Mexican-American children to learn about San Diego's history and to see many of the old places?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Yes	84%	80%	80%	72%	54%	63%
(2) No	7	8	12	14	25	20
(3) Not sure	$\frac{9}{100\%}$	$\frac{12}{100\%}$	$\frac{8}{100\%}$	$\frac{14}{100\%}$	$\frac{21}{100\%}$	$\frac{17}{100\%}$

15. Would you like to spend 1 day each week away from your school at a learning center with white, black and Mexican-American children where you will learn more about art, music, science and physical education?

	<u>School Ethnic Ratio</u>					<u>Total</u>
	<u>80% or more minority</u>	<u>50%-79% minority students</u>	<u>51%-55% majority students</u>	<u>56%-76% majority students</u>	<u>77% or more majority</u>	
(1) Yes	74%	68%	69%	60%	42%	52%
(2) No	10	17	12	19	33	26
(3) Not sure	$\frac{16}{100\%}$	$\frac{15}{100\%}$	$\frac{19}{100\%}$	$\frac{21}{100\%}$	$\frac{25}{100\%}$	$\frac{21}{100\%}$



For further information contact:

Public Information Office
San Diego City Schools

293-8414

4100 Normal Street San Diego, California 92103

SAN DIEGO UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Adopted by the
Board of Education
at its Public
Meeting of
March 22, 1977.

March 22, 1977

PROPOSED IMPLEMENTATION OF THE
SAN DIEGO SUPERIOR COURT ORDER TO
ALLEVIATE RACIAL SEGREGATION IN THE
SAN DIEGO CITY SCHOOLS

I. BACKGROUND.

On March 9, 1977, the San Diego Superior Court issued its "Memorandum Decision and Order" in Carlin v. Board of Education, a lawsuit filed on December 4, 1967, to racially desegregate the San Diego City Schools.¹ The Court ordered the Board of Education

. . . to present to . . . (the) Court on or before June 13, 1977, a detailed plan to further alleviate racial segregation in those minority isolated schools identified . . . (in the Court's "Memorandum Decision and Order")²

The Court also said that the Board of Education's desegregation plan must:

- contain a portion of the plan that will be operative during the 1977-78 school year;
- include "target dates" for the operation of those portions of the plan, if any, that are to be implemented at a later date; and
- disclose that the school district is about to implement reasonably feasible steps to further alleviate segregation and the harmful effects of segregation.

While technically not included as part of the Court's "Order," the Court did remark in the course of its decision that:

-
1. *San Diego Superior Court No. 303800.*
 2. *The San Diego City schools found by the Court to be segregated in violation of the California Constitution as interpreted by the State Supreme Court in Crawford v. Los Angeles Unified School District, 17 Cal.3d 280 (1976), are: Baker, Balboa, Burbank, Chollas, Emerson, Freese, Fulton, Horton, Johnson, Kennedy, Knox, Logan, Lowell, Mead, Sherman, Stockton, Valencia Park and Webster Elementary Schools; O'Farrell, Gompers and Memorial Junior High Schools; Lincoln and Morse Senior High Schools.*

The court also finds that all district schools with an enrollment of 50% or more minority students are in danger of becoming minority isolated and that future planning must take into consideration every means to stabilize these schools.

The Court reserved unto itself the final authority to answer the question of whether or not the Board of Education's desegregation plan will reasonably and feasibly alleviate racial segregation in the San Diego City Schools and the harmful effects of such segregation.

While all the legal implications of the Court's "Memorandum Decision and Order" are still being studied by the attorneys for the parties to the litigation preparatory to advising on the complex legal rights of a substantive and procedural nature which might affect the future disposition of the case in the courts,

- the short time deadline of June 13 for the submittal of the Board of Education's racial desegregation plan to the Court; and,
- the necessity to involve the citizenry in the development of such plan,

require that the district move immediately and vigorously forward in preparing the plan. Accordingly, the Board of Education, which has the final responsibility for preparing a plan that responds to state constitutional requirements, desires to move forward with dispatch in setting the stage for implementing the San Diego Superior Court Order. During the ensuing weeks, the Superintendent and his staff will prepare program and financial proposals and options relating to the maintenance of quality education and the formulation of the plan that can be considered by the people of San Diego. Input from the people of San Diego will be guaranteed through public hearings on any plan to be proposed to the Court by the Board of Education and through participation, directly or indirectly, on a broadly based citizens advisory group appointed by the Board of Education. This citizens advisory group, working with the Superintendent and his staff, will prepare a report which can be used as one of the bases on which the Board of Education's plan will be founded.

II. CITIZEN INVOLVEMENT.

The Board of Education recognizes that citizen support of a racial desegregation plan is plainly necessary to success. This support can only come from input in the selection and implementation of the plan by citizens throughout the school district.

A. Establishment of Citizens Advisory Commission on Racial Integration.

Accordingly, the Board of Education establishes the Citizens Advisory Commission on Racial Integration to advise it on

matters relating to the desegregation of the San Diego City Schools. The Advisory Commission will have a membership appointed by the Board of Education consisting of 70 persons, as follows:

- Chairperson
- One resident member who is a parent of a student enrolled in 1977-78 and who is not an employee of the school district from each of the school district's 21 junior high school attendance areas recommended jointly by each junior high school's PTA/school site citizens advisory committee working together toward agreement.
- One member each recommended by the following organizations, groups or persons in San Diego:
 - American Association of University Women
 - Apartment & Rental Owners Association
 - Black Federation of San Diego
 - Central City Association
 - Chamber of Commerce of San Diego
 - Chicano Federation
 - Citizens United for Racial Equality
 - Commandant, Eleventh Naval District
 - Commercial Banking Community
 - Construction Industry Coordinating Council
 - Economic Development Corporation
 - Ecumenical Conference
 - Junior Chamber of Commerce
 - Junior League of San Diego
 - League of Women Voters
 - Mayor, City of San Diego
 - Merchants & Manufacturers Association
 - NAACP, San Diego Branch
 - San Diegans, Inc.
 - San Diego Board of Realtors
 - San Diego-Imperial Counties Labor Council, AFL-CIO
 - San Diego Taxpayers Association
 - Savings & Loan Associations
 - Southeast Interdenominational Ministerial Alliance
 - Union of Pan-Asian Communities of San Diego County, Inc.
 - Urban League
- One member each recommended by the following school-related organizations in San Diego:
 - Administrators Association
 - Associated Student Body Presidents
 - Association of Black Educators
 - Association of Mexican-American Educators
 - Classified Service Employee Advisory Council
 - District Advisory Committee on Compensatory Education
 - Emergency School Aid Act Advisory Committee
 - Exclusive bargaining representative of the teachers of the San Diego City Schools
 - Filipino-American Educators Association
 - Ninth District PTA Board of Directors
- Twelve at-large members who shall be appointed two each by each member of the Board of Education and the Superintendent.

The Advisory Commission will serve an indeterminate term at the discretion of the Board of Education. The Chairperson and Vice-Chairperson of the Advisory Commission shall be appointed by the Board of Education. The Chairperson shall select the chairperson of any committees or subcommittees established by the Chairperson. In the interests of ensuring continuity in the Advisory Commission's deliberations, members may not designate alternates to represent them or otherwise participate in meetings in the absence of members.

B. Function of the Advisory Commission.

The charge to the Advisory Commission by the Board of Education shall be to advise the Board of Education and the Superintendent on the maintenance of a quality educational program and:

- the selection of alternative means to racially desegregate the San Diego City Schools in accordance with the decision of the Court in Carlin v. Board of Education in time for its submittal to the Court by June 13 that will include reasonable and feasible steps to further alleviate racial segregation and the harmful effects of such segregation;
- the best approach to obtaining widespread community support for the general plan of racial desegregation;
- the ongoing implementation of the general plan of racial desegregation in future years;
- the stabilization of schools that are in danger of becoming racially isolated because they have an enrollment of 50% or more minority students; and,
- the development of racial integration curricular and extracurricular programs that will have the effect of improving the capacity of students to live harmoniously and productively in an ethnically diverse, multicultural society.

C. Operation of the Advisory Commission.

The Advisory Commission may establish committees, as it deems appropriate to carry out its charge. The Superintendent of Schools shall serve ex officio as Secretary of the Advisory Commission. While the Superintendent may provide the Advisory Commission with some administrative staff support, it is the intention of the Board of Education that the Advisory Commission operate more in the pattern of a citizens committee formed campaigning for a school ballot measure than a citizens advisory committee. Accordingly, the Advisory Commission would establish a bank account and solicit contributions. Such solicitations could be through the San Diego Education Fund, Inc. a corporation organized under the not-for-profit corporation laws of California.

The Board of Education believes that this is the best way to approach the involvement of citizens in the effort to carry out the district's commitment to alleviate racial isolation in the San Diego City Schools because:

- it will ensure that San Diego citizens and organizations have a more direct and personal stake in the success of the Advisory Commission; and,
- it will permit more funds to be used in the implementation of the desegregation plan to be formulated and implemented with the assistance of the Advisory Commission.

Regular school district staff administrative assistance to the Advisory Commission would be supplemented by a private consulting firm that has a real depth of knowledge about programs and activities of the San Diego City Schools and is well respected in the San Diego community relations field. The function of the consulting firm would be to assist in the effort to generate widespread community support for the school district's plan to alleviate isolation in the schools.

All meetings of the Advisory Commission would be subject to the Ralph M. Brown Anti-Secret Meeting Act. Therefore, Advisory Commission meetings will be open to the public, held in public places, and at times, dates, and places announced publicly in advance.

D. Work of the Advisory Commission.

The Advisory Commission would be selected and organized at the earliest possible time in order to expedite commencement of its work. During the entire 11-week period between March 14-May 31, the Superintendent and his staff will be engaged, as a matter of urgent priority, in the preparation of program and financial proposals and options that can be presented by the Superintendent to, and considered by, the Advisory Commission, relating to the formulation of the school district's racial desegregation plan.

A tentative work schedule, subject to review by the Advisory Commission, is:

- March 22 (Tues.) Board of Education consideration of Proposed Implementation of the San Diego Superior Court Order to Alleviate Racial Segregation in the San Diego City Schools;
- March 31 (Thurs.) Completion of formation of Advisory Commission and selection of Chairperson by Board of Education;
- April 5 (Tues.) Organization of Advisory Commission into committees, as deemed appropriate

by Advisory Commission, to be completed; also, announcement of Finance Chairperson by Advisory Commission Chairperson; also, schedule of Advisory Commission and committee public meetings to be announced;

- April 6 (Wed.) to May 19 (Thurs.) Advisory Commission works with district staff, consulting firm and others to develop report to carry out its charge from the Board of Education;
- May 31 (Tues.) Advisory Commission presents its report to the Board of Education in a public Board meeting at 2:00 p.m.; Board of Education hold public hearing on the report of the Advisory Commission;
- June 7 (Tues.) Board of Education hold final public hearing on report of the Advisory Commission; Board of Education deliberate on the report of the Advisory Commission;
- June 9 (Thurs.) Board of Education completes its deliberations on Advisory Commission report and adopts the Board of Education's racial desegregation plan.
- June 13 (Mon.) Superintendent cause to be filed in the Superior Court the desegregation plan adopted by the Board of Education.
- After June 13 Advisory Commission, working with the Superintendent, maintains close liaison with the school district towards fulfilling the Advisory Commission's charge on those vital matters pertaining to racial integration not affected by the June 13 deadline date.

In performing its work, the Advisory Commission and the Superintendent are encouraged to adopt procedures, conduct hearings, hold meetings, sponsor workshops, establish speaker bureaus, and issue reports that:

- will generate improved public understanding and support for the school district's desegregation efforts; and,
- will assist the Advisory Commission in arriving at its determination of the "reasonableness" and "feasibility" of its recommendations to the Board of Education, as those words are defined by the State Supreme Court in Crawford v. Los Angeles Unified School District and the San Diego Superior Court in Carlin v. Board of Education.

Specifically, the considerable resources of school site citizen advisory committees and PTA units should be utilized to the fullest. All of these efforts should be designed to complement the racial integration survey to be conducted by the school district in the ensuing weeks.

E. Reports of the Advisory Commission to the Board of Education and the Superintendent.

All reports of the Advisory Commission and any of its committees to the Board of Education shall be filed in the office of the Assistant Secretary of the Board of Education where such reports shall be public records under the California Public Records Act.

III. SUPERINTENDENT'S RECOMMENDATION.

The Superintendent recommends that the Board of Education

- accept this draft proposal to implement San Diego Superior Court Order to alleviate racial segregation in the San Diego City Schools, described above, as a matter of "first reading" today (March 15);
- schedule this draft proposal to be considered by the Board at its regular public meeting scheduled for 2:00 p.m., Tuesday, March 22, in the Auditorium of the Education Center and, reviewing any comments or proposed amendments received by then, adopt the proposal in approved form at the meeting; and,
- authorize the Superintendent, in the interim, to proceed to work with the President of the Board of Education in carrying out the general intent of this proposal prior to its final adoption by the Board in its original or amended form on March 22.

IV. CONCLUSION.

The Superintendent pledges the administrative leadership team to a full and enthusiastic commitment to take all reasonable and feasible steps to comply with the newly defined requirements of the California Constitution on racial desegregation of the San Diego City Schools. Toward that end, programs designed to maintain quality education and foster racial integration will be given highest priority.

TLG:cas
3/23/77

**SAN DIEGO CITY SCHOOLS
Board of Education**

**CITIZENS ADVISORY COMMISSION ON RACIAL INTEGRATION
Officers**

Name

Mr. J. Stacey Sullivan, Jr., Chairman
Attorney-at-Law
Higgs, Fletcher & Mack
707 Broadway
San Diego, CA 92101

Mr. Clarence Pendleton, Vice-Chairman
Executive Director
San Diego Urban League, Inc.
4261 Market Street
San Diego, CA 92102

(Mr. Pendleton is also representing the
San Diego Urban League, Inc.)

SAN DIEGO CITY SCHOOLS
Board of Education

CITIZENS ADVISORY COMMISSION ON RACIAL INTEGRATION
Junior High School Area Representatives

School

Mr. G. Harley Stevenson
Bell Junior High
6615 Stonepine Lane
San Diego, CA 92139

Mr. Bernard M. Levy
Attorney-at-Law
Collier Junior High
111 Elm Street, Suite 210
San Diego, CA 92101

Mr. Gordon Lutes
Dana Junior High
3730 Warner Street
San Diego, CA 92106

Mrs. Lorna-Marie Rouleau
Einstein Junior High
5158 Galt Way
San Diego, CA 92117

Mrs. Dimple Santos
Gompers Junior High
730 Cotton Street
San Diego, CA 92102

Mrs. Hope Coleman
Hale Junior High
3845 Mt. Brundage Avenue
San Diego, CA 92111

Mrs. Irene Borevitz
Lewis Junior High
6141 Cypress Point Road
San Diego, CA 92120

Mrs. Eloise J. Penner
Mann Junior High
5180 DeBurn Drive
San Diego, CA 92105

Mrs. Nancy Anderson
Marston Junior High
5042 Somam Avenue
San Diego, CA 92110

San Diego City Schools
Junior High School Area Representatives

School

Mr. Jose M. DeJesus
Memorial Junior High
1930 Island Street
San Diego, CA 92101

Mrs. Janie Dames
Mira Mesa Junior-Senior High
11350 Squamish Road
San Diego, CA 92126

Mr. Manuel Martinez
Montgomery Junior High
7605 Seagull Court
San Diego, CA 92111

Mrs. Diane D'Andrade
Muirlands Junior High
8751 Glenwick Lane
La Jolla, CA 92037

Mrs. Evelyn V. Jackson
O'Farrell Junior High
7025 Madrone Street
San Diego, CA 92114

Mr. Ernest Boldrick
Pacific Beach Junior High
1002 Pacific Beach Drive
San Diego, CA 92109

Mr. Richard Indermill
Pershing Junior High
8675 Verlane Drive
San Diego, CA 92119

Barbara Brown
Roosevelt Junior High
1752 W. Lewis Street
San Diego, CA 92103

Mrs. Susan Prowse
Serra Junior-Senior High
10861 Hijos Way
San Diego, CA 92124

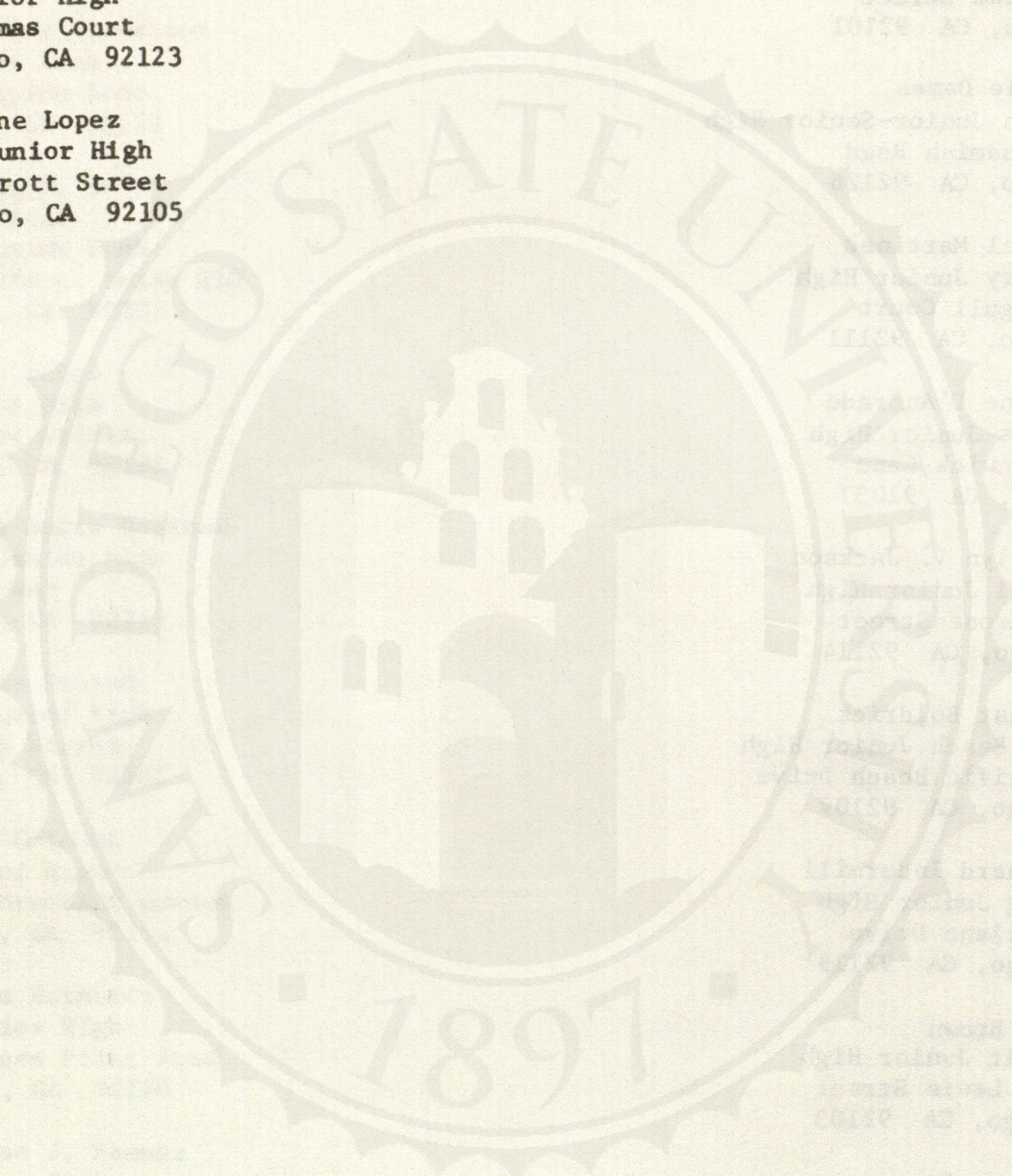
Mrs. Ann J. Armstrong
Standley Junior High
6162 Arnoldson Place
San Diego, CA 92122

Junior High School Area Representatives

School

Mr. John A. White
Taft Junior High
2329 Thomas Court
San Diego, CA 92123

Mrs. Irene Lopez
Wilson Junior High
1670 Parrott Street
San Diego, CA 92105



**SAN DIEGO CITY SCHOOLS
Board of Education**

**CITIZENS ADVISORY COMMISSION ON RACIAL INTEGRATION
School-Related Organizations**

Name

Ms. Catherine Hopper
Executive Board
Administrators Association
San Diego City Schools
c/o Bell Junior High School

Mr. Kenny Wechsler
Associated Student Body President
Patrick Henry High School
5931 Eldergardens Street
San Diego, CA 92120

Mr. Clarence Irving
President
Association of Black Educators
c/o San Diego High School

Mr. Clifford Mendoza
President
Association of Mexican-American Educators, Inc.
c/o Education Center, Room 2233

Mrs. Alice Steeber
Vice Chairperson
Classified Service Employee Advisory Council
c/o Lee Elementary School

Mr. Harold Ballard
Chairperson
District Advisory Committee on Compensatory Education
5356 Hilltop Drive
San Diego, CA 92114

Mrs. Lynn Stuve
President
Emergency School Aid Act Advisory Committee
3844 Radcliffe Lane
San Diego, CA 92122

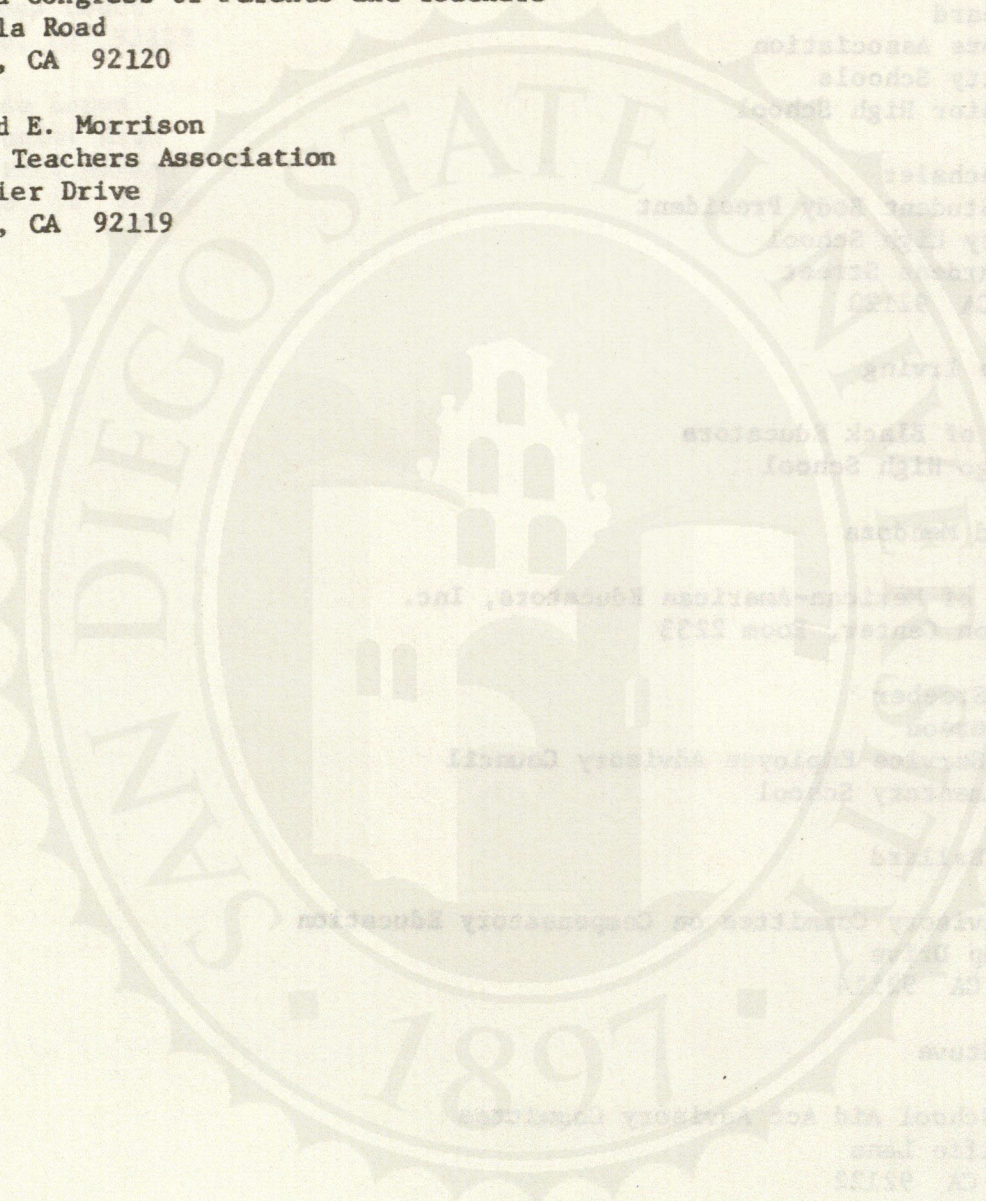
Mrs. Anita Pascua
President
Filipino-American Educators Association
8320 Holt Street
Spring Valley, CA 92077
or
c/o Boone Elementary School

School Related Organizations

Name

Mrs. Dorothy Leonard
Director of Education
Ninth District, Inc.
California Congress of Parents and Teachers
6919 Cibola Road
San Diego, CA 92120

Mr. Donald E. Morrison
San Diego Teachers Association
8622 Frazier Drive
San Diego, CA 92119



Mr. Lawrence Hopper
Executive Board
Administrators Association
San Diego High School
c/o Bell Junior High School

Mr. Larry Wechsler
Associated Student Body President
Patrick Henry High School
3911 Hildreth Street
San Diego, CA 92120

Mr. Clarence Irving
President
Association of Black Educators
c/o San Diego High School

Mr. Clifford Wechsler
President
Association of White-American Educators, Inc.
c/o Education Center, Room 1233

Mrs. Alice Sawyer
Vice Chairman
Classified Teachers Employee Advisory Council
c/o Lee Elementary School

Mr. Harold Bellard
Chairperson
District Advisory Committee on Compensatory Education
536 Hillside Drive
San Diego, CA 92120

Mr. Paul Baum
President
Emergency School Aid Authority Chapter
3888 Kessler Lane
San Diego, CA 92120

Mrs. Anita Fagan
President
White-American Educators Association
3200 Main Street
Imperial Valley, CA 92037

c/o Boone Elementary School

SAN DIEGO CITY SCHOOLS
Board of Education

CITIZENS ADVISORY COMMISSION ON RACIAL INTEGRATION
At-Large Representatives

Name

Mrs. Barbara D. Anderson
6111 Fulmar Street
San Diego, CA 92114

Mr. Christopher C. Calkins
Gray, Cary, Ames and Frye
1200 Prospect St., Suite 575
La Jolla, CA 92037

The Reverend Lyman B. Ellis
4951 Mansfield Street
San Diego, CA 92116

Mrs. Katherine Fletcher
2861 Russmar Drive
San Diego, CA 92123

Mrs. Lolly Jacobsen
6215 Beaumont Street
La Jolla, CA 92037

Rabbi Martin Lawson
8041 Laurelridge Road
San Diego, CA 92120

Ms. Catherine L. Montgomery
5171 Roswell St.
San Diego, CA 92105

Mr. Donald E. Reiersen
Assistant Chief
San Diego Police Department
801 West Market Street
San Diego, CA 92101

Mrs. Elizabeth Stevenson
6043 Bounty Street
San Diego, CA 92120

Mr. Kent C. Thompson
Attorney-at-Law
Showley & Thompson
530 B Street
San Diego, CA 92101

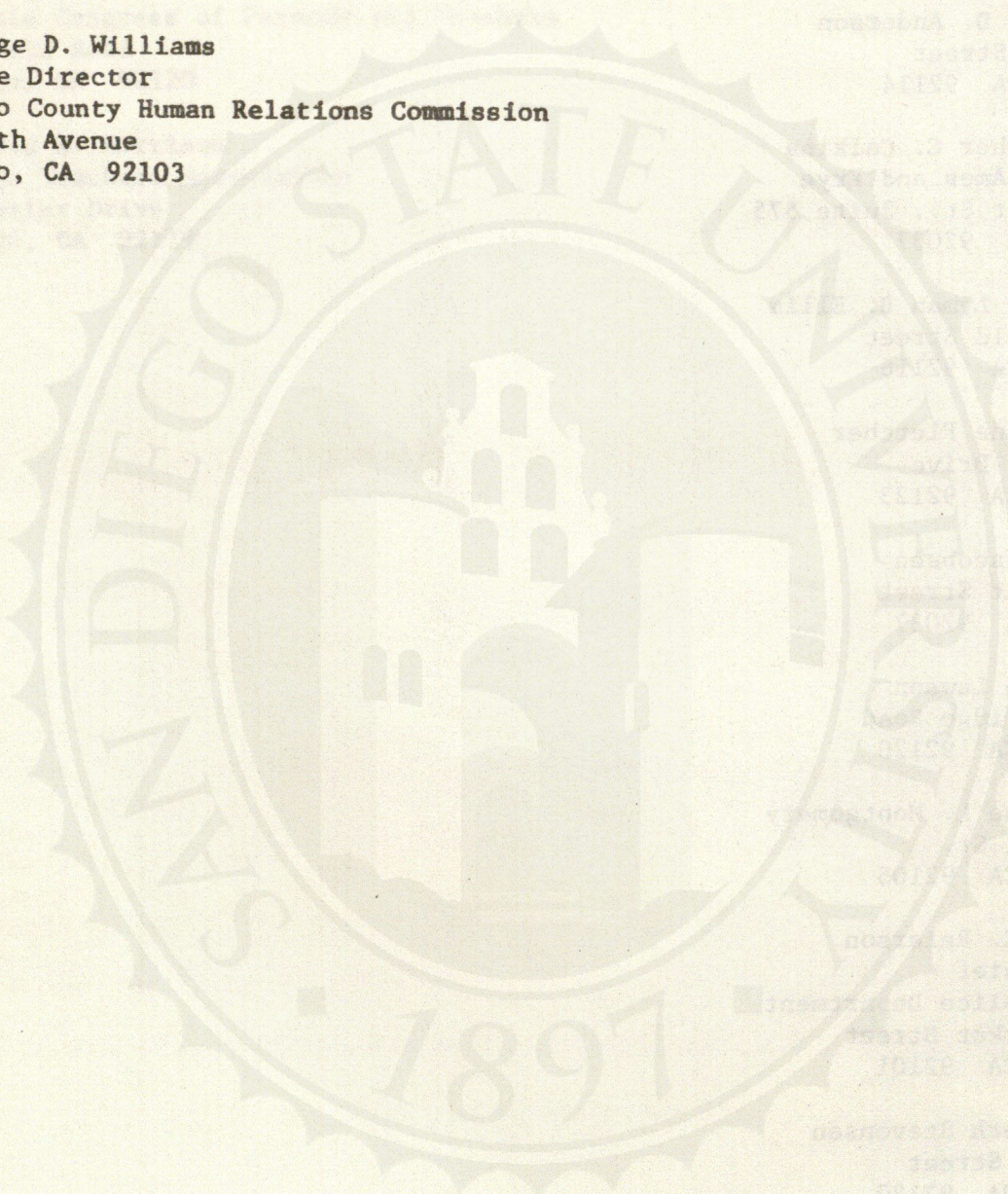
At-Large Representatives

CITIZENS ADVISORY COMMISSION ON RACIAL INTERACTION
At-Large Representatives

Name

Mrs. Shirley Whyte
8566 Encinitas Way
San Diego, CA 92114

Mr. George D. Williams
Executive Director
San Diego County Human Relations Commission
3730 Fifth Avenue
San Diego, CA 92103



Mr. Barbara D. Anderson
5111 Friar Street
San Diego, CA 92114

Mr. Christopher C. Baker
Gray, Cary, Anderson & Baker
1500 Prospect Street, Suite 275
La Jolla, CA 92037

The Reverend James E. Bell
4521 Vantage Street
San Diego, CA 92116

Mr. Katherine B. Bledsoe
3581 Mission Drive
San Diego, CA 92116

Mrs. Lolly Brown
6115 Beaumont Street
La Jolla, CA 92037

Robert Martin
6041 Imperial
San Diego, CA 92121

Mr. Catherine A. Hunt
5171 Rowley
San Diego, CA 92116

Mr. Donald E. Johnson
Executive Director
San Diego Public Library
501 West Harbor Street
San Diego, CA 92101

Mrs. Elizabeth Stevenson
6003 Rowley Street
San Diego, CA 92121

Mr. Kent C. Thompson
Attorney-at-Law
Shonley & Thompson
520 B Street
San Diego, CA 92101

**SAN DIEGO CITY SCHOOLS
Board of Education**

**CITIZENS ADVISORY COMMISSION ON RACIAL INTEGRATION
Other Representatives**

Name

Mrs. Helen Boyden
Educational Area Representative
American Association of University Women
Cabrillo-Diego Branch
8525 Nottingham Place
La Jolla, CA 92037

Mr. Richard Allyn, Sr.
Apartment and Rental Owners Association, Inc.
1440 South Orange, Unit #33
El Cajon, CA 92020

Mr. Frank Reynolds
Director of Legislative Services
Associated General Contractors
P.O. Box 81649
San Diego, CA 92138

Mr. Vernon Sukumu
Executive Director
Black Federation of San Diego
4181 Market Street
San Diego, CA 92102

Mr. Alan McCutcheon, Jr.
President
Central City Association of San Diego
San Diego Gas & Electric Company
P.O. 1831
San Diego, CA 92112

Mr. Michael D. Madigan
Assistant to the Mayor, Programs and Policy
City of San Diego
202 C Street
San Diego, CA 92101

Ms. Delia Morales
Education Committee Member
Chicano Federation of San Diego County, Inc.
6548 Lemorand Avenue
San Diego, CA 92115

Mrs. Jane Emerson
Citizens United for Racial Equality
4727 Del Monte
San Diego, CA 92107

Other Representatives

Mr. James G. Murray
Committee of San Diego Banks
Assistant Vice President and Trust Officer
Wells Fargo Bank
500 Broadway
San Diego, CA 92101

Captain L. S. Darkowski, USN
Eleventh Naval District Headquarters
937 North Harbor Drive
San Diego, CA 92132

Mrs. Carol Netterblad
Junior League of San Diego
1820 Neale Street
San Diego, CA 92103

Mrs. Janet Chrispeels
President
League of Women Voters of San Diego
8703 Glenwick Lane
La Jolla, CA 92037

Mr. Carl J. Kaiser
Consultant
Merchants & Manufacturers Association
Grande Hall Professional Center
1500 Orange Avenue, Suite D
Coronado, CA 92118

Dr. Charles Thomas
President
NAACP, San Diego Branch
2857 Imperial Avenue
San Diego CA 92102

Mr. J. Patrick Ford
San Diegans, Inc.
P.O. Box 2429
San Diego, CA 92112

Mr. Howard Burke
San Diego Board of Realtors
4105 Park Boulevard
San Diego, CA 92103

Mrs. Marge Collins
Board of Directors
The San Diego Chamber of Commerce
2505 Willow Street
San Diego, CA 92106

Other Representatives

Pastor Jack Lindquist
Executive Director
San Diego County Ecumenical Conference
1875 Second Avenue
San Diego, CA 92101

Mrs. Frances Slowiczek
Vice President
San Diego-Imperial Counties Labor Council, AFL-CIO
5014 Merrimac Court
San Diego, CA 92117

Mr. Gary Plantz
San Diego Jaycees
2913 Cataract Place
El Cajon, CA 92020

Mr. Oscar Irwin
Board of Directors
San Diego Taxpayers Association
Hillyer & Irwin Professional Corporation
530 B Street, Suite 1400
San Diego, CA 92113

Mr. Clarence Pendleton
Executive Director
San Diego Urban League, Inc.
4261 Market Street
San Diego, CA 92102

Mr. Alan Reed
Savings and Loan Clearing Association of San Diego County
Home Federal Savings and Loan Association of San Diego
Seventh and Broadway
San Diego, CA 92101

The Reverend Robert Ard
Southeast Interdenominational Ministerial Alliance
408 North 30th Street
San Diego, CA 92102

Mr. William L. Wong
Vice Chairperson
Union of Pan Asian Communities of San Diego County, Inc.
9841 Rimpark Way
San Diego, CA 92124

San Diego City Schools
CITIZENS ADVISORY COMMISSION ON RACIAL INTEGRATION
Board of Education

TRANSPORTATION COMMITTEE: SUMMARY REPORT
May 20, 1977

Chairman: Mike Madigan, Administrative Assistant to Mayor Pete Wilson

Members: Dick Allyn, Commissioner, San Diego Apartment Association
Cliff Mendoza, Commissioner, Mexican-American Educators
Frank Reynolds, Commissioner, Association of General Contractors
Susan Prowse, Commissioner, Serra Mesa Junior High School
Lorna-Marie Rouleau, Commissioner, Einstein Junior High School

Support Staff: Charles T. Glenn, Asst. Superintendent-Bus Services Division,
San Diego City Schools
R. Dan Stephens, Transportation Supervisor, San Diego City Schools
Roger Snoble, Manager of Transit Services, San Diego Transit

A. CHARGE: Investigate possibilities and develop recommendations for transportation services which may be utilized and may be available to implement integration proposals of the Options and Alternatives subcommittees which include the need for and/or use of transportation.

B. GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. Are there enough vehicles available in the current fleets of local, public, and private carriers to meet the requirements of integration proposals of the Options and Alternatives subcommittees?
 - a. Charter school bus carriers presently under contract with the District are operating at full capacity.
 - b. The school district bus fleet is fully utilized and must now be supplemented by charter carrier school buses. (Appendix A)
 - c. The San Diego Transit bus fleet cannot meet present public demand. The current age of buses is over 10 years, which requires a significant number in maintenance on any given day at any given time.
 - d. While San Diego Transit presently transports one-half the students utilizing buses to attend school, all students ride public routes on either regular or peak service lines. (Appendix A) Federal and State laws prohibit San Diego Transit from providing school bus services.
 - e. San Diego Transit is presently facing an operating funds shortage. Therefore, future plans include reduction in numbers of routes and bus services. Peak service routes that are used by school children have been reduced in number for the last three consecutive years.
 - f. The District and/or charter school bus carriers can obtain only 15 to 50 school buses by September, 1977. Most of these buses would be older vehicles.

20 May 1977

CACRI Transportation Committee Summary Report

Page 2

- 1) The optimistic estimate of 50 buses assumes extremely fortunate circumstances. The fleet of at least one charter school bus carrier in the county not presently serving the District would have to be employed to reach this estimate.
 - 2) The conservative estimate of 15 buses is based on known numbers of buses that will be available in September. More than half of these buses would come from existing transportation programs which will terminate at the end of this school year. The majority of these buses will be utilized by the new magnet schools already planned to open next school year.
- g. Capacity does not presently exist at either the school district, public transit, or private carrier yards to store, fuel, and maintain a substantial increase in the number of buses.

CONCLUSION: Buses and facilities are not presently available to implement a large scale transportation program as transportation services are currently operated.

2. If there are not enough vehicles available from local carriers, from whom, and on what time schedule would additional vehicles be available?
 - a. The average delivery time for new school buses is 18 to 24 months. The speed of delivery and quantity of buses that are available are directly affected by the purchase specifications and payment terms offered by the buyer.
 - b. Manufacturers of school buses are presently backlogged with orders.
 - 1) Factories in the East have not yet satisfied last year's orders for school buses from districts in the nation. Most factories were closed during the severe winter. Labor strikes also closed some chassis plants.
 - 2) New federal regulations, effective April 1, 1977, increased the costs and reduced the carrying capacities of school buses. This resulted in a flurry of buying by school districts in the early months of this year.
 - 3) Desegregation/integration programs now being implemented by other school districts in the nation have added to the demand for school buses.
 - c. The shortage of school buses is temporary. Additional school buses could be delivered by the start of the spring semester, 1978. At least 100 or more school buses could be obtained by September 1978 if the majority of orders were placed with West Coast manufacturers by July 1977.

20 May 1977

CACRI Transportation Committee Summary Report

Page 3

- d. San Diego Transit is expecting delivery of 45 articulated buses in approximately one year. Until that time, no additional buses can be obtained. Average delivery time for public transit buses is 18 months.
- e. San Diego Transit can obtain UMTA monies for capital outlay to purchase buses. However, it is precluded from purchasing, leasing, or operating buses for the exclusive use on school routes. It is also precluded from transferring, assigning, or leasing buses obtained by UMTA grants to the school district or any other specialized interest group(s). (Appendix B)
- f. Current federal and state funding programs do not provide capital funds to school districts for implementation of transportation services for integration programs.

CONCLUSION: Additional buses of sufficient quantity to support a large scale transportation program cannot be obtained earlier than the 1978-79 school year.

RECOMMENDATION: The District is currently not able to purchase buses or construct maintenance facilities under the advantageous terms available to public transit. The District should seek legislation which would provide sources of funding for the purchase of buses and transportation facilities in support of a desegregation/integration program.

3. Is there a more efficient method of using transportation than currently scheduled by the District?
 - a. Charter school buses under contract to the District presently average $1\frac{1}{2}$ trips each morning and afternoon. This low utilization is primarily because school schedules are not sufficiently staggered to allow turnaround time for buses.
 - b. Nearly twice the number of students could be transported by existing bus fleets if schools were divided into three groups of equal numbers and their school schedules were staggered to allow a minimum of $1\frac{1}{2}$ hour turnaround time for buses between the groups.
 - c. Charter school buses under contract to the District presently operate at 70% of their maximum passenger capacities. This less than optimal utilization is primarily the result of limits placed by bus stop, loading, and travel time policies.
 - 1) Bus stops are scheduled in the neighborhood of the children transported. Routes presently average seven bus stops each.

20 May 1977

CACRI Transportation Committee Summary Report

Page 4

- 2) District policy limits the carrying capacity of buses to allow comfort and safety of passengers. The average bus which transports 66 Kindergarten to Grade 3 passengers is loaded to 57 passengers when transporting children in Grades 4 to 6, 50 passengers when transporting students in Grades 7 to 9, and 44 passengers when transporting senior high students.
- 3) The District attempts to limit travel times as much as possible. Often, routes are reduced in length to satisfy travel time restrictions. This practice also reduces the number of passengers transported each trip on buses.

The number of bus stops per route may be reduced to increase transport capacities of buses. However, factors such as walking distance to bus stops and supervision for large numbers of students at central bus stops must be considered and may limit the amount of bus stops that can be reduced.

- d. Magnet program bus routes tend to operate with the longest travel times because of the distances and dispersion of students to be transported.
- e. No single type of bus operator is the most cost efficient in every instance. A cost analysis of Charter Carrier vs. District-owned operations concludes that approximately 25% of the trips in the voluntary ethnic enrollment program would be best operated by the District, and 75% by charter carriers. (Appendix C)
- f. Car pools or subsidization of parents to transport children are a limited alternative to the use of buses. Legal restrictions and economy of operation make any large scale use of private auto transportation impractical.

CONCLUSION: If school schedules should be significantly staggered, that would best optimize the utilization of existing bus fleets.

RECOMMENDATION: A transportation program operated solely by the District should not be considered. The most cost effective transportation services are operated by use of multiple carriers in combination with a District fleet.

4. Are there any modifications to be recommended in the District's training program for drivers?
 - a. All school bus drivers receive 59 hours of training annually in first aid, pupil management, vehicle inspection, defensive driving, bus evacuation, fire control, and District policy. A special 9-hour human relations workshop has been a component of this training since 1975. All training is provided by District staff. The quantity of training is among the highest of any school district in the nation. (Appendix D)

- b. San Diego Transit drivers receive substantial training but none is directed to pupil management for the specific problems of school transportation. San Diego Transit and the school district have been reviewing the training programs for San Diego Transit drivers.

RECOMMENDATION: District employed and charter carrier employed bus drivers should receive additional human relations training.

RECOMMENDATION: San Diego Transit bus drivers should receive human relations, pupil management, and District policy training.

RECOMMENDATION: The users of bus services should receive as part of their human relations program formal instruction in conduct and behavior onboard buses.

- 5. What should be the maximum travel time for any student using transportation in a voluntary or assigned integration program?
 - a. Presently, travel times average 42 minutes each direction for students enrolled in the voluntary ethnic enrollment program. There has been a minimal number of complaints from parents regarding these travel times. The average travel time is computed from the first bus stop to the point of destination. (Appendix E)
 - b. Nearly half the travel times for each route are spent during the loading phase. Existing routes each average seven bus stops in order to provide neighborhood access to the bus and minimize student behavior problems.
 - c. Freeway and arterial accesses between the 23 racially isolated minority schools and schools in the north section of the District differ substantially. The present allied school pattern used in the voluntary ethnic enrollment program reflects these differences. Schools closest to the freeway are allied with schools of the greatest distances compared to schools far from freeway access. Nevertheless, some sections that have exclusively majority schools also have no freeway access so their travel times one direction exceed one hour.
 - d. The experience of San Diego Transit has been that the shorter the travel time of a public route, the greater the acceptance and ridership on the route.

RECOMMENDATION: The average travel time of routes for any voluntary desegregation/integration proposals of the Options and Alternatives Committee should not exceed the 42 minutes presently practiced.

RECOMMENDATION: Programs should be purposely designed to reduce travel times on buses. Shorter travel times may act as an incentive to student participation in a desegregation/integration plan. The shortest travel times should be scheduled for the youngest children.

20 May 1977

CACRI Transportation Committee Summary Report

Page 6

RECOMMENDATION: If a limited amount of mandatory busing is implemented, bus routes should be established in communities along freeway accesses as much as possible in order to reduce travel times.

6. What should be the utilization of instructional aides and bus monitors?
- a. Student behavior problems have not been significant on buses chartered or operated by the District. Present District policy on pupil discipline has been effective without the large scale use of monitors on buses.
 - b. Presently, 22 bus monitors are employed by schools to ride buses at the elementary school level. These bus monitors receive six hours of classroom instruction training prior to assignment. (Appendix F) Their effectiveness has been very positive on those routes where instructional programs and activities are employed to occupy the children.
 - c. A national survey of large school districts undertaking voluntary and mandatory transportation programs indicates a wide variance in degree of success with the use of monitors on buses. In a majority of cases, monitors who were identified by students as 'security' staff and who did not also work at the schools which the students attended were ineffective in controlling behavior on buses. (Appendix G)
 - d. None of the large school districts in the national survey employed instructional programs on buses. However, the instructional programs introduced on buses within the San Diego Unified School District in previous years appeared to substantially improve the image and acceptance of bus trips by the children and parents.

RECOMMENDATION: Personnel should be employed as instructional aides on all elementary and secondary school buses for at least the first year of any desegregation/integration program.

RECOMMENDATION: The identity of personnel employed to ride buses should be directed to instruction rather than security on the buses. Their job titles must reflect an instructional assignment and not the term of 'bus monitor'.

RECOMMENDATION: Training of personnel riding buses should be substantially improved prior to implementation of any desegregation/integration program.

RECOMMENDATION: Continuous evaluation of the effectiveness of instructional programs should be made and any changes deemed necessary should be implemented to achieve flexibility in the programs.

RECOMMENDATION: Should instructional programs on buses prove effective, the District should investigate the award of academic credit for 'bus work'.

RECOMMENDATION: Incentives should be offered to encourage teachers to ride buses to and from school and/or conduct instructional programs on the bus.

7. What improvements, if any, should be made to ensure the safety of student passengers on buses?
 - a. Comprehensive bus driver training requirements and substantial increases in standards for buses adopted by the District as policy in the last three years have dramatically improved the safety of pupil transportation. San Diego equals or exceeds State safety averages.
 - b. All charter carrier school buses under contract to the District have been equipped with two-way radios since 1975. The District monitors all radio traffic. Response to security problems on the road is presently effective and immediate.
 - c. District policy requires the same conduct standards of pupils on the bus as in the school classroom. Student misbehavior on the bus is reported by the bus driver through an effective referral procedure and responded to by the school as if the problem(s) occurred on campus.
 - d. The District employs a full-time inspector who regularly inspects all charter carrier and District buses for safety, comfort and appearance. District contracts with charter school bus carriers specify substantial bus safety and equipment standards. In addition, the Motor Carrier Safety Unit of the California Highway Patrol periodically inspects school buses and charter carrier facilities and maintenance programs. The condition and appearance of charter carrier bus fleets have improved significantly in the last three years.
 - e. The use of seat belts on buses is either disapproved or not recommended by the National School Transportation Association, the California Highway Patrol, the California Association of School Transportation Officials, the American Association for Automotive Medicine, the American Medical Association, and numerous safety groups. Crash sled tests and special research studies show that in event of collision or upset, passengers in seat belts on buses suffer the worst injuries. The interior construction of school buses and seats must be substantially redesigned to allow the proper use of seat belts.

20 May 1977

CACRI Transportation Committee Summary Report

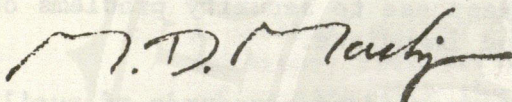
Page 8

RECOMMENDATION: The strength of response by the principal of the school to misbehavior problems on buses reported by drivers is the single most important factor in control of pupils on buses. Discipline approaches vary considerably between schools. A firm and uniform discipline policy strongly enforced by principals is essential to the success of any transportation program. (Appendix H)

RECOMMENDATION: Seat belts in school buses as presently designed should not be installed.

Terry Galatis
Recording Secretary

APPROVED:



Mike Madigan, Chairman

RDS:MM:tg

cc: Members
Support Staff

Attachments: Appendices 'A' through 'H'

- Appendix A - SDUSD Pupil Transportation Summary, December 1976
- Appendix B - Urban Mass Transit Act (UMTA), Section #3
- Appendix C - 10-Year Cost Comparison, Class 1 School Bus Operation Alternatives
- Appendix D - School Bus Driver Education and Training; Bus Evacuation
- Appendix E - Memo, R. Dan Stephens to H.B. Ohlson, Travel Times for Integration Programs Transportation, dated 19 Apr 77
- Appendix F - School Bus Monitor/Aide Instructional Program Outline
- Appendix G - Memo, R. Dan Stephens to M. Madigan, Bus Monitor Survey, dated 17 May 77
- Appendix H - District Procedure 2410-1, dated 2 May 77, Page 3 only
District Form: Bus Driver's Report of Unacceptable Pupil Behavior on Bus

SAN DIEGO UNIFIED SCHOOL DISTRICT
PUPIL TRANSPORTATION SUMMARY
December 1976

Carrier Programs	San Diego Transit		Charter Carriers	District Operated Buses	Private Auto Reimbursement	Total	%
	Peak Service	Regular Service					
			1876			8818	61.4
Commuter To/From School	4005	2937	1624			1904	
District Contracted	280	-	590			870	
Paradise Hills, Encanto	280	-	204			204	
Miramar NAS	-	-	830			830	
Murphy Canyon	-	-		252		252	
Privately Contracted	-	-	32			32	
Scripps Miramar Ranch	-	-	15			15	
Genessee Highlands	-	-	205			205	
San Carlos	-	-	-			6662	
Public Carrier	3725	2937	-			995	
Centre City	450	545	-			706	
Southeast & Encanto	298	408	-			1139	
East San Diego	720	419	-			555	
Allied Gardens/San Carlos	512	43	-			478	
Kearny Mesa	226	252	-			319	
Mira Mesa, Scripps Miramar	246	73	-			807	
Clairemont	371	436	-			277	
University City	198	79	-			483	
La Jolla	389	94	-			321	
Pacific Beach, Mission Bay	104	217	-			582	
Pt. Loma, Midway	211	371	-				
Voluntary Ethnic Enrollment Programs	-	422	2724			3146	21.9
Ethnic Enrollment Program	-	420	2122			2542	
Secondary Schools	-	401	2008			2409	
Elementary Schools	-	19	114			133	
Magnet Programs	-	2	409			411	
Model/Magnet Schools	-	-	206			206	
Alternative & Community Schools	-	-	125			125	
Career High Schools	-	2	78			80	
Fundamental, Cultural Schools	-	-	-			-	
Integrative Experience Projects	-	-	193			193	
Career & Vocational Programs	-	267	666		68	1001	7.0
ROP Programs	-	237	483		68	788	
VEA & ESEA Programs	-	7	108		-	115	
Community College Programs	-	23	75		-	98	
Handicapped Pupil Programs	-	31	326	1036		1393	9.7
Physically Handicapped	-	-	19	459		478	
Mentally/Emotionally Handicapped	-	31	303	523		826	
Other Special Education	-	-	4	54		58	
Sub-Totals	4005	3657					
TOTALS	7662		5592	1036	68	14358	
Totals %	53.3		40.0	7.2	.5	100.0	
BUSES:			98			197	
Type 1	99		24	81		105	
Type 2	-						
Total	99		122	81		302	

(f) ¹⁹ No Federal financial assistance under this Act may be provided for the purchase or operation of buses ²⁰ unless the applicant or any public body receiving such assistance for the purchase or operation of buses, or any publicly owned operator receiving such assistance, shall as a condition of such assistance enter into an agreement with the Secretary that such public body, or any operator of mass transportation for such public body, will not engage in charter bus operations outside the urban area within which it provides regularly scheduled mass transportation service, except as provided in the agreement authorized by this subsection. Such agreement shall provide for fair and equitable arrangements, appropriate in the judgment of the Secretary, to assure that the financial assistance granted under this Act will not enable public bodies and publicly and privately owned operators for public bodies to foreclose private operators from the intercity charter bus industry where such private operators are willing and able to provide such service. In addition to any other remedies specified in the agreement, the Secretary shall have the authority to bar a grantee or operator from the receipt of further financial assistance for mass transportation facilities and equipment where he determines that there has been a continuing pattern of violations of the terms of agreement. Upon receiving a complaint regarding an alleged violation, the Secretary shall investigate and shall determine whether a violation has occurred. Upon determination that a violation has occurred, he shall take appropriate action to correct the violation under the terms and conditions of the agreement.

(g) No Federal financial assistance shall be provided under this Act for the construction or operation of facilities and equipment for use in providing

¹⁷ In the case of *South Suburban Sewerage Lines, Inc. v. City of Chicago et al.*, 285 F. Supp. 676 (U.S. D.C., N.D., Ill., 1968), *aff'd* 416 F. 2d 535 (C.A. 7, 1968), the court held that a private mass transportation company allegedly damaged by lawful competition from a publicly-owned system receiving assistance under this Act has no standing under subsection 3(e)(2) (formerly subsection 3(c)(2)) to sue to enjoin the expenditure of grant funds to such a public system. In *Hudson Transit Lines, Inc. v. Brinegar*, (memorandum decision, July 25, 1974, U.S.D.C., D.N.J., appeal dismissed) it was held that the mere consideration of an application for a capital grant without final action by the Secretary of Transportation is not subject to judicial review under the provisions of the Administrative Procedure Act (5 U.S.C. 701-706).

¹⁸ In the case of *Rose City Transit Co. v. City of Portland, Or.* App., 525 P2d 1525 (1974) a proceeding involving the acquisition by the city of the assets of a private transit operator using Federal funds to pay two-thirds of the acquisition cost, it was held that the provisions of section 3(e) requiring just and adequate compensation to be paid to the extent required by applicable State or local laws had no application with respect to the issue of whether or not the plaintiffs were entitled to the going concern value of their franchise to operate a transit business within the boundaries of defendant city. The court also held that the provisions of section 13(e) were intended to protect the interests of affected transit employees only, and were inapplicable to the issue of the plaintiffs' liability for meeting pension claims of former employees. Appeal to Oregon Supreme Court pending.

¹⁹ Added by section 813(a) of Pub. L. 93-383. See also section 164(a) of the Federal-Aid Highway Act of 1973 (Part II, p. 51).

²⁰ Amended to include operation of buses by section 109(b) of Pub. L. 93-503.

public mass transportation service to any applicant for such assistance unless such applicant and the Secretary shall have first entered into an agreement that such applicant will not engage in schoolbus operations, exclusively for the transportation of students and school personnel, in competition with private schoolbus operators. The subsection shall not apply to an applicant with respect to operation of a schoolbus program if the applicant operates a school system in the area to be served and operates a separate and exclusive schoolbus program for this school system. This subsection shall not apply unless private schoolbus operators are able to provide adequate transportation, at reasonable rates, and in conformance with applicable safety standards; and this subsection shall not apply with respect to any State or local public body or agency thereof if it (or a direct predecessor in interest from which it acquired the function of so transporting schoolchildren and personnel along with facilities to be used therefor) was so engaged in schoolbus operations any time during the twelve-month period immediately prior to the date of the enactment of this subsection. A violation of an agreement under this subsection shall bar such applicant from receiving any other Federal financial assistance under this Act.²¹

(h) Notwithstanding any other provision of this Act, or of any contract or agreement entered into this Act, up to one-half of any financial assistance provided under this Act (other than under section 5) to any State or local public body or agency thereof for the fiscal year 1975 or any subsequent fiscal year may, at the option of such State or local body or agency, be used exclusively for the payment of operating expenses (incurred in connection with the provision of mass transportation service in an urban area or areas) to improve or to continue such service, if the Secretary finds (in any case where the financial assistance to be so used was originally provided for another project) that effective arrangements have been made to substitute and, by the end of the fiscal year following the fiscal year for which such sums are used, make available (for such other project) an equal amount of State or local funds (in addition to any State or local funds otherwise required by this Act to be contributed toward the cost of such project). Any amounts used for the payment of operating expenses pursuant to this subsection shall be subject to such terms and conditions (including the requirement for local matching contributions), required for the payment of operating expenses under other provisions of this Act, as the Secretary may deem necessary and appropriate.²²

10 YEAR COST COMPARISON
CLASS 1 SCHOOL BUS OPERATION ALTERNATIVES

APPENDIX "C"

DISTRICT OPERATED	1 hr				2 hr				3 hr				4 hr				5 hr				6 hr				7 hr													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32						
Purchased Bus																																						
Direct Expenses																																						
1.0 Maintenance, Fuel, Operation	1,776	2,664	3,552	3,552	4,440	5,328	5,328	6,216	7,104	7,104	7,992	8,880	8,880	9,768	10,656	12,432	10,656	12,432	13,320	14,208	15,096	15,096	15,984	16,872	16,872	17,760	18,648	19,536	19,536	20,424	21,312	21,312	22,200	23,088	23,088			
2.0 Driver Wages	5,670	5,670	5,670	11,340	11,340	11,340	17,010	17,010	17,010	22,680	22,680	22,680	28,350	28,350	28,350	28,350	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020	34,020		
3.0 Driver Benefits	.966	.966	.966	1,888	1,888	1,888	2,812	2,812	2,812	9,287	9,287	9,287	10,211	10,211	10,211	10,211	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175	11,175		
Overhead Expenses	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665	.665		
4.0 Maintenance, Fuel, Operation	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670		
5.0 Driver Wages (1 hr)	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	.966	
6.0 Driver Benefits	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150		
Administration	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733		
7.0 Office & Dispatching	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	.566	
8.0 Driver Training & Evaluation																																						
9.0 Shop																																						
Other Vehicle Expenses																																						
10.0 Insurance	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081	5,081		
11.0 Depreciation	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	12,985	
Other Facility Expenses																																						
12.0 Facility Maintenance & Repair	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	.159	
13.0 Depreciation	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	.826	
14.0 Insurance	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	.013	
15.0 Utilities	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	.235	
16.2 Miscellaneous	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	.258	
Total	43,661	44,549	45,437	52,051	53,027	53,877	60,351	61,329	62,311	74,342	75,320	76,311	82,772	83,650	84,528	96,996	91,122	92,098	93,074	94,050	95,026	95,522	96,501	97,481	98,462	100,440	101,419	102,399	103,379	104,359	105,340	106,320	107,301	108,281	109,262			
Cost per Mile	3.771	3,826	3,881	4,529	4,597	4,665	5,287	5,355	5,423	6,346	6,414	6,482	7,405	7,473	7,541	8,719	8,243	8,311	8,379	8,447	8,515	8,573	8,641	8,709	8,777	8,845	8,913	8,981	9,049	9,117	9,185	9,253	9,321	9,389	9,457	9,525		

SCHOOL BUS DRIVER EDUCATION
AND
TRAINING

OBJECTIVES

1. To qualify drivers for this most important position.
2. To provide efficient and safe pupil transportation.
3. To provide in-service training as well as training for new applicants.
4. To provide uniform and up-to-date information and materials.
5. To reduce the school bus accident rate in the State of California.

The completion of this course will prepare you to satisfactorily meet the requirements in the following areas:

1. Class 2 written examination, Department of Motor Vehicles.
2. Written examination, California Highway Patrol.
3. First aid tests.
4. Driving Tests.

This course will also cover basic information concerning physical examinations and fingerprinting.

INTRODUCTION

CLASS I
6:30 - 9:30

Topic 1. - Becoming a School Bus Driver

- A. Definitions (Buses, Licenses)
- B. Licensing Procedure
 1. Physical Examination (Forms)
 2. Class 2 Test (Handbook and Supplement)
 3. Fingerprinting (Where)

- C. School Bus Drivers Certificate
 - 1. Original (Hours Required)
 - 2. Renewal (Hours Required)
 - 3. Qualifications (Rules and Laws)
- D. Insurance
 - 1. Coverage and Effect of Accidents
 - 2. Liability Insurance
 - 3. Physical Damage Insurance (Deductible)
 - a. Fire Insurance Required
 - 4. Medical Payments
 - 5. Workmen's Compensation Insurance

Class 2
6:30 - 9:30

STATE PLAN FOR PUPIL TRANSPORTATION

- Topic 1. - Departments Involved
 - Topic 2. - Committees Involved
 - Topic 3. - Public Relations
 - a. Children
 - b. Parents
 - c. Uniforms
 - d. School Officials
 - e. Community
 - Topic 4. - "Supplement to the California Driver's Handbook"
 - a. Read Applicable Sections
 - Topic 5. - School Bus Use
 - Topic 6. - School Bus Operation
 - Topic 7. - General Conditions
 - a. Gasoline
 - b. Headlamps
 - c. Guide Dogs
 - d. Seat Belts
 - Topic 8. - Maintenance Records
- Test - Units 1, 2, 3, 4, 5, and the California Driver's Handbook Test

Class 3
6:30 - 9:30

THE EXCEPTIONAL CHILD

- Topic 1. - The Plan
- Topic 2. - Types of Programs (3)
- Topic 3. - Behavior Patterns
 - a. Breakdown of Various Handicaps
- Topic 4. - Loading and Unloading
- Topic 5. - Driver Responsibility
- Topic 6. - Parent Responsibility

Test - Pass Out Unit 12 (Review Previous Tests)

Class 4
6:30 - 9:30

VEHICLE COMPONENTS

- Topic 1. - Engine
- Topic 2. - Clutch
- Topic 3. - Transmission
- Topic 4. - Converter
- Topic 5. - Throttle Control
- Topic 6. - Drive Line

- Topic 7. - Differential and Rear Axle
- Topic 8. - Front Axle
- Topic 9. - Brakes
- Topic 10. - Emergency Stopping Systems
- Topic 11. - Tires

Tests - Unit 6

Class 5
6:30 - 9:30

FIRST AID

- Topic 1. - Introduction
- Topic 2. - Evaluation of Injury and Setting of Priorities for Treatment
- Topic 3. - Evaluation and Treatment of Bleeding
- Topic 4. - Maintenance of Airway and Respiration
- Topic 5. - Evaluation and Emergency Handling of Possible Fractures
- Topic 6. - Evaluation and Control of Shock
- Topic 7. - Evaluation and Handling of Unconsciousness and Convulsions
- Topic 8. - Handling of Eye Injuries
- Topic 9. - Evaluation and Handling of Burns
- Topic 10. - Evaluation and Handling of Animal Bites
- Topic 11. - Recognizing and Handling of Panic and Psychiatric Emergencies
- Topic 12. - Summary

Test - Unit

Class 6
6:30 - 9:30

DISCIPLINE (Forms)

- Topic 1. - Pupil Management
 - a. School Bus Driver and Child
- Topic 2. - School Bus Driver and Pupil Cooperation
- Topic 3. - Characteristics of Student Behavior
 - a. Kindergarten and Elementary
 - b. Junior High
 - c. Senior High
- Topic 4. - Troublemakers
- Topic 5. - Group Control
- Topic 6. - Parent Responsibility
- Topic 7. - Conduct and Seating Arrangements
- Topic 8. - School Bus Transportation Problems
- Topic 9. - Bus Safety Rules
- Topic 10. - Board Policy
- Topic 11. - Teacher Responsibility
- Topic 12. - Pupil Responsibility
- Topic 13. - Driver Responsibility

Test - Review Units, 6, 7, and 11

Class 7
6:30 - 9:30

FIELD TRIP

- Topic 1. - Defensive Driving
- Topic 2. - Vehicle Components
- Topic 3. - Brake Board Demonstration
- Topic 4. - Fire Extinguisher Use and Demonstration

- Topic 5. - Emergency Reflectors Use and Demonstration
- Topic 6. - Bus Evacuation Presentation

ON-THE-ROAD PROCEDURES

- A. Emergency Procedures
 - 1. Accident Procedures
 - 2. Fire Control
 - a. Fire Classifications
 - b. Fire Extinguishers
 - 3. Mechanical Failure
 - a. Reflectors
 - b. Fuses
 - c. Common Sense in Locating Troubles
 - 4. Evacuation of Bus
 - 5. Radio Control
 - a. Public Address Systems
 - b. A.M. Radio
 - c. Two-Way Radios
- B. Driving Fundamentals
 - 1. Stopping, Parking, Backing
 - 2. Loading and Unloading
 - 3. Railroad Crossings
 - 4. Weather Conditions
 - 5. Field Trips
- C. Defensive Driving
 - 1. Skills
 - 2. Vehicle Standard
 - 3. On the Road

Test - Units, 8, 9, and 10

Class 9
6:30 - 9:30

SAN DIEGO UNIFIED PROCEDURES

- Topic 1. - Departments
- Topic 2. - Passes, Tickets
- Topic 3. - Driver Responsibilities
- Topic 4. - Unsatisfactory Condition Reports
- Topic 5. - Two-Way Radio Procedures

Test - Units on Rules and Procedures

Class 10
6:30 - 9:30

EMERGENCY BUS EVACUATION PROCEDURES

- Topic 1. - Introduction
- Topic 2. - Purpose
- Topic 3. - Driver Responsibility
- Topic 4. - Gaining Rapport and Teaching Control
- Topic 5. - Bus Preparation
- Topic 6. - Safe Riding Practices Pertaining to Evacuation
- Topic 7. - Death Zones
- Topic 8. - Student Responsibility

Class 11
6:30 - 9:30

REVIEW AND FINAL TESTING

1. Review all Units
2. Final Testing

Class 12
6:30 - 9:30

REVIEW AND GRADUATION

1. Review Final Testing
2. Pas Out Certificates

FILMS

1. Training the School Bus Driver
2. School Bus Driving I
3. School Bus Driving II
4. The School Bus Pre-Trip Inspection
5. School Bus Driving Tactics
6. Discipline and the School Bus Passenger
7. A World of the Right Size
8. Bleeding and Bandaging
9. Burns
10. Shock

FILM STRIPS

1. School Bus Driving (Vehicle Components)
2. Defensive Driving (Smith System)
3. Emergency Exit
4. School Bus Evacuation
5. The School Bus and Handicapped Pupils

MATERIALS

1. "California Driver's Handbook"
 2. "Special Supplement to the California Driver's Handbook"
For Drivers of Trucks, Buses, Motorcycles, and Special Vehicles
 3. "Regulations and Laws Relating to Pupil Transportation
in California"
 4. "Manual on First Aid Practices for School Bus Drivers"
 5. Local Driver Handbook
 6. Local Forms
- \$.69
- \$.69

HUMAN RELATIONS WORKSHOP

OUTLINE

- I INTRODUCTION
 - A. Purpose
 - B. Name Learning
 - C. Trust Development

- II COMMUNICATION
 - A. One-Way Communication
 - B. Two-Way Communication
 - C. Listening
 - 1. Active Listening Skills
 - 2. Passive Listening Skills
 - D. Feedback


- III VALUES CLARIFICATION
 - A. Whose Fault Exercise
 - B. BAFA BAFA (Game)
 - C. Group Dynamics
 - D. Stereotyping
 - E. Selective Perception
 - F. Selective Retention

- IV PRACTICAL APPLICATIONS
 - A. Role Playing
 - B. Conflict Resolution and Problem Solving Techniques
(5-Step Approach)
 - C. Simulated Games in Cultural Awareness

BUS EVACUATION FIELD TRIP PRESENTATION

DRIVER'S OUTLINE

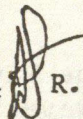
- I INTRODUCTION
- II ENTERING THE BUS
 - A. Procedure
 - B. Assignment of Helpers
- III INTERIOR OF BUS PRESENTATION
 - A. Location of Safety and Bus Operation Equipment
 - 1. Fire Extinguisher
 - 2. First Aid Kit
 - 3. Communication Radio
 - 4. Hand Emergency Brakes
 - 5. Ignition Off
 - 6. Reflectors
 - B. Seating Positions
 - C. 'Rules of the Road'
 - 1. Conduct
 - 2. Windows
 - 3. Railroad Crossings
- IV DANGER ZONES
 - A. Front
 - B. Sides
 - C. Rear
- V EVACUATION
 - A. Procedure Out
 - B. Emergency Door Operation
 - C. Jump Procedure
 - 1. Helpers
 - 2. Positions
 - D. Regrouping Procedure
 - 1. Distances
 - 2. Line Leaders
 - E. Equipment


 SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: 19 April 1977

MEMO TO: H. B. Ohlson

FROM:  R. Dan Stephens

SUBJECT: Travel Times for Integration Programs Transportation

The average travel time required each direction for students riding buses in the voluntary ethnic transfer enrollment program is 42 minutes (see list attached).

- .. 28% of the routes equal or exceed 50 minutes in travel time each direction,
- .. 26% of the routes have travel times of 40 to 49 minutes each direction,
- .. 38% of the routes operate at 30 to 39 minutes in travel time each direction,
- .. Only 8% of the routes operate at less than 30 minutes travel time each direction.

Nearly half the travel time for each bus is spent during the loading phase. Existing routes each average seven bus stops. Students must be divided into small groups at numerous bus stops for several reasons:

- a. The walking distances for many children to a central collective bus stop is great. Most students would be required to travel 10 to 15 minutes or one-third to one mile just to reach the bus stop. This distance reduces the incentive for volunteers in the program.
- b. Student behavior in large groups presents a serious security problem:
 - 1) Extensive damage is caused at the site by the students; 2) Misconduct among individuals is encouraged by the shelter of the group; and, 3) Large numbers of individuals gathered at a point on a regular basis attract and provide a screen for illegal trafficking of drugs and materials.
- c. Use of school sites as collective bus stops poses two problems: 1) It invites aggressive behavior between students waiting for the bus and the students who attend the school; and, 2) If one group of students (those waiting or those attending the school) are significantly older than the second group, the older group often harasses the younger students.

RDS:tg

cc: J. Phillips

Attachment

ATTACHMENT:

Travel Times for Integration Programs Transportation

TRAVEL TIME TABLE

Route Number	School	One Way Travel Time	Route Number	School	One Way Travel Time
1	Coll	49 Min.	15A	Henry	50 Min.
2A	Dana	38	15B	Henry	37
2B	Dana	50	15C	Henry	49
2C	Dana	36	15D	Henry	39
3	Mission Bay	52	15E	Henry	42
4A	Pacific Beach	30	15F	Henry	39
4B	Pacific Beach	41	15G	Henry	30
4C	Pacific Beach	31	16A	Pershing	42
5A	La Jolla	50	16B	Pershing	51
5B	La Jolla	50	16C	Pershing	46
6A	Muirlands	49	16D	Pershing	52
6B	Muirlands	36	16E	Canceled	
6C	Muirlands	34	16F	Pershing	52
7A	Clairemont	43	16G	Pershing	35
7B	Clairemont	27	16H	Pershing	31
8A	Marston	40		Pershing	29
8B	Marston	35	17A	Lewis	45
8C	Marston	34	17B	Lewis	45
9A	Kearny	53	17C	Lewis	50
9B	Kearny	52	17D	Lewis	40
10A	Standley	37	18A	Lewis	85
10B	Standley	37	18B	Lewis	60
11	Taft/Juarez	50	19A	Encanto	50
12A	Hale	42	19B	Encanto	55
12B	Hale	32	19C	Encanto	45
12C	Hale	22	19D	Encanto	30
12C	Muir	37	20A	Fremont	45
12D	Hale	32	20B	Fremont	55
12E	Hale	24	21	Silvergate	34
13A	Madison	41	22	Sunset View	70
13B	Madison	43	23	Canceled	
13C	Madison	38	24	Scripps	58
13D	Madison	35	25	Sessions	46
13E	Madison	32	26A	Lindbergh	35
14A	Einstein	40	26B	Lindbergh	25
14B	Einstein	24	27	Spreckels	51
14C	Einstein	36			
14D	Einstein	35			

Average One-Way Travel Time: 41.87 Minutes

SCHOOL BUS MONITOR/AIDE
INSTRUCTIONAL PROGRAM OUTLINE

I. INTRODUCTION

A. What is a School Bus Driver?

- 1. Training Required
- 2. Certificates Required

B. What is a School Bus?

- 1. Construction
- 2. Type

C. San Diego Unified School District - Organization

II. AUTHORITY AND RESPONSIBILITIES

A. Driver Responsibilities

B. Monitor Responsibilities

C. Teacher (School Responsibilities)

D. Parent Responsibilities

III. SAN DIEGO UNIFIED SCHOOL DISTRICT PROCEDURES

A. Bus Pass and Tickets

B. Referral System (Driver's Report on Pupil Behavior)

C. Two-Way Radio Procedure

D. Bus Stops

E. Bus Schedules

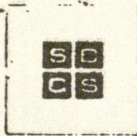
F. Street Crossing RED FLASHERS

IV. PUPIL MANAGEMENT TECHNIQUES

A. Characteristics of Pupil Behavior

B. Conduct and Seating Arrangements

C. Group Control Techniques



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: 17 May 1977

MEMO TO: Mike Madigan, Chairman
CACRI - Transportation Sub-Committee

FROM: R. Dan Stephens, Transportation Supervisor

SUBJECT: Bus Monitor Survey

Assignment: Contact school districts and collect information on the employment and performance of bus monitors in their student transportation programs.

BOSTON, MASS. 28,000 students transported; 290 buses and 400 vans.
(Composite of 9 school Employs 508 'transition aides', who are paid \$10 per trip to ride buses. A small percentage of these aides also work at schools to police halls and grounds during the school day.

The program is expensive but successful in controlling behavior on buses for both elementary and secondary school students. The district once eliminated the aides but misbehavior again flared up.

No instructional programs are performed on the buses. Bus rides are considered too short in duration (average 30 minutes). A safety instruction program to be given by the aides to student passengers is now under consideration.

CINCINNATI, O. 33,000 students transported; 350 buses (90 district owned).
Employs bus monitors only on special education and handicapped program buses. Those monitors also perform other duties at the schools.

Their response to the use of bus monitors is that monitors are unnecessary. Strong drivers and supportive school principals easily control the students.

DENVER, COLO. 31,000 students transported; 300 buses.
Employs 'bus assistants' only on those routes that exceed 14 or 15 miles one way. The 'bus assistants' work as hourly employees and perform no other duties than riding on the selected routes.

'Bus assistants' are assigned to both elementary and secondary school routes. No instructional programs are offered.

HOUSTON, TEXAS 25,000 students transported; 500 buses.

Employs bus monitors only on special education and handi-capped program buses. Those monitors also work as TA's during the regular school day.

Houston has not considered the use of monitors on its magnet and integration program buses because the cost is prohibitive. Discipline problems have not been serious. Their experience demonstrates that behavior problems relate directly with the type of principal at the school.

LOUISVILLE, KY. 75,000 students transported; 581 buses.

Employed 300 bus monitors in the first year of a court-ordered desegregation program. Those monitors were required by the judge. This year, the number of monitors is 60. All bus monitors are hourly employees who work only on the buses.

A new radio and security response system has been so successful that monitors are no longer very necessary. The behavior problems were primarily from the public outside the buses.

No instructional programs on the buses are offered. Bus rides are long, averaging one hour, 10 minutes each direction.

LOS ANGELES,
CA

41,570 students transported; 929 buses.

Employs 'education aides' on 35 to 40% of integration program routes (70-80 aides). These aides also assist in the classroom during the day. All aides are special funded.

No instruction programs are offered. Once the district used tape players on two or three buses.

The education aides are considered helpful in controlling student behavior on the bus. However, there are problems from conflicts between the aides and bus drivers.

PASADENA, CA. 12,000 students transported; 93 buses.

Employs bus monitors only on continuation schools buses. These monitors have been successful at controlling student behavior. The monitors also work at the schools.

No instruction programs are offered on buses. Most bus rides are of short duration.

PONTIAC, MICH. 11,000 students transported; 150 buses.

Employed bus monitors the first six months of a court mandated transportation program. Only a few of the monitors performed duties at the school in addition to their bus trips.

The performance of the bus monitors was spotty and largely unsatisfactory. Conflicts between monitors and bus drivers developed. Weak monitors actually worsened the behavior problems on buses.

No instructional programs were offered on buses.

SAN FRANCISCO, CA. 16,000 students transported; 162 buses.

Employed bus monitors approximately five years ago. The program was largely unsuccessful. Several instances occurred where behavior problems increased because of weak monitors or conflicts between the bus drivers and monitors. Their experience shows that strong bus drivers can easily control the student passengers.

All monitors were hourly employees with no school campus or classroom duties. No instruction programs had been attempted on the buses.

ST. LOUIS, MO. 10,000 students transported; 150 buses.

Employs approximately 20 bus monitors on a selected number of integration program routes. They are hourly employees who do not work at the schools. The monitors are assigned to shift between routes when behavior problems develop.

The performance of bus monitors has been less than successful. St. Louis is considering training programs to improve the skills of monitors aboard the buses.

No instructional programs have been attempted on the buses.

RDS:tg

cc: C. T. Glenn

SUBJECT: FREE TRANSPORTATION FOR VOLUNTARY
ETHNIC ENROLLMENT PROGRAM

**SUPPLEMENT
NO. 2410-1**

ISSUE OR REVISION DATE: 5-2-77

PAGE: 3 OF 7

- B. 4. d. (2) (continued)
Retention or cancellation of the bus pass does not cancel the student's attendance requirements or status at the school.
5. Disciplinary Action Due to Pupil Misconduct on Contract Carrier Bus
- a. Control of student behavior is a cooperative concern of the carriers and the school district. The bus driver, in the absence of certificated school staff on the bus, has supervisory authority over assigned pupil passengers (Admin. Code 14263). Drivers have the authority to demand charter bus passes and/or student identification cards at any time. When misconduct persists or results in an unsafe operating condition in the opinion of the driver, the bus driver shall demand the student's pass and forward it to the principal or other school official, along with the completed form, "Bus Driver's Report of Unacceptable Pupil Behavior on Bus" (instructions for completion and distribution are on the form.) The bus driver may recommend disciplinary action and/or suspension of bus riding privileges to the school via "Bus Driver's Report of Unacceptable Pupil Behavior on Bus."
- (1) If the offense is minor, the school official may elect to return the bus pass to the pupil immediately, pending investigation of the incident.
- (2) If results of the school investigation warrant disciplinary action, the pupil's bus riding privilege may be suspended or revoked according to the following guidelines of the State Department of Education:
- | | |
|--|---|
| First offense: | Warning or possible bus riding suspension |
| Second offense: | Three-day bus riding suspension |
| Third offense: | Two-week bus riding suspension |
| Fourth offense: | Balance-of-year bus riding suspension |
| For threatened or
actual bodily harm: | Immediate suspension of pupil |
- b. Should a specific student's misconduct on the bus persist after the bus driver has reported several incidents of poor behavior to the school via "Bus Driver's Report of Unacceptable Pupil Behavior on Bus," the bus driver may refuse to allow the student to board the bus (Admin. Code 14263).
- c. In no case may the bus driver require any pupil to leave the bus enroute between home and school or other destinations (Admin. Code 14263).
- d. Prior to cancellation of bus passes, suspension or restriction of bus riding privileges, or denial of bus boarding privileges, the Transportation Department should be notified. Cancellation of transportation privileges for indefinite periods should also be reported to the Office of Urban Affairs.
- e. Action to cancel the student's free transportation pass will be the decision of the school principal. Recommendations for district action may be made by the carrier's representative.

BUS DRIVER'S REPORT OF UNACCEPTABLE PUPIL BEHAVIOR ON BUS

APPENDIX "H"

PUPIL _____
Last Name
First Name
Grade
School

Section 1420.3 State Board of Education Regulations Governing Pupil Transportation states: "Pupils transported in a school bus shall be under the authority of and responsible directly to the driver of the bus. Continued disorderly conduct, or persistent refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation to any pupil and for such other punishment as the law may provide. The driver of any school bus shall be held responsible for the orderly conduct of the pupils transported."

SECTION A DRIVER REPORT:

Infraction: _____ AM _____ PM _____
Date
Driver
Bus/Route

Is this the first infraction? Yes _____ No _____ Number of previous offenses _____

- | | |
|--|---|
| <p>Elementary Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unacceptable language <input type="checkbox"/> Not remaining seated <input type="checkbox"/> Hands or arms outside the windows <input type="checkbox"/> Littering <input type="checkbox"/> Rudeness <input type="checkbox"/> Opening windows <input type="checkbox"/> Eating on bus <input type="checkbox"/> Must be constantly corrected <input type="checkbox"/> Disobedience to driver <p>Action taken by Driver:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student(s) warned and referred to Principal <input type="checkbox"/> Changed Student's seat <input type="checkbox"/> Made written report to Supervisor <input type="checkbox"/> Bus Pass taken and included with this referral <input type="checkbox"/> Bus radio for help enroute <input type="checkbox"/> Police or Security Action requested <input type="checkbox"/> Student denied entry on bus <input type="checkbox"/> Notified Parents | <p>Elementary & Secondary Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating disturbance on bus endangering safe operation of vehicle (explain below) <input type="checkbox"/> Vandalism (specify below) <input type="checkbox"/> Smoking on bus <input type="checkbox"/> Fighting <input type="checkbox"/> Threat to Students/Display of weapon(s) (specify) <input type="checkbox"/> Threat to Driver/Display of weapon(s) (specify) <input type="checkbox"/> Other (specify) |
|--|---|

Comments/Description: _____

SECTION B. SCHOOL REPORT:

ACTION BY SCHOOL OFFICIAL

- Counseled with Child
- Notified parents
- Notified Program/Housing Office
- Notified School Security/City Police
- Restricted from bus _____ days
- Suspended _____ days
- Took child home
- Case Referred to: _____

Note to Driver:

- Student regrets incident: cooperative
- See me at your convenience
- Please report continued unacceptable behavior

Comments: _____

Signed _____
School Official
Date

INSTRUCTIONS

Driver (On date of incident)

1. Driver completes Section A.
2. Driver submits copies 1-3 (white, canary, pink) with bus passes or student I.D. if warranted.
3. Driver retains copy 4 (goldenrod) for record awaiting school response.

School (Within 5 school days)

1. School investigates incident, takes action, and returns or retains bus pass for suspended period.
2. School completes Section B and returns copy 2 (canary) to driver.
3. School submits copy 3 (pink) to City Schools Transportation Office.

4. School files copy 1 (white) in student record if disciplinary action is taken.
5. If school believes driver is at error, school contacts City Schools Transportation Office and submits copy 1 (white) with copy 3 (pink) to Transportation Office.

Driver (After school responds)

1. Driver destroys copy 4 (goldenrod) upon receipt of school response.
2. Driver submits copy 2 (canary) to City Schools Transportation Office.

Transportation Office

1. Transportation Office retains copy 2 (canary).
2. Transportation Office submits copy 3 (pink) to Program Office sponsoring bus services. If no Program Office exists, copy 3 (pink) is destroyed.

TO: The Steering Committee of the Citizens Advisory
Commission on Racial Integration

ATTENTION: J. Stacey Sullivan, Chairman

REPORT OF THE SUBCOMMITTEE ON FINANCE

I

INTRODUCTION

The charge to the Finance Subcommittee is attached hereto as Exhibit "A" as part of this Report.

The questions posed and information requested in the charge to the Finance Committee is hereinafter set forth in the form of a general statement of the Committee; a general response to the questions posed in the charge to the Finance Committee; a set of general recommendations of the Finance Committee; and, finally, a set of specific recommendations of the Finance Committee for consideration.

In preparing this Report, the Committee has considered information contained in the Final Report of the Citizens Advisory Committee on long-range school financial planning of May 19, 1977, the tentative budget submitted by the School Administrative Staff to the Board of Education and other information provided to the Subcommittee and its members by School Staff personnel supporting the Subcommittee in its work.

At the very beginning of its deliberations, the Subcommittee determined that it was an impossibility to answer some of the questions with which the Subcommittee was charged, as set forth in Exhibit "A", because exact costs or total costs for each of the proposals of the Subcommittees on options and alternatives that could be used are not of a nature that they allow a projection that

correlates to a finalized sum of dollars. This is because the proposals are not of an exact or specific nature, nor can it yet be determined the time for implementation of each of the specific proposals, or to the extent any given proposal would be implemented. Therefore, the Subcommittee, of necessity, as hereinafter set forth, has had to project any costs on either a modular or unit cost basis which are set forth in this Report.

II

GENERAL STATEMENT

The most difficult part of developing the final plan to present to the Board of Education will come in resolving the difference between what is desirable and what can realistically be accomplished with the resources that are available. Up to this point, the Subcommittees have formulated concepts on the basis of probability of success in meeting ultimate goals with little consideration of other criteria - such as expense.

As the significant issues become clearer, it becomes more evident that the gap between desirable solutions to school desegregation and what the District can afford is considerable. The central theme of Subcommittee proposals, and the most often spoken response of the community as a whole, has been that integration is preferred if it is accompanied by a maintenance of an existing high quality of education. In fact, unless resources not now available are generated, any new proposals of any magnitude can be undertaken only by reducing services or salaries now provided by the District.

It is definitely not desirable that the costs of our recommendations be borne by the District's employees. Pay cuts or even the withholding of negotiated annual raises would be as unfair as imposing a special tax on District employees to pay for this community-wide project. Equally undesirable would be to degrade education programs throughout the entire District.

The following report of the Finance Committee will provide information that is designed to assist the Steering Committee in the decision process. Using this information, it is hoped that programs can be weighed relatively by costs and that elements of the plan can be prioritized for implementation commensurate with enabling resources. The implementation of our plan over a period of time will be an important consideration due to the necessity to examine and complete alternatives for new sources of funding.

Few of the ambitions of the Commission or the community can be realized without sources of funds not now available. As a unit of government, the School Board does not have the legislative flexibility of raising revenue as do other governmental entities that share the general property tax. Even the cornucopia of increased assessed valuation of property does not provide natural increases as enjoyed by the County or City.

The plan presented to the Board of Education should in some way call attention to the inescapable fact that nothing is free. Incentives, rewards or quality programs cannot be used to induce a voluntary desegregation of schools unless either the state or federal

governments drastically modify their positions on funding school programs or the voters are willing to vote the required funds.

There is probably no City or School District in the United States that enjoys as favorable an environment as we have in which to accomplish the task we are undertaking. If school integration can be achieved in any major City, it should be here.

A positive commitment from San Diego's leadership to achieve school integration will be required. This commitment is needed not only to open up our own local sources of funds, but also to maximize the District's opportunity to successfully seek and receive state and federal grants.

III

GENERAL RECOMMENDATIONS

The questions posed to which the following general recommendations are made are as follows:

1. How much of the costs of integration programs can a District feasibly meet within its revenue limit?

Answer: After a review of the tentative budget for the school year 1977-78, it appears that some funds may be available for proposed integration programs

during that school year, depending upon the choice of the program or programs and the participation

projected. It cannot be ascertained with any degree

of accuracy as to the extent of the funds available

at this time nor to which possible category they

might apply, i.e., instruction and instruction support, human relations, capital improvements or transportation, etc. It is generally recognized that any funds to be made available will, by their very nature, not provide significantly for transportation operating costs. Thus, this is a factor to consider.

The Final Report of the Citizens Advisory Committee on long-range school financial planning generally reports that, without consideration of the proposed or projected costs of integration of the school system and unless additional funds are made available, services to students are in jeopardy of being curtailed. That report further indicates the necessity for adoption of a system of priorities in education, requiring courses not in the basic curriculum on a fee-basis as to those able to pay (as permitted by law), and the likely result of the necessity to close some of the existing schools on the grounds that the neighborhood school concept of the past may be neither viable nor valid today because of economic costs, population patterns and the changes that occur therein, as well as the problems of segregation.

2. How much financing of integration programs can the District expect to receive or seek from other local, state or federal agencies?

Answer: The answer posed is uncertain because of what third-parties will do is totally beyond the control of the District.

The question is considered in detail in the specific portions of this Report, but it is felt necessary that a cautionary note be inserted at this point. Any belief held by the public that the financing of the integration programs can be or will be shifted in its entirety to funds received from local, state or federal agencies is illusory. The political climate is such that it appears that state representatives are reluctant to introduce the necessary legislation to properly fund these plans for fear of political repercussions. At the same time, we are faced with the fact that the federal government and the executive administration in the federal government are devoted to a process of reduction of federal expenditures in an attempt to achieve a balanced federal budget, even though they are also faced with the problems of inflation and innumerable other demands upon the federal budget.

3. Should the District seek voter approval of a revenue limit increase to finance an integrated plan?

Answer: Such a proposal appears to be the final alternative for a method of obtaining funds to both finance the plan and eliminate any drastic impact due to cutting out other plans and programs from the existing budget of the District.

IV

CHARGES TO THIS COMMITTEE

1. The first charge requested a projection of the total cost of each integration proposal of each Subcommittee. It is submitted that the development of cost estimates is an impossibility at this time and cannot be accomplished until a tentative plan is completed and approved by the Commission.

2. We also were asked for total costs of Transportation. The Transportation Committee Chairman said that it was not feasible to cross their cost-concepts from their report into our report. He stated further that each committee should file its report with the Steering Committee and leave it up to that Committee to resolve any variations.

3. The final charge concerned projected costs for human relations programs. Community human relations programs funded through the 2.3 million dollars unused tax authorization provided each year available in 1977-78 through the Community Services tax over-ride monies if the specific community-wide recreational programs qualify under the criteria established for the use of such monies by statute.

V

UNIT COSTS

1. Personnel costs including salary and fringe benefits:

- (a) A single counsellor per annum - average cost is
\$22,256.00;

- (b) Adding a psychologist - \$23,226.00;
- (c) Adding a non-classroom teacher, such as human relations staff personnel - average cost is \$18,340.00;
- (d) One additional Elementary teacher - average cost is \$19,017.00;
- (e) Junior High School teacher - average cost is \$19,702.00;
- (f) Senior High School teacher - average cost is \$20,051.00; and
- (g) One instructional aide - average cost is \$8,415.00.

2. Unit Equipment Costs:

- (a) Metal Lab/Shop - \$75,690.00;
- (b) Wood Working Lab/Shop - \$39,484.00;
- (c) Electricity/Electronics Lab - \$19,075.00;
- (d) Life Sciences - \$27,000.00;
- (e) Chemistry Lab - \$7,300.00;
- (f) Physics Lab - \$30,531.00;
- (g) New Classroom Portables - \$27,500.00; and
- (h) Moving Existing Portables (including ramp) - \$6,500.00.

3. Possible Unit Savings:

- (a) Closing elementary schools* in existence may make available (through savings from closing same) the following which include fringe benefits:

*If schools are closed on the basis of under-enrollment at this time to save money, what happens in the future if the City through subsidized housing in the central city injects an influx of new pupils into that area and thereby requires new schools or the re-opening of the closed schools. Will the savings have been penny-wise and pound-foolish because of the cost to keep the existing sites and buildings, protect them, insure them, and maintain them, or if they were to be sold as surplus property by having to replace them in the future. Therefore, it appears, of necessity, that the School District must have a greater say in the plan-growth control programs of both city and county governments.

- (i) Credit by saving of one elementary principal - average cost is \$29,706.00;
- (ii) One clerical personnel at elementary school - average cost is \$10,490.00;
- (iii) One custodian - average cost is \$12,670.00; and
- (iv) Maintenance, liability costs and others in an unknown amount.

VI

ADDITIONAL CONSIDERATIONS AND RECOMMENDATIONS

1. It is recommended that a non-profit private corporation or corporations be established to accomplish the following purposes:
 - (a) Furnish continuing public support to the School District in the areas of legislation, public relations, expertise in financing, among others;
 - (b) Furnish a tax-deductible opportunity to the public and business sectors to contribute to the education of San Diego youth; and
 - (c) Furnish a continuous forum of knowledgeable, respected and responsive persons to aid, advise and consult with the School District's staff and administration.

2. Incentives vs. Mandates/Teacher Benefits and Compensation: One of the indications, from the long-range financial study of the budget, is that due to the static or diminishing nature of student enrollment and the tenure of teachers in the system, the teachers progress into higher pay rates, thus expanding the per-teacher

costs on a diminishing pupil number basis as the tenured teachers may remain in the system until retirement. Should the enrollment continue to drop at the present rate of approximately 1% per year, we will have a "surplus" of teachers. To reduce these costs, it should be feasible to put together an option whereby these teachers might select early retirement or elect to accept a cash settlement payment to leave the system.

There is knowledge, from our contacts as commissioners and experience as parents, that the quality of education is a paramount interest. When we try to define "quality of education", we invariably come to realize that it means -- how well a teacher motivates the student to learn. We must have teachers who motivate if we are to have quality.

Additionally, as we consider desegregation of our schools, how will the teachers adapt to the human relations requirements, which will be so essential for integrated schools? Teachers are going to be evaluated for how well they adapt to a new relationship, for many of them, with students and parents. Adaptability may be insurmountable for some and a way out or means to leave the system with dignity is recommended for consideration.

The possibility of reduction of costs for sick leave might be sought by legislative amendment. Hopefully this would permit the District to give a cash bonus on some basis that would appeal to the employee and be less expensive for the District. At present,

those who do not consume their sick leave may apply it for a retirement credit. An over-simplification might be that for each two days of sick leave not used, the employee involved would receive one day of pay at the end of the year. If legislatively permitted, presumably this option could be worked out during the bargaining for the labor contract.

It is believed that comparing salaries between geographical locations is not really productive or valid. The differences in environment, living expenses and all of the other subjective factors which lead people to seek employment in the area of their choice, dictate local negotiations be based on benefits unique to this community. Attempts to justify salary increases by comparison to what other "similarly situated" people receive in some other city are an invalid comparison and can only result ultimately in a statewide "contract" and further loss of local control.

Specific legislative mandates listed in the long-range Planning Committee's report have been reviewed. The following are a few examples that are perceived to be some of the legislative mandates that should receive attention and consideration:

Education Code § 13468.5 relates to leave for personal necessity. However, this has resulted in regulations, disputes, administrative costs, lack of trust and other aspects which should not be necessary for a professional staff. Now that most District employees are "represented" by exclusive representatives, their

benefits are subject to collective bargaining, state mandates may be obsolete. Perhaps the matter could become a matter of local option to the School District in negotiation with the representatives of the employees, and a more jointly agreeable solution at less expense arrived at through such negotiation.

Education Code § 8571(j) relates to Mandatory Driver Education Requirements. It is believed that this is a type of program that should require those who are able to pay to pay a fair share of the costs of the program. However, driver education does benefit the entire community, therefore, other governmental agencies should pay the costs rather than have any part of the costs detract from the basic educational budget. Lower auto insurance premiums are evidence of the benefit of this program.

Education Code § 13469.1 relates to Industrial Accident and Illness Leave of the School's employees. A surgeon could perform a coronary by-pass in less time than a Philadelphia lawyer could read and understand the provisions of this state statute. It is believed that it is another item that should be eliminated and left to local negotiation between the District and its employees' representatives. An example in private industry is a negotiation of a master collective bargaining agreement between the United Auto Workers' Union and General Motors but, nevertheless, each of the various industrial plants negotiates on a local basis with management for specifics relating to the needs of the specific operation in a local plant.

Education Code § 14004, et seq., relates to Unused Sick Leave and credits if such sick leave is not used. One can only surmise that this section was written by someone who greatly admires the prose and style of the U. S. Internal Revenue Code and the Regulations of the Treasury Department promulgated thereunder. It should be overhauled to recognize trust. At present, the code appears to simply set up requirements for more rules, regulations and people to administer them and interpret this mandate. More properly this belongs in a "contract" where it could be reviewed periodically when negotiations are in progress and thus have the flexibility to be adjusted as changing conditions require.

The long-range report indicates that California Occupational Safety and Health Act will be a cost factor for the District. It is not possible to estimate this cost but it typifies how dollars thought to be for education are diverted by state mandates.

3. Reduction of School Vandalism: School vandalism costs the District in direct unreimbursed funds and costs in insurance premiums the amounts set forth below. The traditional methods of protection of school property and the apprehension and punishment of school vandalizers are open to review for many reasons, including the fact that such methods to date have not been fully effective, in many instances, and that the concept of neighborhood schools is currently being re-evaluated in light of school costs and integration decisions.

1977-78 Estimated Vandalism Costs including Fire Insurance:

Vandalism:

Arson	\$105,394.00
Other	<u>367,527.00</u>
	\$472,921.00

Insurance:

Fire	\$221,265.00
Deductible	<u>125,000.00</u>
	\$346,265.00
Arson Lowered by Deductible	(19,606.00)
TOTAL	\$326,659.00

It may well be beneficial to develop an overall plan of affirmative incentives designed to reduce school vandalism, such as by payment to a school which consistently reduces vandalism, part of the net resulting savings which the school may then use as the students/parents/teachers/administrators deem best in the interest of the school community.

4. While it may be completely covered in the Citizens Advisory Report on long-range school financial planning, it is believed that more intensive efforts to coordinate joint purchasing with other public agencies, be it the city, county or port district on the local geographical level, or with other School Districts on a state level, might achieve some possible economies for the District. The Public Law Section of the State Bar Associations presently

working in conjunction with committees of the American Bar Association in an attempt to implement a uniform procurement code to cut across the myriad and maze of procurement regulations that exist in California law for various types of public agencies and not only just School Districts. The Schools' attorneys should be aware of or participating in these proposals.

5. Further Possible Transportation Efficiency: Provide the San Diego Metropolitan Transit Authority with the opportunity of reducing its operating costs, while at the same time, providing a less expensive method of transportation of students, particularly to and from schools by:

- (a) Payment to the Transit Authority of a set amount per year for transportation of students on regularly-scheduled transit buses, thereby increasing the efficiency of those regularly-scheduled buses. This payment will represent a substantial savings of what comparative costs would be if the School District had to directly provide for such transportation; and
- (b) The set amount would be less than the normal cost of student passes, thereby saving money for the School District but also would reduce the Transit Authority's deficit.

6. Use of More Legislative Advocates: The addition of community leaders might exert more effective influence on legislation than professional educators are able to exert alone.

7. Mutual Aid and Assistance: It must be recognized that, although the School District is a separate and distinct governmental entity, it does share a community of interest with the City and County of San Diego, among others.

It is also recognized that the School District must effectively make use of every dollar of revenue.

Therefore, it is recommended that the School District and the city and county cooperate as fully as possible with each other, particularly in those areas of common interest such as effective use of legislative advocates, tax revenues, general and specific plans involving use and requirements of such facilities.

8. Budget Analysis: Included in the 1977-78 preliminary budget is 9.8 million dollars in the reserves program. Included in the 9.8 million dollars is 3.9 million dollars of ear-marked reserves, which leaves a contingent reserve of 1 million dollars, an enrollment reserve of 2 million dollars, and an unappropriated income reserve of 2.9 million dollars.

It is not known at this time to what extent the 1 million dollar contingent reserve will be used. Its purpose is to fund items which were not provided for in the budget. As an example, if a textbook shortage is discovered due to program change or out-moded textbooks and funds are not available from another source, the contingent reserve will be used.

The 2 million dollar enrollment reserve is only available if the 1977-78 actual enrollment exceeds the low range student estimate used in the preparation of the budget.

This leaves the 2.9 million dollar unappropriated income reserve for the other and additional needs of the School District. The 1976-77 preliminary budget did not have such a provision and it is felt that the District's administration and financial leadership is developing better financial controls. There may also be additional funds available to the District during the school year 1977-78 through state legislative acts and additional federal grants and programs.

The additional needs of the School District not included in the preliminary budget include appropriations for capital equipment for the two local public works schools, Wagenheim and Spreckels, a general salary inflationary increase and funding for any integration plan adopted and approved by the Board of Education.

Some funds are in the preliminary budget for Wagenheim and Spreckels, but it is anticipated that these funds will not be enough to fully equip the buildings.

Additionally, the School District has available for sale certain sites that are no longer needed or required for school construction. These are in the process of either being sold or put up for sale, and they could generate a source of income of 1.1 million dollars. The procedure of such sales is defined by law and the use of the proceeds is limited to capital outlay purposes as specified in the California Accounting Manual.

As brought out in the Carlin case and many, many times subsequently, the District already has existing and continuing

This leaves the 2.9 million dollar unappropriated income reserve

desegregation/integration programs. These existing programs have been provided for in the preliminary budget and include the Ethnic Transfer Program, the Balboa Park Program, the Muir Alternative School, Wright Brothers Magnet High School, Silvergate and Fremont Model Schools, Outdoor Educational Programs. In addition, District Compensatory Education programs contribute towards alleviating effects of racial isolation.

The Special Projects Program grants and funding have not been ascertained as of this date. Last year's grants totalled 18 million dollars, and it is expected that this year's will total 20 million dollars. The preliminary budget to date does not include or address itself to these Special Projects. Such Special Projects include ESEA (Elementary Secondary Education Act), VEA (Vocational Education Act), and ROP (Regional Occupational Program), among other programs. The funds generated by Special Projects are categorical in nature and can be used only for the specific purposes approved by the source of funds specified in the project application.

CONCLUSION

The Finance Committee recommends that persons interested in the economic facts of the School District's operation review the Citizens Report on Long-range Financial Planning for an in-depth analysis of the financial problems.

This Committee believes that there must be continuous contact between representatives of a cross-section of citizens' groups and School staff administration.

For any items not discussed in this Report were considered at committee meetings and our conclusions were intentionally omitted to reduce the length of this Report. However, we wish to state that a diligent attempt to explore alternatives and options on other costs were made.

Finally, we wish to thank each and every member of the District Staff who attended our meetings, assisted in our deliberations and furnished us their assistance in preparing our report. Their dedication, courtesy and professionalism is an inspiration to each of us and a credit to our community.

The Committee suggests that the following anecdote illustrates that the future of our schools lies in the hands of the citizens.

A pupil posed the following questions:

1. How long is a piece of string?
2. How far can one travel into the forest?
3. Is the sparrow I hold in my hand dead or alive?

The Sage replied:

"A piece of string is twice the distance from either end to its center."

"One can travel into the forest to its middle; after that one is walking out of the forest."

"Clever, clever," mused the Pupil, "but in the case of the third question, I have him." If he says, "dead," I will let the bird fly away. If he says, "alive," I will squeeze the bird to death. In either case, I will prove the Sage wrong. However,

the wisdom of the Sage prevailed as he replied, "The answer to your third question, like your future, lies in your hands and at their direction!"

Respectfully submitted,

Oscar F. Irwin

Oscar F. Irwin
Chairperson
Ernest Boldrick
Hope Coleman
Clarence Irving
Carl Kaiser
Bernard Levy
Alan R. McCutcheon, Jr.
James G. Murray
Carol Netterblad
Donald E. Reierson

SAN DIEGO CITY SCHOOLS
Board of Education

Citizens Advisory Commission on Racial Integration
Report of Attendance Boundaries Committee
May 23, 1977

Chairperson: Dorothy Leonard, Commissioner, 9th District PTA, CCPT

Members: Ann Armstrong, Commissioner, Standley Junior High School
Richard Indermill, Commissioner, Pershing Junior High School
Harley Stevenson, Commissioner, Bell Junior High School
Shirley Whyte, Commissioner, Bell Junior High School

Staff: John Griffith, Planning and Research Director
Irv McClure, Elementary Schools Director
Don Smith, Secondary Schools Director

Charge: To develop recommendations on the continuation or realignment of existing school attendance boundaries which might further the goal of the Integration Commission to present integration proposals to the Board of Education to assist in alleviating racial isolation in the school district.

Report: The committee met at 9 a.m. Monday, May 16, 1977 with three committee members and two staff members present (Leonard, Indermill, Whyte, Griffith, Smith).

It was determined that:

1. Committee study and recommendations should be completed no later than November 1977 for implementation for the 1978-79 school year.
2. District policies, practices and procedures relative to school attendance boundaries should be reviewed to see what changes might assist the desegregation effort.
3. School attendance boundary changes to achieve racial balance among schools should be made in conjunction with whatever disposition the district decides to make of schools with small enrollments resulting from enrollment decline and population shifts.
4. The implementation of recommendations dealing with reorganization of grade structure to promote desegregation; pairing and clustering of schools; closing, renaming and reclassifying schools; will need to be considered by the attendance boundaries committee.

DL:js

Dorothy Leonard
Dorothy Leonard
Chairperson