

AMENDMENT TO
SAN DIEGO PLAN FOR RACIAL INTEGRATION
1978-82

Board of Education
San Diego Unified School District

George W. Smith, President
John Witt, Vice-President
Dorothea Edmiston, Member
Philip Halfaker, Member
Yvonne W. Larsen, Member

Thomas L. Goodman, Superintendent
San Diego City Schools
San Diego, California
August 8, 1978



VOLUNTARY INTEGRATION.
BETTER EDUCATION BY CHOICE.

AMENDMENT TO
SAN DIEGO PLAN FOR RACIAL INTEGRATION
1978-82

August 8, 1978

CONTENTS

INTRODUCTION	1
SUMMARY	3
ELEMENTARY LEARNING CENTERS	5
SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM	21
ELEMENTARY VOLUNTARY PAIRING AND CLUSTERING	23
SECONDARY BILINGUAL CENTERS	26
CREATIVE AND PERFORMING ARTS MAGNET	28

INTRODUCTION

On January 5, 1978, a revised integration plan for the 1978-82 school years was presented to the Board of Education and the San Diego public for consideration and review. Changes were made in that proposal as the result of citizen, staff and board study.

The plan was submitted to the Court on March 22, 1978. On July 27, 1978, Judge Louis M. Welsh approved the plan subject to the following conditions:

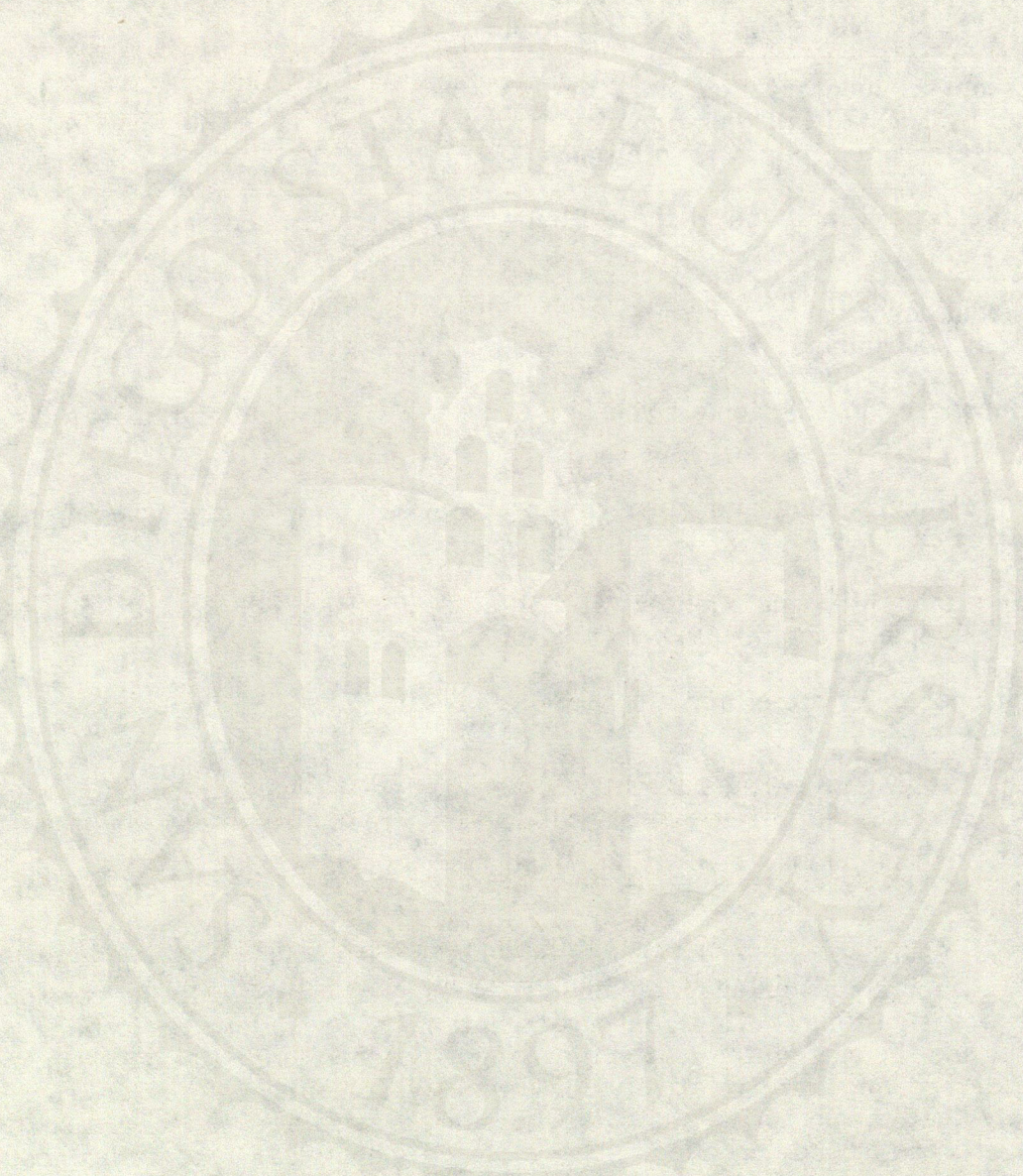
1. Additional Elementary Learning Centers are planned so as to include participation therein by substantially all minority-isolated children in grades 4 to 6 who are not otherwise enrolled in magnet programs or VEEP.
2. All children are included in these Elementary Learning Centers unless their parents opt out.
3. Additional learning centers are developed in neighborhoods not identified as either "majority" or "minority."
4. The Secondary Instructional Exchange Program is expanded and operated on an opt-out basis.
5. The voluntary pairing and clustering proposal set forth in the board's original plan submitted on June 13, 1977 is reinstated.
6. The Secondary Bilingual Centers at Collier Junior High School and Point Loma High School are opened for the 1978-79 academic year.
7. All optional zones are eliminated by September 1979.
8. The Board of Education determines in April or May 1979 whether limited mandatory assignments of pupils will be necessary for the 1979-80 academic year.

In addition, in his Memorandum of Intended Decision dated June 12, 1978, Judge Welsh stated:

"The court wishes to caution the district against the expenditure of large sums of money for ambitious magnet schools that cannot realistically be considered to have a significant effect on desegregation. The Dailard Performing Arts magnet and the one contemplated for a minority school are extremely expensive and will accommodate relatively few minority students. Moreover, it is not unlikely that the minority students who will be attracted to Dailard shall be those who are already enrolled in desegregated schools. Transportation costs to magnet schools are much greater than those for paired or clustered programs. With magnets, those applying from all over the district must be transported to one location. The court suggests that it may be more sensible to concentrate effort and funds where it is most likely to pay off, i.e., fundamental schools, bilingual programs, learning centers, secondary instructional exchange programs, pairing and clustering and other magnet schools that are likely to accommodate a relatively substantial number of minority isolated children." (Footnotes deleted.)

This amendment describes changes in the plan in compliance with the first six conditions to which Judge Welsh approved the plan. The Board of Education will submit to the Court during the 1978-79 school year a plan for the elimination of optional zones. A determination as to the need for the limited mandatory assignment of pupils will be made by the Board of Education in April or May, 1979.

In addition, this amendment includes a description of a revised Creative and Performing Arts Program.



SUMMARY

Listed below is a summary of the major changes to the San Diego Plan for Racial Integration, 1978-82. Detailed information on these changes is included in the succeeding pages of this amendment.

Elementary Learning Centers

1. Chollas Science/Physical Education/Health (Page 9). Assigns students to program and provides option for parents to request that the student not participate.
2. Grantville Music/Art (Page 5). Assigns students to program and provides option for parents to request that the student not participate. Provides for continuation of Grantville in future years.
3. Kennedy Science/Physical Education/Health (Page 17). Assigns students to program and provides option for parents to request that the student not participate. Realigns Kennedy with a music/art center to be implemented at a neutral site.
4. Knox Music/Art (Page 13). Assigns students to program and provides option for parents to request that the student not participate. Realigns Knox with a science/physical education/health center to be implemented at a neutral site.
5. Stockton Music/Art (Page 11). Assigns students to program and provides option for parents to request that the student not participate. Realigns Stockton with the proposed Carver Science/Physical Education/Health Learning Center. Moves Stockton implementation dates from 1979-80 to second semester of 1978-79 school year.
6. Carver Science/Physical Education/Health (Page 7). New learning center program to be implemented for the second semester of the 1978-79 school year
7. Additional Learning Centers (Pages 15 and 19). Provides for the development and implementation of two additional learning centers to be established on neutral sites.

Secondary Instructional Exchange Program (Page 21)

The Secondary Instructional Exchange Program has been expanded and now includes two versions within the plan. Students will be assigned to these programs with an opt-out option.

Elementary Voluntary Pairing and Clustering Program (Page 23)

Establishes the Elementary Voluntary Pairing and Clustering Program as a new component of the San Diego Plan for Racial Integration, 1978-82. Provides an incentive to schools for voluntary participation in the program.

Secondary Bilingual Centers (Page 26)

The Secondary Bilingual Centers are new programs added to the San Diego Plan for Racial Integration.

Creative and Performing Arts Program (Page 28)

The changes in the Creative and Performing Arts Magnet are as follows:

1. Delete the proposed elementary program at Dailard Elementary School, the proposed junior high program for 1979-80, to be located at Memorial Junior High School, and the proposed senior high program for 1979-80 to be located at San Diego High School.
2. Plan and develop a grades 4-12 Creative and Performing Arts Magnet at a single location which would provide for the use of existing public facilities. The program would be phased in beginning in 1978-79 for grades 4, 5, 6, and 7.
3. The number of sites for the elementary and secondary Creative and Performing Arts Magnet would be reduced from three to one with a substantial savings in cost beginning with the 1979-80 school year.

ELEMENTARY LEARNING CENTERS

Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Grantville Elementary

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominately minority student populations. Students attending magnet schools will not be eligible for participation.

		<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1978-79	Minority	17	284	51	352	39.1%
	Majority	34	16	498	548	
1979-80	Minority	17	284	51	351	39.1%
	Majority	34	16	498	548	
1980-81	Minority	17	283	51	351	39.0%
	Majority	34	17	498	549	
1981-82	Minority	17	283	51	351	39.0%
	Majority	34	17	498	549	

Description: The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Grantville during the first semester and subsequently attend the Chollas Science/Physical Education/Health Learning Center for the second semester. Likewise, students attending Chollas will attend the Grantville

Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program Organization:

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Title: SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

Location: Carver Elementary, 1978-79

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominately minority student populations. Students participating in magnet school programs will not be eligible for participation.

	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1978-79 Minority	14	285	54	353	39.2%
Majority	46	15	486	547	
1979-80 Minority	14	285	54	353	39.2%
Majority	46	15	486	547	
1980-81 Minority	14	284	54	352	39.1%
Majority	46	16	486	548	
1981-82 Minority	14	284	54	352	39.1%
Majority	46	16	486	548	

Description: The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include study of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

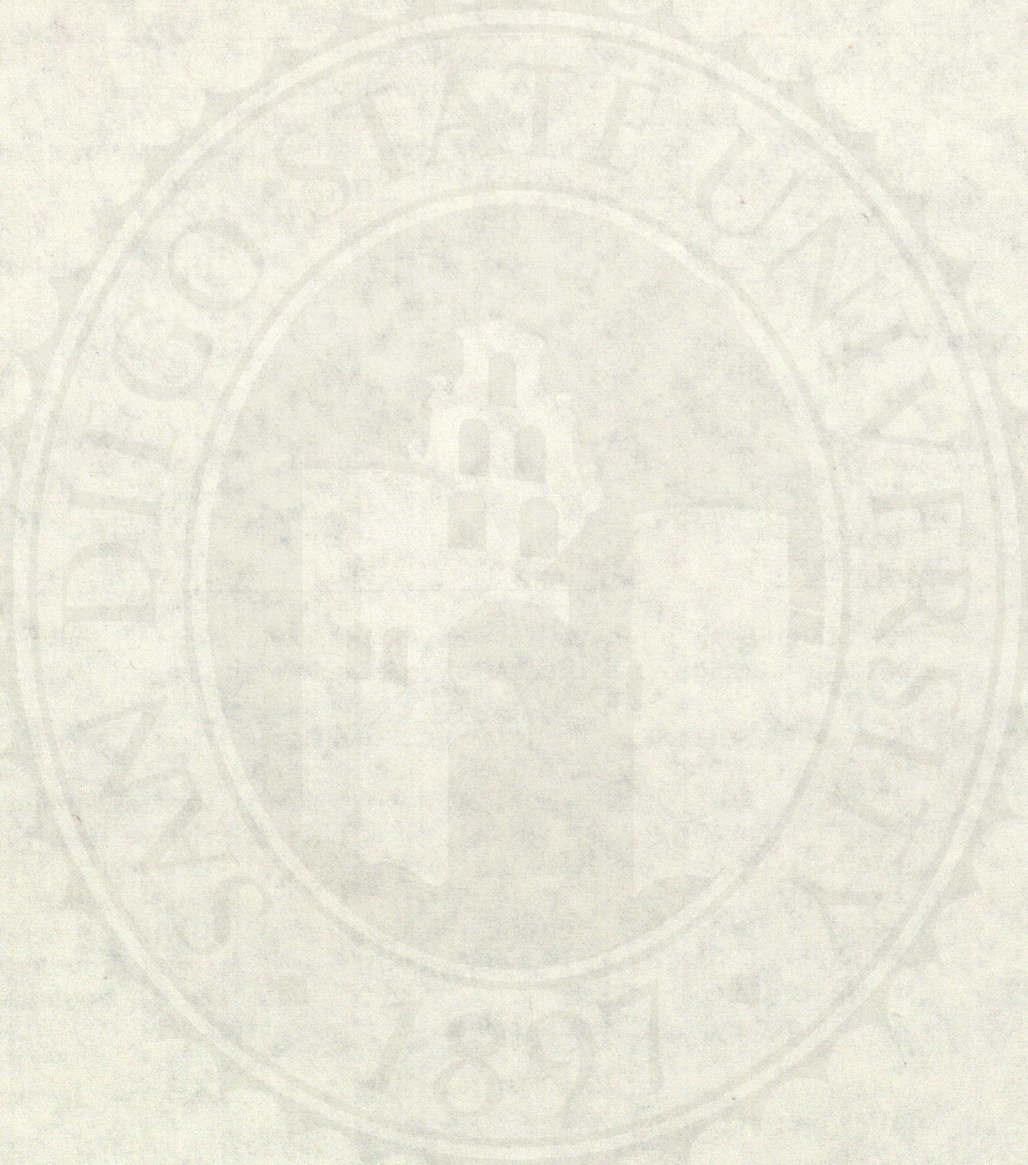
Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Carver School is a neutral site since it has an ethnically balanced student population. The program will be initiated at Carver during the spring semester, 1979.

In subsequent years, students assigned to participate in this program will attend Carver during the first semester and the Stockton Music/Art Learning Center for the second semester. Likewise, students attending Stockton will attend the Carver Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program
Organization:

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.



Title: SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

Location: Chollas Elementary, starting 1978-79 school year

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominately minority student populations. Students attending magnet schools will not be eligible for participation.

		Resident Students in Program	Non-Resident Students from Racially Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1978-79	Minority	57	227	68	352	39.1%
	Majority	3	13	532	548	
1979-80	Minority	57	227	68	352	39.1%
	Majority	3	13	532	548	
1980-81	Minority	57	226	68	351	39.0%
	Majority	3	14	532	549	
1981-82	Minority	57	226	68	351	39.0%
	Majority	3	14	532	549	

Description: The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include study of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Chollas during the first semester and subsequently attend the Grantville Music/Art Learning Center for the second semester. Likewise, students attending Grantville will attend the Chollas Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program Organization:

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Students will be assigned to the program on a continuing basis one day each week with a total of 900 students included during the week.

Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Stockton Elementary, 1978-79

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominately minority student populations. Students participating in magnet school programs will not be eligible for participation.

		<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1978-79	Minority	58	227	68	353	39.2%
	Majority	2	13	532	547	
1979-80	Minority	58	227	68	353	39.2%
	Majority	2	13	532	547	
1980-81	Minority	58	226	68	352	39.1%
	Majority	2	14	532	548	
1981-82	Minority	58	226	68	352	39.1%
	Majority	2	14	532	548	

Description: The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

The program will be initiated at Stockton during the spring semester, 1979.

In subsequent years, students assigned to participate in this program will attend Stockton during the first semester and Carver Science/Physical Education/Health Learning Center for the second semester. Likewise, students attending Carver will attend the Stockton Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program Organization:

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Grade	Students from Minority Schools in Program	Students from Non-Minority Schools in Program	Total
1st	28	28	56
2nd	28	28	56
3rd	28	28	56
4th	28	28	56
5th	28	28	56
6th	28	28	56
7th	28	28	56
8th	28	28	56
9th	28	28	56
10th	28	28	56
11th	28	28	56
12th	28	28	56

The curriculum content will be developed around in-depth exposure to the basic skills of reading and math. The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics and tone color. The art portion of the program will include study of the concepts of line, color, shape, form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric design will be among the activities used to develop the students' art skills and understanding. Students will continue to receive basic skills instruction in reading and math while attending the learning center. The program will be continued at Stockton during the spring semester. In subsequent years, students assigned to participate in this program will attend Stockton during the first semester and University during the second semester. At the end of the year, all students who have completed both the music and art center will be eligible for admission to the University.

Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Knox Elementary, 1979-80

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will not be eligible for participation.

		Resident Students in Program	Non-Resident Students from Racially Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80	Minority	59	227	68	354	39.3%
	Majority	1	13	532	546	
1980-81	Minority	58	226	68	352	39.1%
	Majority	2	14	532	548	
1981-82	Minority	58	226	68	352	39.1%
	Majority	2	14	532	548	

Description: The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

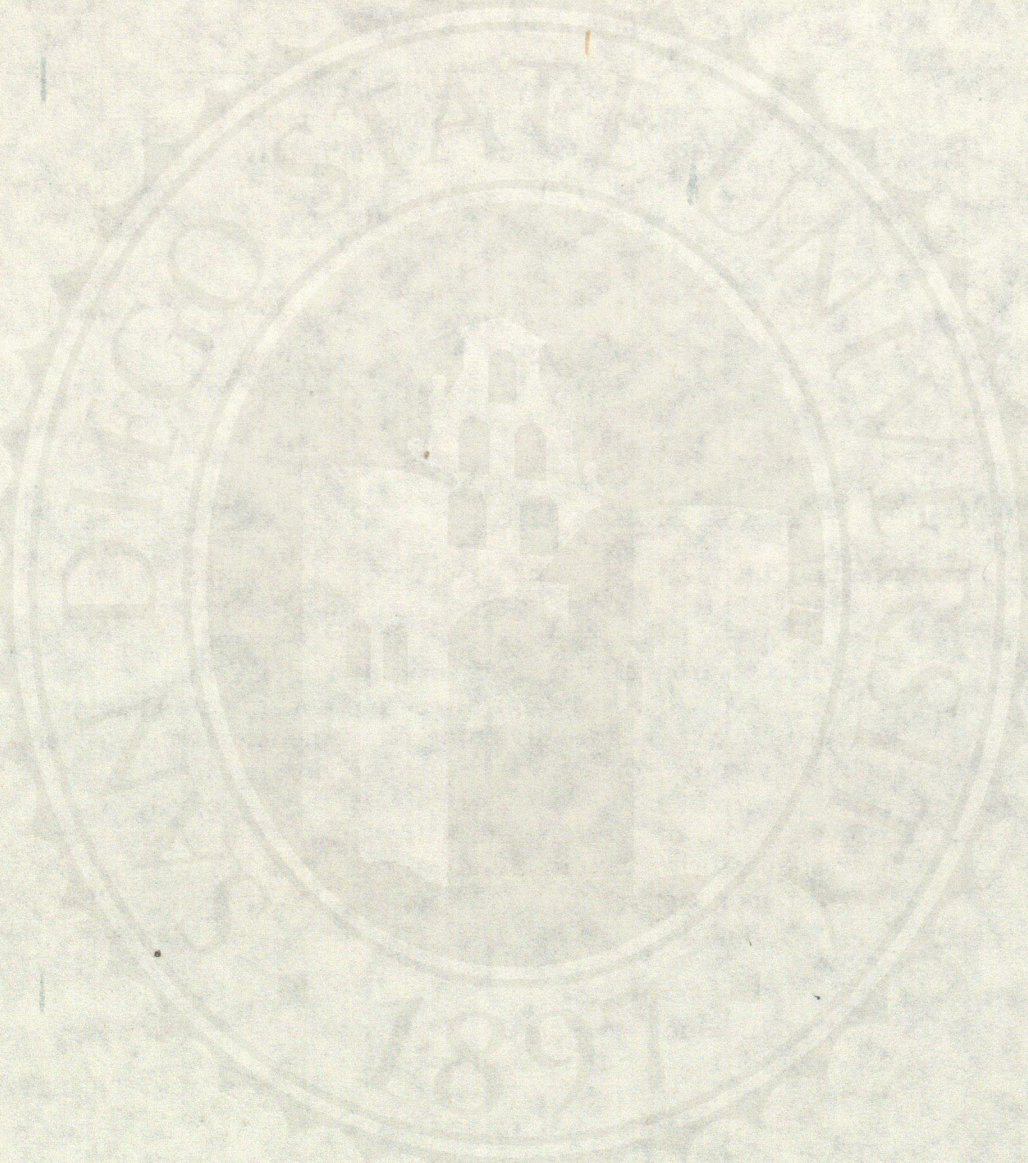
The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Knox during the first semester and subsequently attend a Science/Physical Education/Health Learning Center at a neutral site for the second semester. Likewise, students attending the Science/Physical Education/Health Learning Center will attend the Knox Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program Organization: Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student

enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.



Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Neutral site to be determined, starting 1979-80 school year

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominately minority student populations. Students attending magnet schools will not be eligible for participation.

	Non-Resident Students from Racially Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80 Minority	286	68	354	39.3%
Majority	14	532	546	
1980-81 Minority	284	68	352	39.1%
Majority	16	532	548	
1981-82 Minority	284	68	352	39.1%
Majority	16	532	548	

Description: The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

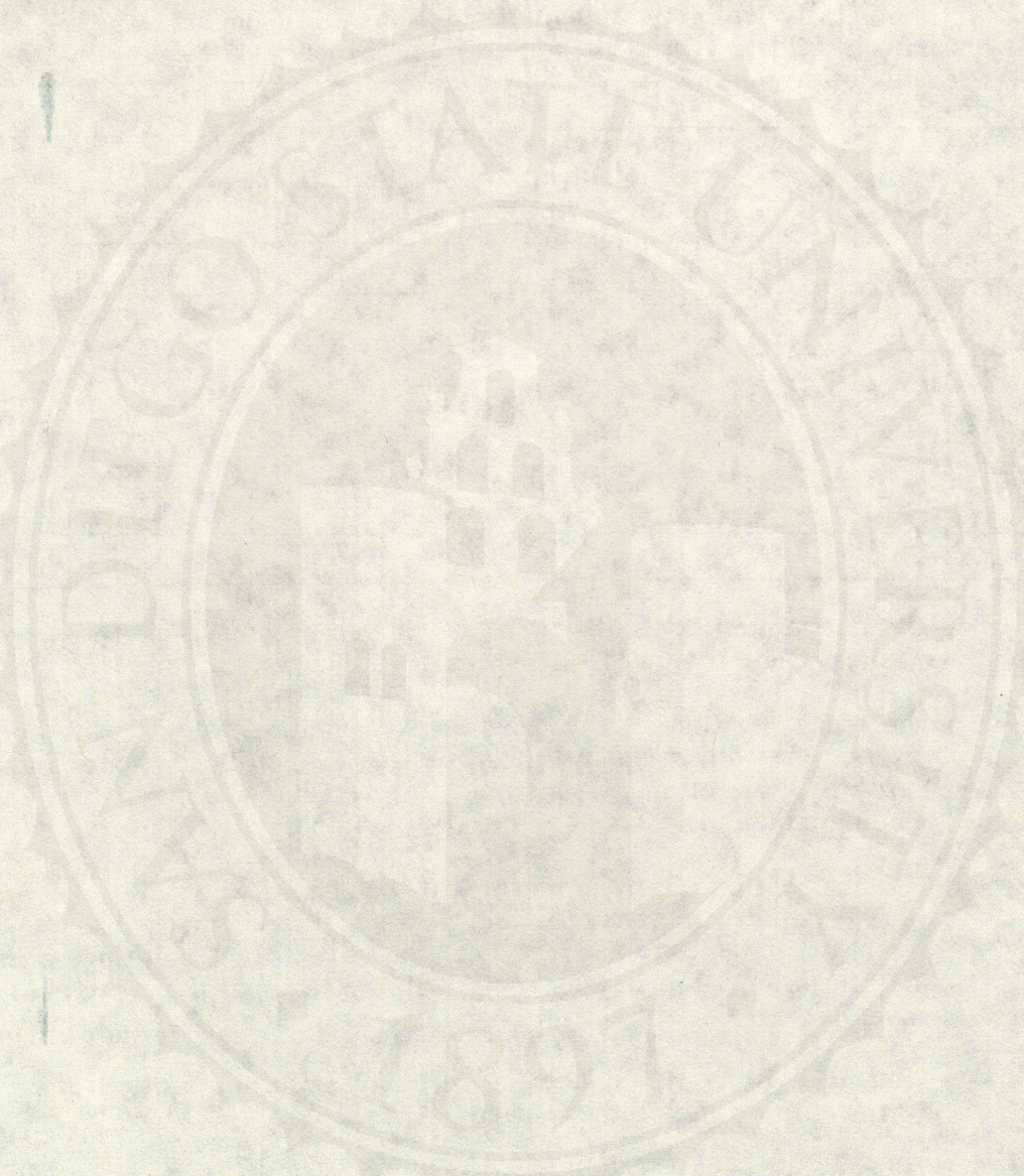
The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend the Music/Art/Basic Skills Learning Center during the first semester and subsequently attend the Kennedy Science/Physical Education/Health Learning Center for the second semester. Likewise, students attending Kennedy will attend the Music/Art Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program
Organization:

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.



Title: SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

Location: Kennedy Elementary, 1979-80

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominately minority student populations. Students attending magnet schools will not be eligible for participation.

		Resident Students in Program	Non-Resident Students from Racially Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80	Minority	59	227	68	354	39.4%
	Majority	1	13	532	546	
1980-81	Minority	59	226	68	353	39.2%
	Majority	1	14	532	547	
1981-82	Majority	59	226	68	353	39.2%
	Minority	1	14	532	547	

Description: The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include study of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

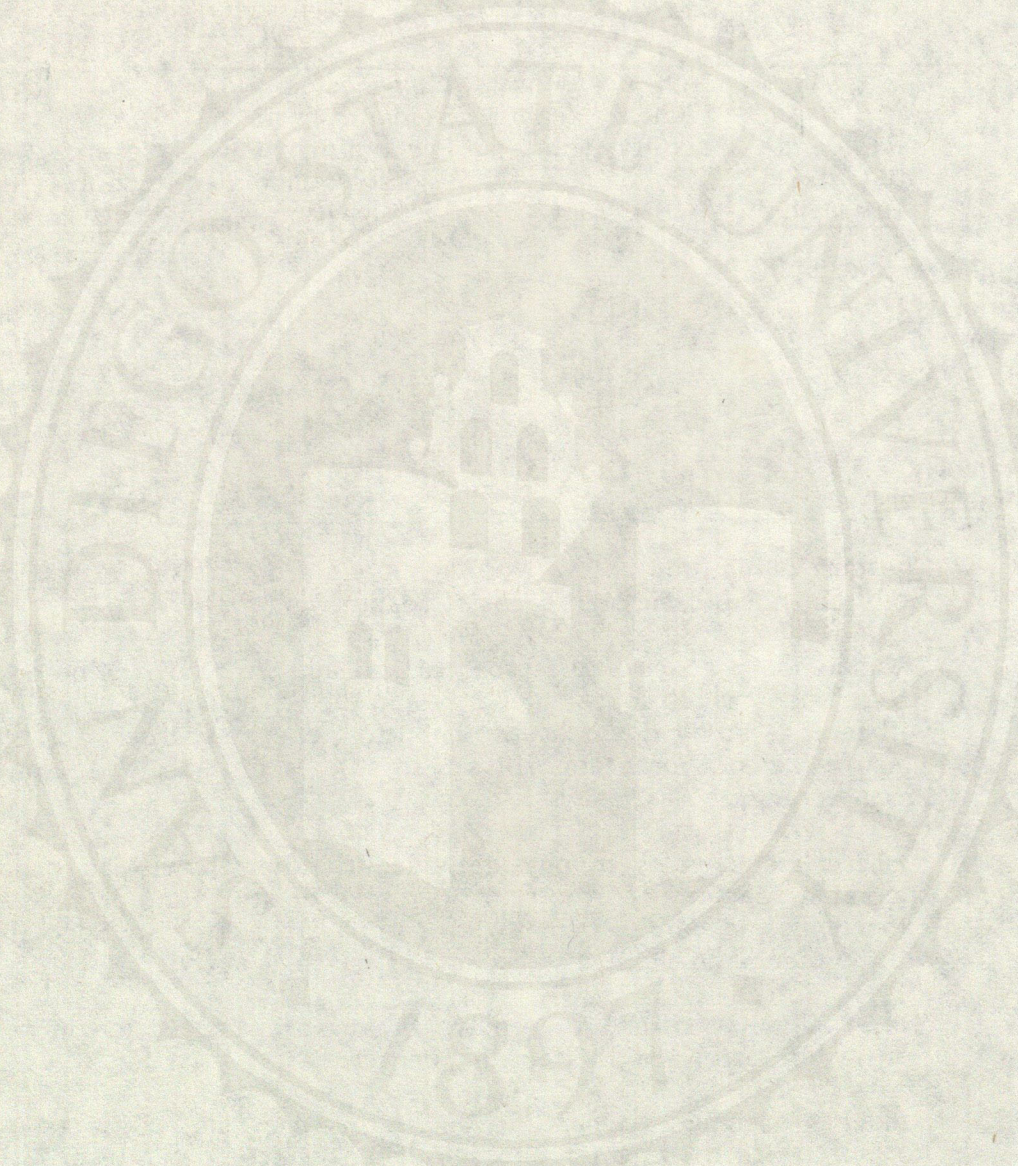
Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Kennedy during the first semester and subsequently attend a Music/Art Learning Center at a neutral site for the second semester. Likewise, students attending the Music/Art Learning Center will attend the Kennedy Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program Organization: Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that

their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.



Title: SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

Location: Neutral site to be determined

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominately minority student populations. Students attending magnet schools will not be eligible for participation.

	Non-Resident Students from Racially Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80 Minority	286	68	354	39.4%
Majority	14	532	546	
1980-81 Minority	285	68	353	39.2%
Majority	15	532	547	
1981-82 Minority	285	68	353	39.2%
Majority	15	532	547	

Description: The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include study of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

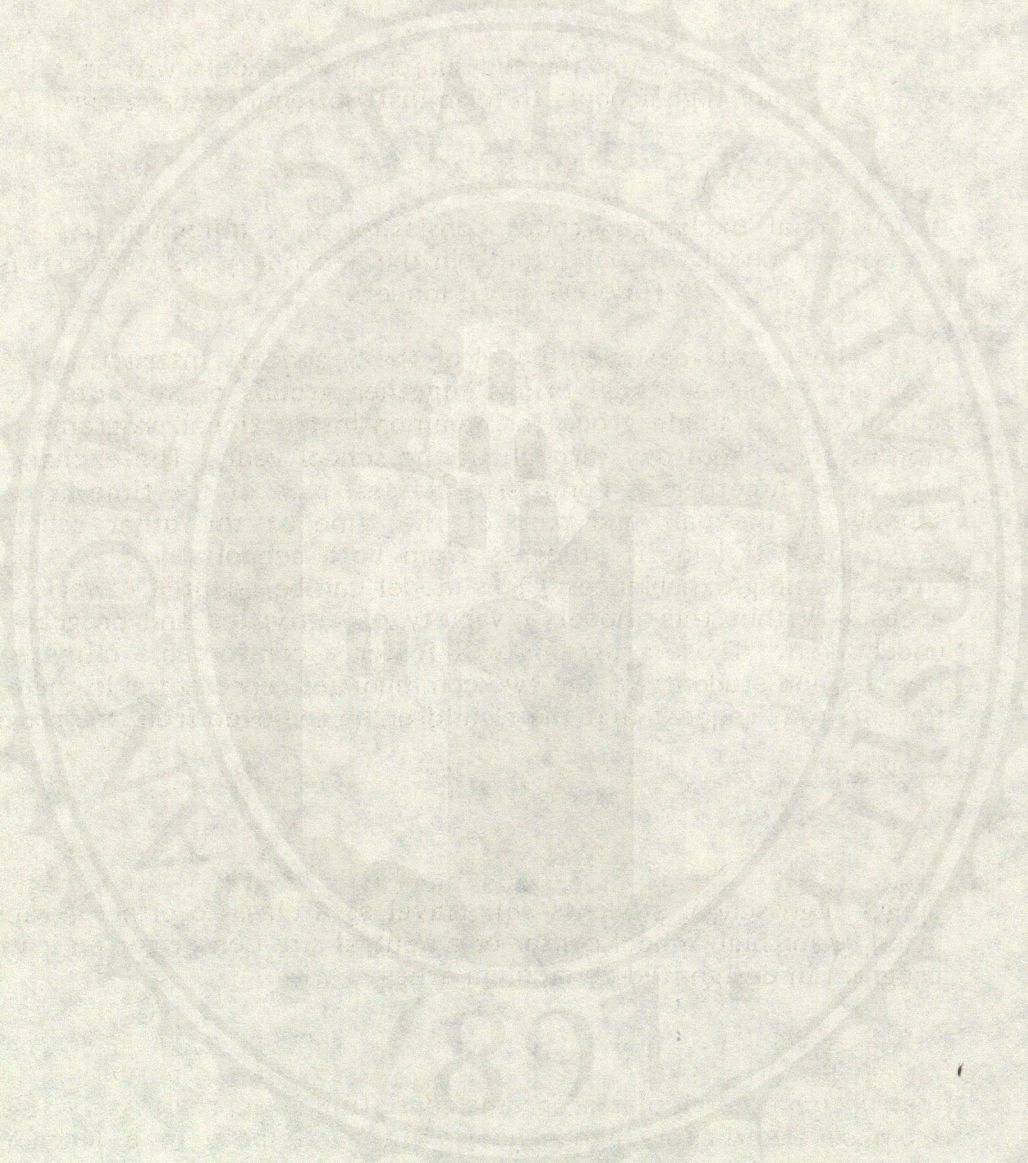
Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend the Science/Physical Education/Health Learning Center during the first semester and subsequently attend the Knox Music/Art Learning Center for the second semester. Likewise, students attending Knox will attend the Science/Physical Education/Health Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.

Program Organization: Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student

enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.



SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM

The expanded Secondary Instructional Exchange Programs will operate within two versions as described below.

Version 1

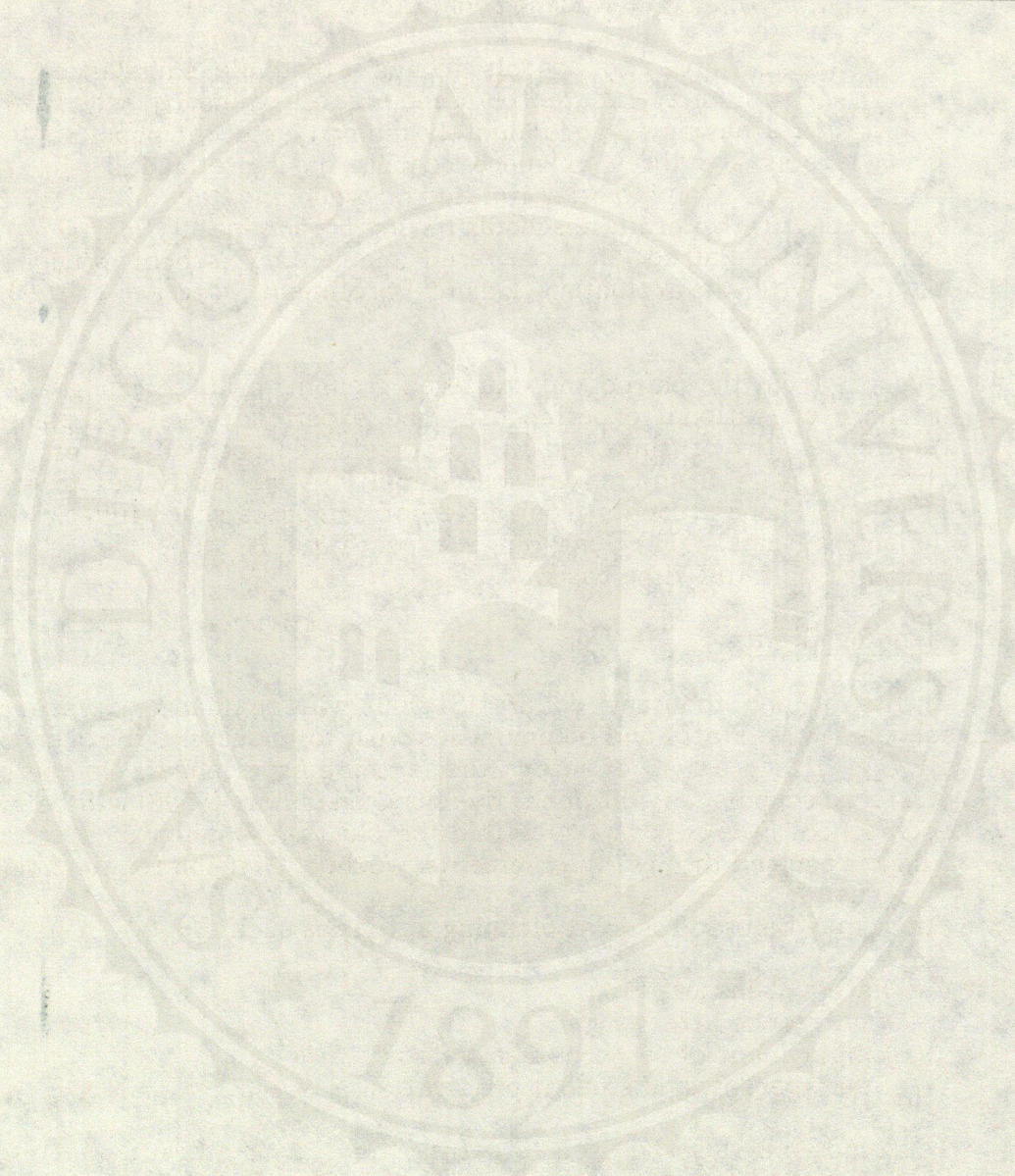
- Locations:** Racially isolated or imbalanced junior high schools will be aligned with majority junior high schools to form instructional exchange groups.
- Grade Level:** 7-9
- Participants:** Instructional exchange groups consisting of a minimum of 50 students from each school will participate in the Secondary Instructional Exchange Program. (1977-78 Hale-O'Farrell model)
- Description:** This school staff-designed model of the Secondary Instructional Exchange program within a school brings together groups of students from allied schools into a single group for common instructional programs for a portion of the school day throughout the school year. The exchange groups will meet together as composite classes, part of the time at one of the schools of the pair and part of the time at the other school. Such programs will benefit students from both schools by allowing them to share learning experiences. This model can be adapted to various content areas. Within this model a variety of activities and programs can be undertaken. These programs will foster a comfortable climate between parents and students of the two communities represented in the exchange. Parents may request that their children be removed from the program.

Version 2

- Locations:** Junior high school students will travel as a class to either a racially isolated junior high school center or a neutral site center for an instructional program in designated curriculum areas.
- Grade Level:** 7-9
- Participants:** Instructional curricular programs consisting of approximately 180 students from several junior high schools will participate in a learning center concept model as a part of previously designed secondary integration programs.
- Description:** Classroom groups of students will be assigned from schools having predominately majority student populations and from schools having predominately minority student populations. Parents may request that their children be removed from the program.

The program has the advantage of providing a strengthened instructional program as well as an integrated educational experience.

	<u>Total Students</u>	<u>Percentage Minority Students in Program</u>
1977-78	100	50%
1978-79	640	35%
1979-80	820	35%
1980-81	1000	35%
1981-82	1000	35%



ELEMENTARY VOLUNTARY PAIRING AND CLUSTERING

- Location: Various schools
- Grade Level: K-6
- Participants: Elementary schools having minority isolated, predominately minority and predominately majority student populations.
- Description: Paired schools are two schools having ethnically imbalanced student bodies. One minority isolated or predominately minority school is paired with a school having a predominately majority student population. Clustered schools are three or more schools having ethnically imbalanced student bodies. One minority isolated or predominately minority school is clustered with two or more schools having predominately majority student populations. Paired and clustered elementary school groupings are identical with the Voluntary Ethnic Enrollment Program (VEEP) allied school patterns.

Students from the paired and clustered groupings will be brought together to share educational experiences. The experiences will be planned for varying lengths of time and will be conducted both on and off campus. These may vary from one-day shared multicultural activities to exchange programs where students from different campuses share full-time educational programs. The long-range expectation is student enrollment or exchange on a full-time basis.

Planning Grants

Grants of one thousand dollars (\$1,000) will be made to each pair of schools whose staffs and communities wish to undertake the planning and piloting of a program of integrated learning experiences. In the case of clustered schools, an additional five hundred dollars (\$500) will be given to each school in excess of two within the cluster. Application and approval will be required through the Elementary School Division for funding.

Funds may be used for joint planning activities such as:

- Parent transportation
- Conference attendance
- Employment of resource persons and staff
- Staff, parent, and student preparation

The funds may also be used to defray the cost of student pilot exchange activities, such as:

- Assemblies
- Student transportation
- Joint units of study

This grant is for the primary purpose of providing schools with resources to initiate or continue integrated learning experiences.

Reciprocal Pupil Enrollment Grants

Pairs or clusters of schools may apply for additional grants if they have students participating in the Voluntary Ethnic Enrollment Program. Schools receiving the students may qualify for \$100 per pupil to help meet special programmatic needs. To obtain this funding, there must be full-time student enrollment from both the majority and minority schools involved. An application must be submitted and approved.

Review and Selection of Program Applications

Applications will be submitted to the Elementary Schools Division. A committee will select those programs which have merit. The committee will be guided by the following criteria:

- The program should have positive impact on the school curriculum and instructional program.
- The program should have potential for generating positive multicultural and learning experiences.
- The cost of the program should be compatible with existing resources.
- Provisions should be made for the ongoing evaluation of the program.
- The program should have potential for being replicated in other schools.
- The program should improve significantly the racial balance of the schools.

Planning and Steering Committees

There will be broad participation and involvement of parents, staff, and students in the planning process. A School Planning Committee will be formed at each participating school consisting of the principal, teacher representatives, classified staff representatives, and parent representatives. This committee will perform the following tasks:

- Develop the program in conjunction with the other school planning committees.
- Plan and carry out information meetings for the parents and members of the local school communities.
- Provide opportunities for the parents of participating students to give input to the planning, implementation, and evaluation of the program.
- Assist the school staff with any problems or needs which may arise.

The school committees of each pair or cluster of applicant schools will jointly form a steering committee to coordinate and work out problems arising from local school planning. This steering committee will include representatives from the school planning committee of each participating school.

The steering committee will be concerned with the following:

- Providing a forum for discussion.
- Generating ideas relative to the unique instructional needs of the participating student groups.
- Serving as liaison between the schools and communities' expectations of the program.

Eligible Schools

Ninety-four elementary schools are eligible to participate in the program during the 1978-79 school year. This includes 14 of the 18 elementary schools identified as minority isolated, 15 predominately minority schools and 63 predominately majority schools. All of these schools are in VEEP allied patterns. The allied school patterns will constitute the paired and clustered groupings.

Integrated Learning Experience

Paired/clustered schools will be scheduled when possible to participate together in integrated learning experiences such as the Music/Art/Basic Skills Learning Center, Science/Physical Education/Health Learning Center, Balboa Park Program, and Outdoor Education Program. Students in paired/clustered groupings will attend integrated learning experience programs together in addition to especially planned pairing and clustering activities.

SECONDARY BILINGUAL CENTERS

Locations: Collier/Point Loma

Grade Level:	<u>Collier</u>	<u>Pt. Loma</u>
1978-79	7-8	10
1979-80	7-9	10-12
1980-81	7-9	10-12
1981-82	7-9	10-12

Participants: There will be equal numbers of resident and nonresident students in the program. The resident participants will normally be advanced Spanish language students who are fluent in English (FES). The nonresident participants will include minority Spanish-speaking students who are limited-English speakers (LES) or fluent-English speakers (FES) who are minority.

	<u>Total Students in Program</u>	<u>Resident Students</u>	<u>Non-Resident Students</u>
<u>Collier</u>			
1978-79 Minority	15		15
Majority	15	15	
1979-80 Minority	30		30
Majority	30	30	
1980-81 Minority	45		45
Majority	45	45	
1981-82 Minority	60		60
Majority	60	60	
<u>Pt. Loma</u>			
1978-79 Minority	15		15
Majority	15	15	
1979-80 Minority	45		45
Majority	45	45	
1980-81 Minority	60		60
Majority	60	60	
1981-82 Minority	75		75
Majority	75	75	

Description: The Secondary Bilingual Centers are designed to provide an integrated bilingual learning environment for secondary school students at two sites. Nonresident limited-English-speaking minority students will join fluent English-speaking students at the Collier and Point Loma Bilingual Centers. The instructional programs at both centers will:

1. Develop primary language skills.
2. Develop other basic skills and subject matters in a language understandable to the students.
3. Develop second-language skills (English for limited-English-speaking students, and Spanish for English-speaking students).
4. Develop in each student an understanding, respect and appreciation of customs and values of the cultures associated with the languages taught.

Program
Organization:

A typical LES, nonresident student at these centers would enroll as a full-time student in classes such as: English-as-a-Second Language (one or two periods), Spanish for Native Speakers (in combination with FES students of Spanish), a bilingual class in Social Studies, Physical Education and/or NJROTC, and two other electives based on the student's career or educational interests.

A typical FES resident student at these centers would enroll in classes such as: English, Spanish (in combination with LES students taking Spanish for Native Speakers), a bilingual class in social studies, physical education and/or NJROTC, and two other electives based on the student's career or educational interests.

CREATIVE AND PERFORMING ARTS MAGNET

- Location:** To be determined, starting 1978-79 school year.
- Grade Level:** 4-7, 1978-79. (Program to be expanded to grades 4-12 by 1981-82 school year.)
- Participants:** The program will include minority students from schools having predominately minority student populations and majority students from schools having predominately majority student populations.

Projected enrollment in the magnet school program is detailed below.

	<u>Students in Program</u>	<u>% Minority Students</u>
1978-79 Minority	95	
Majority	175	35.2%
1979-80 Minority	116	
Majority	214	35.2%
1980-81 Minority	137	
Majority	253	35.1%
1981-82 Minority	158	
Majority	292	35.1%

Description: Elementary

This program for creative and performing arts is designed to meet the special needs of students with high interest and potential talent in the arts. The program provides the opportunity and encouragement to develop artistic skills, abilities, and appreciation while continuing a strong instructional program in the basic skills.

Fundamental to this concept is the belief that sound training and discipline in the arts also build the qualities of character, judgment, and insight important to good citizenship and a rewarding life in any vocation. The creative and performing arts program offers comprehensive study beginning in the upper elementary grades in the visual arts, dance, theatre arts, vocal and instrumental music.

The curriculum for the creative and performing arts program will meet the basic requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. Included is instruction in the language arts, math, and the social sciences. Students will also be programmed into one or more of the special activities each semester with the exception that students will have had some experience in each of the creative and performing arts areas upon completion of four years in this program. Elementary students enrolled in the magnet program will follow an extended day schedule. This program will draw upon the artistic resources of the community.

Secondary

This is a program for students with demonstrated abilities and/or strong interests in one or more of the arts. A well planned curriculum will combine basic academic studies with special emphasis on art, music, theatre arts, dance, and television/media. The program will capitalize on the students' special abilities in the arts and will prepare each student to pursue further arts study in higher education, to enter an arts field directly, or to acquire a lasting appreciation for the arts with the assurance of having received a sound basic high school education. Students will enroll in a sequence of courses in their area of specialization and in courses which will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted by the Board of Education.

Performances and exhibits of student work will be scheduled on a regular basis in the community and in the schools.

Unique aspects of the program will include:

- Comprehensive academic and arts curriculum
- Extended time period for studio courses
- Attendance at concerts, theatres, galleries, and shows
- Visiting artists, musicians, performers
- Increased exposure to community resources
- Occupational courses to prepare students for employment or advanced technical training
- Advanced placement in the arts
- Internship with area professionals
- Total staff involvement in the arts

Program Organization: Secondary participants will be in the program a minimum of 240 minutes daily, with option to be full-day students. Secondary participants will have option of returning to geographic school of residence to participate in athletics or other courses they may desire.