

FINAL REPORT ON
AN EVALUATION OF THE
VOLUNTARY ETHNIC ENROLLMENT PROGRAM

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INTRODUCTION

BACKGROUND

The San Diego Unified School District contracted with L.E. Orcutt and Associates, an independent firm of planning and evaluation specialists, to conduct an evaluation of the District's Voluntary Ethnic Enrollment Program (VEEP). The Program is one which enables San Diego students to transfer to other schools in the District, provided the ethnic balance in both receiving and sending school, as a result of the transfer, approximates more closely the overall ethnic balance in the District.

It was already known that the program had grown since its inception in 1967-68 to involve 3,222 students in 1976-77. For the most part, the students receiving ethnic transfer permits had been minority students from schools in the Southeast section of San Diego. In more recent years special programs have been created in predominantly minority schools which have brought about substantial increases in the number of White students transferring, but the overall proportion of White students transferring was still rather small in 1976-77.

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Evaluators examined three aspects of the program:

1. The effect of the ethnic enrollment program upon racial/ethnic balance was examined. This aim, to improve the ethnic balance in San Diego schools, was the only formal objective of the program until plans were formulated for the 1977-78 school year.
2. The effects of transferring to and of participation in receiving school programs upon academic performance and other variables were examined. Improved academic performance is thought to be a major objective of many individual parents in transferring their children, and there is some evidence to support this assumption. Considerable District and school attention has been paid to the effects upon students over the years and current major District efforts are being aimed at improving the quality of programs for those students transferred.
3. Information was collected from a variety of sources for possible use by District and school decision-makers in strengthening current desegregation/integration efforts. District decision-makers were most vitally interested in identifying steps which could be taken to achieve

the three objectives included in current-year ethnic enrollment program plans, namely:

- a. increases in the enrollment of White students in minority imbalanced schools.
- b. increases in the enrollment of elementary school students.
- c. integration of students into academic and extra-curricular programs of receiving schools.

PROCEDURES

Evaluators, with the assistance of District Evaluation Service and Guidance personnel, searched District files, retrieved and organized information on ethnic transfers and cancellations. With the help of the District's Data Systems Office, information was analyzed on grades, courses and test results of students who were (in 1976-77) or had been previously involved in the ethnic enrollment program. For most analyses of the effects of involvement two groups of students were identified, those who were still in receiving schools in 1976-77 (continuing students) and those who were not--who had cancelled or who were cancelled out of the program during the 1975-76 school year (cancelled students).

Evaluators looked at performance measures in relation to the length of time students were in receiving schools, and made comparisons between cancelled and continuing students wherever comparable information could be derived.

In addition, evaluators interviewed 209 persons from among central District personnel, the Citizens Advisory Commission on Racial Integration, and sending and receiving school parents, students and staff members. (Appendix A presents numbers of persons interviewed and their positions and relation to the program.)

*Who on
Committee
C was
interviewed?*

The purposes of the interviews, specifically, were:

- a. to gain assistance in analyzing and interpreting preliminary findings.
- b. to fill in gaps which existed in information or analyses.
- c. to secure recommendations from a cross-section of knowledgeable people about how District efforts could be improved.

ORGANIZATION OF THE REPORT

Evaluators have aimed at comprehensiveness in collecting information on what has been done in relation to the objectives of the transfer program and have sought to include findings that are relevant to current District efforts. The contents of the report are accurate and conclusions are sound to the best of the evaluator's knowledge.

The report is organized as follows:

Section 1 - Effects upon racial/ethnic balance in the schools.

Section 2 - Effects upon students; academic performance; social/emotional adjustment.

Section 3 - Attainment of current ethnic enrollment program objectives; transfer of white students, integration into receiving school programs.

Section 1
PROGRAM EFFECTS UPON
RACIAL/ETHNIC BALANCE IN THE DISTRICT

Since its inception in 1967-68, a major objective of the Voluntary Ethnic Enrollment Program has been to increase the number of students going to school in ethnically balanced situations.

The Program has been effective to that extent, increasing the numbers of students transferred under various ethnic enrollment policies and objectives from 1,013 in 1968-69, the first year in which substantial numbers of students transferred, to approximately 3,800* ethnic enrollees in the current year.

NUMBERS OF STUDENTS ENROLLED

do?
Ethnic enrollements for minority students have been substantially greater in number than enrollments for majority (white) students, although there have been increases in enrollments of other ethnic groups.

Tables 1a, 1b and 1c present for each of 10 years the total number of students enrolled in receiving schools under voluntary ethnic enrollment options. Over the 10 year period, the number of Black students enrolled went from 639 in 1968-69 to 2,525 during the current year, an increase of 395%.

The number of Mexican American students exercising ethnic enrollment options has gone from 230 to 840, an increase of 368%. The number of White students transferred has gone from 54 to 300, an increase of 555% though White students during this peak year represent only 8% of the total number of enrollees.

Total elementary school enrollments have increased from 238 students to 692 students, up 290% over the same 10 year period. Junior High and Senior High increases have been 446% and 345% respectively. The overall voluntary ethnic enrollment increase from 1968-69 to 1977-78 was 376%.

Table 2 presents, for a five-year period, the number of students in the District, by ethnicity, who were in "desegregated" schools as a result of VEPP. Desegregated is defined as schools that have had their majority student enrollment percentage reduced from being greater than 90% to being less than 90%. The numbers have increased substantially, going from 6,600 students in 1973-74 to 17,268 for the current year.

*1977-78 ethnic enrollment numbers are based on preliminary figures, as opposed to final figures from the District's Data Systems Office.

While some desegregation has occurred from population shifts, a substantial amount of desegregation has occurred because of voluntary transfers.

TIPPING SCHOOLS

Some schools have become desegregated as a result of population shifts, others have become desegregated as a result of VEEP enrollments, and still others as a result of both shifts in enrollment and voluntary transfers.

Tables 3a-3i presents schools which had at some time during the 10 year period, minority enrollments between 20% and 50%, and shows for a 10 year period what happened to the minority population in the school. "Non-VEEP%" (minority enrollment) reflects the percent of students in the school that would be minority if no ethnic transfer students were enrolled. "Minority %" presents the actual minority enrollment as a percent of the actual total enrollment in the school, including transferred students.

Tables 3a-3i show that 13 schools had their minority enrollments substantially increased as a result of VEEP transfers (above 20%) through 1976-77. Table 4 also shows that 9 schools increased their minority enrollment to above 50%. In fact new VEEP transfers to 6 schools have been stopped or slowed down (siblings of other VEEP enrollees permitted) since other minority increases in enrollment were leading the schools to "tip" to being imbalanced.

There were no substantial changes found in the ethnic balance of schools in the Southeast, as a result of voluntary transfers.

Table 4 presents schools that had majority balances reduced below 90% as a result of VEEP transfers. In all 20 schools have been so affected.

SUMMARY

Voluntary transferring has resulted in substantial increases in the numbers of San Diego students who attend schools that are either ethnically balanced or significantly less isolated than before.

There have been increases in the numbers of White students and elementary students transferring as ethnic enrollees. Interviews with District and school personnel and with community leaders did show concern over the relative small numbers of these students to date. Many current District efforts are aimed at increasing the numbers of White and elementary students enrolled. Section 3 deals specifically with these objectives and offers alternative steps for consideration that might bring

about more substantial involvement of Whites and elementary students or that might help to strengthen current District efforts to meet these ends.

District decision makers have been making enrollment projections and integrating those projections into policies and linkage patterns for voluntary transferring.

Evaluators and District personnel did have some difficulty generating ethnic transfer statistics from historical manual records. Data Systems took over the tracking of transfer students for the 1976-77 year, however. While there is a need for periodic and enlightened review of data access and reporting needs and capabilities, evaluators are certain that current data processing procedures should meet many of the needs that school and District people have for information on transferred students.

Aside from recommendations presented in Section 3, evaluators have no other recommendations relating to ethnic balance.

Section 2

PROGRAM EFFECTS UPON STUDENTS

PROFILE OF TRANSFERRED STUDENTS

Continuing Students

A number of statistics were compiled on students who were given ethnic transfer permits and who were in the program during the 1976-77 school year.

There is some evidence that, for the most part, students enrolling in receiving schools are higher performers than students who remain in sending schools.

Evaluators examined test results for two classes of continuing students--the graduating classes of 1978 and 1979. These figures are presented in Table 5a. For the class of 1978, continuing students, upon entry into or one year prior to entry into receiving schools, averaged approximately eight (8) national percentile points higher than estimates of the average scores of all of the sending schools combined. Students from that class entering receiving schools in the 7th grade scored higher, overall, than students who later entered as 8th or 9th graders, by three (3) national percentile points. For the class of 1979, figures are only available for students who entered receiving schools in 7th grade. There were larger numbers of students entering that year, and the overall average of transferring students was about the same as the average of all the sending schools. Though further analysis is needed, and while there might have been differences in different years, it does appear that students staying in the program generally have higher average scores than students remaining in sending schools. Other important information presented below supports the conclusion that ethnic enrollees are higher performers. Continuing students score considerably lower on standardized tests upon entry into receiving schools than the averages of receiving schools, on the other hand. For the class of 1978, they were approximately 29 national percentile points below estimates of the pooled averages for receiving schools across standardized subtests.

Grade point averages for ethnic transfer students starting in receiving schools in 10th grade or later were higher for one class of students (class of 1978) in the 9th grade in sending schools than for the overall junior high averages pooled across sending schools the same year. For two other classes (1979 and 1980), average GPA's of 9th grade students who were later to transfer were slightly lower than average overall GPA's of sending schools. Overall grades in both receiving schools and sending schools went up substantially in 1975-76 and 1976-77, the years when these two classes of students were 9th graders. (Table 6e)

It was found that while receiving schools, on the average, grade higher than sending schools, the discrepancies between sending and receiving schools (Table 9e) are not nearly as great as discrepancies in standardized test scores. (Table 5a)

Students entering as 10th graders tended to have higher GPA's than students entering as 11th graders. (Tables 6a, b, c and d)

According to a study done in 1973-74 and 1974-75 by the District's Compensatory Education Office, a much higher percentage of students in sending schools were eligible for state and federal compensatory education funds (had standardized test scores below the 50th percentile) than were eligible among students transferring on ethnic permits. In other words, a much higher percentage of the transfer students are high performers on tests than in the population of students who remain in sending schools.

In 1974-75, for example, only 16% of the junior and senior high school students in receiving schools on ethnic transfer permits were eligible, whereas 75% of the students who remained in receiving schools were eligible under compensatory education guidelines. These findings are presented in Table 7.

It was found that students who continue in receiving schools generally take more advanced and fewer remedial courses the longer they are in the program. The analysis done did not compare the percent of advanced or remedial courses taken by transfer students to percents taken by resident students in receiving or sending schools. Several school and District personnel reported, however, that transferred students are more likely to be placed in remedial classes. Information available on transferred students is presented in Tables 8a, b and c.

Systematic information is not available on students' or their parents' motivation to transfer to receiving schools. There is some indication from interviews that students transferring after 6th grade, at the beginning of 7th grade, do so for academic reasons, whereas students transferring in 8th or 9th grade more frequently do so for reasons relating to personal, social or behavioral needs or problems. This assumption is supported by findings that 7th grade transfers are higher performers on standardized tests than 8th or 9th grade transfers.

Interview findings indicate that parents and students tend to differ in their motivation for wanting the transfer. Most parents, according to sending school counselors, for example, indicate that they either want a better education for their children, have heard a particular receiving school is good, are reacting to negative reputation of the home school, feel the student has "too many" friends in the home school or make the request because the student wants it.

Many students interviewed said they transferred because their friends were in the receiving school, or their sisters or brothers were attending or they had heard good things about the experiences.

It is generally felt by many District, school and other persons interviewed that most transfers are motivated by want of a better education. This implicit objective on the part of parents gave rise to the analysis presented in this and the next section.

Cancelled Students

To learn about what type of ethnic transfer students drop out of or stay in receiving school programs, evaluators sought out records on students identified as cancelled students during the 1975-76 school year. These students may not be totally representative of students who cancelled or were cancelled in other years, but some definite patterns emerged.

Students in the group who cancelled or were cancelled out of the program had an initial overall average national percentile score, on standardized tests, of 28.8--only one (1) national percentile point lower than continuing students. There were differences from grade to grade for cancelled students with 7th and 9th grade entrees having substantially higher initial scores than those entering in 8th grade. These findings are summarized from more detailed figures in Table 5b.

Students who cancelled out of the program in 1975-76 had consistently lower grade point averages before entering the program and while in the program than did students who remained in the program (Tables 9a, b and c). Declines in grades experienced by the students after enrollment in receiving schools were even greater than declines after enrollment of students who were still in receiving schools in 1976-77.

Tables 8a, b and c show that students in the cancelled group took substantially more remedial courses and substantially fewer advanced courses than did continuing students. Students who eventually cancelled out of the program also took more remedial courses the longer they were in the program, rather than fewer, as did the continuing students.

While records and analysis done to date are not clear on this point, there is also a strong possibility that more students cancel who enter the program in 8th, 9th or 11th grade than do students who enter in the 7th or 10th grades. This fits with the finding that GPA's and test scores tend to be higher for students entering in 7th or 10th grades than for those entering in 8th, 9th, 11th or 12th grades.

FINDINGS

Effects Upon Test Performance

It was pointed out in the profile of the transferred students that upon entering the program, their test scores were approximately eight (8) national percentile points higher than the average for the sending schools they would be attending if not in the program. By 10th grade, after one to three years in the program, continuing students had overall average gains of 12.9 national percentile points, compared to gains by overall receiving and sending schools of 3.6 and -0.3, respectively. (Estimates derived from Table 5a.) In terms of actual differences in reading, language and math skills, these figures are not precise estimates, but the trend is clear and the gain is clear.

Analyses did show that continuing students entering in 9th grade had greater gains than students entering in 8th or 9th grades. Those who entered earlier for this class of students did have higher scores, to begin, however, than students entering later.

Overall gains on standardized test scores for students' skill in the program in 10th grade, were substantially higher than for students who cancelled out of the program (during the 10th grade). These findings support a belief held by many that students who are able to experience academic success are less likely to cancel out of receiving schools.

Effects Upon Grade Point Average

Tables 8a, b, c and d show that students as a group make better grades the longer they are in receiving schools, regardless of their initial GPA overall averages before entering the program. This is true for students as a group who entered at various times but were still in the program in 1976-77. The same does not hold true for students who cancel. Those students who cancelled, generally, started out with lower grades (and test scores) and had lower grades throughout their experience in receiving schools. (See Tables 8a, b, c and d for cancelled students' GPA's; see Table 5b for test scores.)

It also is clear that GPA's drop for students after they enter receiving schools. In Table 8a, for example, 7th grade continuing students "not yet in" the program had an overall sending school average GPA of 2.5. The next year, had an average of 2.1. Those entering after 9th grade went from 2.6 to 2.1. Table 8b shows that the class of 1979 had even greater drops in GPA's. Seventh graders went from 2.4 to 1.9; 8th graders from 2.6 to 1.9; and 9th graders from 2.6 to 1.9.

There is little question that students who stay in the program tend to benefit academically from the experience. They appear to hold their own with respect to gains being made by the total group of students in receiving schools. Their gains are substantially greater than the overall group of students in sending schools.

There are significant academic problems for both continuing and cancelled students, however. The grade reinforcements for academic work in receiving schools are not nearly as rewarding for most students, as those they have been accustomed to getting in sending schools. A substantial number of students do drop out of receiving schools, for a variety of reasons. If students do not cancel as a result of program or academic problems, a substantial number may drop out for emotional or adjustment problems that indirectly are related to problems they have experiencing academic success. Substantially more problems, according to informed sources, and reasons for cancellation tend to stem from non-academic sources.

Effects Upon Social/Emotional Adjustment

There seems to be little question that the transfer experience does have positive effects and advantages for many students. In addition to positive effects of remaining in the program upon test scores, grades and inclusion in more advanced coursework, evaluators learned from counselor and student interviews that students learn how to cope better with the academic system, make more friends and become more involved in school activities the longer they stay in receiving schools. Sending school counselors also noted differences in students who had remained in receiving schools for six months to a year or more. The students tended to be "better" behaved, more reserved. As one girl put it who returned to a Southeast school, her friends noted that her voice was softer. The evaluator cannot put a positive or negative value on these findings. One counselor indicated that what seems to be maturity or adjustment soon passes upon return to the sending school.

Some of the most positive effects of the transfer experience, which are very real, are not easily measurable and are even more difficult to report with justice to those students who have the desires and experiences.

Several students interviewed reported that the best thing they got out of transferring was, seeing new neighborhoods in San Diego; how different the kids are--they dress all kinds of ways; making White friends; making Black friends; going into their homes; the bus ride and seeing sights; some nice teachers; better facilities; new surroundings--to look at nice homes and wish you lived there.

There also seems to be little question that sending and receiving school staffs do have some control over positive effects upon students, and can influence whether students adjust and remain in the program or cancel out.

There are at least five factors which tend to increase the holding power that receiving schools have over students. Counselors, psychologists and students interviewed also believe these factors relate positively to the social and emotional as well as academic adjustment of students. The factors are:

1. Involvement in sports and other extracurricular activities --

At the high school level where transferred boys are more heavily involved in sports, those so involved are reported to have fewer incidences of disruptive behavior than those who are not involved.

2. Involvement of friends/peers in the program --

A return to sending school is frequently a return to "friends", according to student/counselor interviews. Many students reported that their primary motivation for enrolling in receiving schools was to be with friends. There is also a belief that students are more inclined to stay in a receiving school and have fewer personal adjustment problems the larger the group of transferred students in that receiving school.

3. Past or present involvement of brothers and sisters in the receiving school --

Such involvement tends to give students more a feeling of belonging; present involvement of siblings may be more important to Mexican-American students; large numbers withdrew from one receiving school when new linkage patterns separated them from younger brothers and sisters coming from feeder schools.

4. Academic counseling/tutoring --

While not much specific information was available on academic support services; students and counselors generally felt that many students who cancelled or were cancelled out of the program did not get the tutoring and one-to-one guidance they had gotten in their previous (sending) schools.

5. Acceptance and support from receiving school staff/students --

This factor relates somewhat to all of the above. Lack of acceptance and support was most frequently given by students and by counselors, psychologists, and administrators, for cancellation out of receiving schools. Causes for lack of support where it exists are referred to in the following section on cancelled students.

While there are positive effects upon students who stay in the program, there are also negative effects for some students. Low achieving students, particularly, seem to be more inclined to cancel out of the program and to have adjustment problems.

Interviews with psychologists, counselors, students and District personnel indicate that some ethnic transfer students are experiencing adjustment problems before they

enter the program; although numbers and specific information on the types of adjustment problems are not available. Test results support inferences by District personnel that many students who transfer into Jr. High schools later than 7th grade are lower achievers and may transfer because they are having behavior or adjustment problems. Several people interviewed were certain many students were encouraged to transfer by sending school staffs because they were discipline problems. To the extent that these students are motivated to transfer for non-academic reasons, or by parents, teachers, or administrators, it is more likely that they may present more discipline problems in the receiving schools than higher achieving transfer students, many of whom enter receiving schools at the beginning of 7th grade. In fact, some sending school staff members felt sad upon seeing problem students transfer to receiving schools, certain that they would be back.

Other students may not have been discipline problems in sending schools but become so in receiving schools. These students, according to District and school personnel interviews, may be overwhelmed by academic demands, may come to "act out" to get sent back to sending schools, or may be tagged as "trouble makers", a label that is often hard to live down.

There is some evidence that receiving schools have differed in the past in their use of disciplinary transfers.

Tables 6a and 6b present total cancellations during one year for Jr. and Sr. high schools, along with Pupil Placement Council (PPC) cancellations and cancellations due to expulsion. According to District records, it has been true in the past that many such (PPC) cancellations resulted from discipline problems the students were having.

While results are not conclusive a rough comparison of schools with high and low PPC and total cancellation records indicate that there may be fewer disciplinary transfers out of receiving schools the longer they are involved in the program.

In the 1975-76 school year, as presented in Tables 6a and 6b, cancellation records showed that the number of students who had cancelled out of various receiving schools at the Junior High level ranged from 2 at one school (6% of the actual number of students enrolled that year) to 64 (52%) at another school. At the Senior High level cancellations ranged from 2 or 9% of the students enrolled at one school to 73 or 122% of actual students enrolled in another school.

The number of PPC transfers and expulsions per school ranged from 0 at one school to 14 (23% of the total cancellations) for Junior High and 0 to 25 (28% of the total cancellations) for Senior High receiving schools.

Caution should be used in inferring that individual school staffs are "responsible" for cancelling students who are discipline problems in the numbers presented in the tables, or that school staffs are responsible for all of the total cancellations indicated. There are several reasons that such inferences might not be fair to any given school staff. Among them are the following:

1. Not all cancellations even reached the receiving school. Some of the cancellations did not enroll, even though permits were issued.
2. Different schools used PPC actions differently, and not all PPC actions involved discipline problems.
3. There is evidence that with experience (after knowledge of students is gained) the number of both PPC and overall cancellations decreases.

Two additional and related findings are of note. First, there is evidence from a study by Project Pride, conducted through the Compensatory Education Office, in 1973-74, that the proportion of Black students who were suspended that year from two High schools was much greater than the proportion of White students suspended in the same schools.

Second, interviews with students who returned to sending schools and with counselors serving in sending schools indicate that (a) Black students may be disciplined in receiving schools for infractions that might go unnoticed in a mostly Black sending school, and (b) that some receiving school staff members may not apply standards consistently to both White and Black students.

Evaluators did not collect enough specific information to shed unequivocal light on these discipline problems, but interview findings indicated that some teachers in some schools may need better information than they currently have on the general characteristics and behavior patterns of new incoming students.

The success of the student is critical, once the transfer takes place. On the surface, the student returning to a sending school may seem to take what has happened in stride, but as one counselor put it, for some students, "Psychologically they are messed up; the dream of doing better is messed up; the change does not change them."

The adjustment problems facing teachers and resident students in receiving schools may not have gotten adequate enough attention either, and are critical both for teachers' sakes and for indirect effects upon students. The "teacher in the receiving school" is not one teacher but many teachers. Human/Race relations efforts, according to school and District personnel, should recognize the difficulties facing teachers who may not have the information or experience required to understand and work with minority students. Expectations are different in different schools, for example, regarding what is excessively physical or rowdy behavior. Expectations may also be different regarding what is acceptable academic performance or initiative. If there is a decrease in cancellations and in disciplinary transfers as school staffs and students gain experience together, as our incomplete records and interview findings seem to indicate, the decreases may well be related to the adjustment of teaching staffs to what initially tend to be overwhelming situations. Two conclusions may be worthy of consideration--first, that joint teacher and student counselling sessions might productively address these differences in expectations directly, and second, that race relations support to school staffs focus early and heavily on such differences, at least in supplying accurate information, for schools newly receiving students and for schools newly being paired or clustered.

Other Effects of Segregation and Desegregation

There is not space, time or detailed enough information to elaborate on the effects of isolation and desegregation on two other groups of people, but there is sufficient evidence of need so that some attention in this report is deemed absolutely necessary.

Minority Students Who Reside in Majority Receiving Areas

There are substantial effects on at least some Black students residing in predominantly White school attendance areas, resulting from the influx of Black students from predominantly Black schools. The incoming students may talk differently, dress differently, use different language patterns, be more physical, be rowdier, act more "Black". The transferred students may be curious, inquiring, jiving, or harrasing of the resident students. According to some counselors, seventh grade incoming transfers are more likely to harass various students in receiving schools though most seem to slack off with maturity and time in the program. Where the differences are noticeable to both Black students, there may be a tendency for some White students to perceive the new students and the resident students in the same light, and negatively at that. Whether or not the White students do change their perceptions of the Black resident students, the latter appear to experience in some cases what often has been called a Black-identity crisis.

Majority Students Who Reside in Minority Isolated Attendance Areas

These students, according to reports by teachers who have worked with them, experience problems which are different in nature but similar in impact to those experiences by small numbers of minority students in a majority isolated school, with more problems in schools with larger enrollments. Where students attend predominantly Black schools, their problems may be compounded by the fact that Black students tend to be more aggressive and physical. They need special counselling and support from staff which they get, the evaluators are informed when such help is available. Special counselling sessions might be indicated involving Black student leaders. Another strategy might be appropriate which has been established in one Majority schools the evaluator has heard of, which is a student-initiated, student-run committee set up to help introduce and integrate minority students into the student body and school life.

Academic and Support Services

Certainly test and grade information indicate that many receiving schools do a good job of academic programming for many transferred students. There are reported differences, however, in the level of special tutorial, laboratory or skills center services available to students in receiving and sending schools. Difficulties that many lower performing transfer students have may be related to this lack of individualized service in receiving schools. There are also more special funds available in typical sending schools, as well as more support personnel (aides and counselor time) and smaller classes.

It is also not clear what information accompanies students enrolling in receiving schools under ethnic options, but there is some indication that course programming and the planning of academic support services are difficult because of the timing of the arrival of student records. New procedures are in effect this year for transmission of cumulative records but many initial start-up problems have occurred and caused delays. It is probable that individual diagnostic information on basic skills, strengths and needs is available or is transmitted for many students coming from the southeast. It is not known, by the evaluator at any rate, how much of that information is transmitted or what difficulties individual teachers or resource people might have in interpreting the information and strengthening individual instructional programs for students as a result.

Informal discussions with District and school personnel also indicate that such things as course work, general management styles, and language patterns found in use in receiving school classrooms may be, initially at least, frustrating to the transferring students, and substantially different from instruction in most sending schools.

A major portion of the ESAA Basic Grant Project will be devoted to articulation of educational programs between sending and receiving schools, and to strengthening the receiving school programs for transferred students.

There is also some effect of ethnic transferring upon sending school programs in the Southeast. According to reports by District and school personnel, declining enrollments have effects which range from the reduction of class size, seen as a positive impact, to a reduction of course offerings in secondary schools, seen as a negative impact that may make schools less attractive to students outside the Southeast attendance areas.

There are differences in programs among schools in the Southeast and differences as well in the rates at which students seek ethnic transfers. It seems likely that a detailed analysis of such differences might yield some information which could prove valuable in strengthening programs in schools which experience the most dramatic enrollment declines, making them more competitive with other more apparently attractive schools.

Students interviewed, both those who had cancelled or been cancelled out of receiving schools as well as those who were still in receiving schools, were split on whether academic course work was more difficult at receiving schools than in minority sending schools. If anything, more students in both groups indicated that the work was not that much harder. There were several students who indicated that the teachers in receiving schools were stricter about schoolwork than is the case in sending schools. As one student put it receiving school teachers were "OK, as long as you got your work done." Several students indicated that receiving school teachers tend to grade harder. A number of teachers and counselors spoke of the low level of basic skills of transferring students and some students (who had cancelled) indicated that it was difficult in receiving schools to get special help to do the school work. Some students found the school work in receiving schools to be quite difficult.

It was reported to evaluators that there is a need for special counselors or more counseling services from Mexican-American personnel for transferred Mexican-American students, who tend to gravitate to Spanish teachers in receiving schools in order to get support.

There are variations in the types and quality of Bilingual programs available in the District; but better information is needed to assist students and parents considering ethnic enrollment outside of resident areas. Two of the most exemplary programs in the opinion of some interviewees are in one Senior High and one Junior High which are not open now for voluntary ethnic enrollment of minority students.

RECOMMENDATIONS

Unless otherwise indicated, recommendations presented as alternatives for consideration came from students, District or school personnel, or CACRI representatives.

1. Organized athletic programs and/or other attractive extra-curricular programs for Junior High schools should be established, if possible, where they do not exist. Transportation arrangements could perhaps be modified to allow transferred students greater opportunity to participate in after school activities. Perhaps late bus service or volunteer-driven shuttles to city transit lines could be provided.
2. Receiving school staffs should consider using transfer students as tutors where possible, perhaps for younger students in feeder schools or for other transfer students having problems with basic skills upon entry into receiving schools. Students with basic skills problems might benefit greatly in their own skill development from tutoring young children. Younger children might benefit from the constructive and early interaction with older students of different backgrounds. (These practices may already be in operation or under design in some schools or under new programs.)
3. Tutoring and other academic support services for students with basic skill needs should be reviewed for strengthening.
4. More detailed information needs to be collected in sending schools, prior to enrollment in receiving schools, of the student's motivation for transferring, prior academic successes and problems, and other information which might help the receiving school counsellors and teachers adjust to the student and bring about more rapid adjustment on the part of the student. District efforts are currently aimed at better training for school staffs on similarities and differences of students

from different backgrounds (Race Relations/Human Relations) and at improved academic and guidance support for transferred students (ESAA Basic Skills). It is recommended that the District consider that the evaluation for these ESAA and Integration Program efforts should aggressively support the jobs and situations facing receiving school staffs and students. Evaluation emphasis should be process rather than outcome, for the first year at least, and should focus on collecting, organizing, displaying, transmitting and using (interpreting) information on students who are transferring as well as on the programs and situations from which they come. Only in this way, in the evaluator's opinion, can the varied individual needs of transferred students be met, ensuring success for the greatest possible number of students.

5. Procedures and timing for transmittal of students' records to receiving schools perhaps need to be examined, and new school level responsibilities monitored closely until involved parties are operating efficiently. Procedures for use of the information in receiving school guidance, programming, instruction and instructional support for transferred students also need to be examined.
6. Race relations training and/or better information on general characteristics of incoming students need to be provided for receiving school staffs. Human Relations/Race Relations efforts are aimed at these ends, but resources and time are limited. Some priority could be given perhaps to newly receiving or newly paired and clustered schools.
7. Counselling time and specific counselling services devoted to transferred students or cancelled students in receiving and sending schools need to be examined, and, perhaps, the time increased and/or the services strengthened. Some counselors were particularly concerned about the attention paid to students who are having obvious problems, who are likely to be or who are in the process of being cancelled from the program; to resident minority students in receiving schools; to students who have returned to sending; and to White students in minority isolated schools. Another pressing concern is for Mexican-American counselors and students. There may not be enough counselling personnel available in receiving schools to handle the special needs of ethnic enrollees.

8. In the evaluator's opinion, a thorough profiling of management styles, management systems, materials in use, supportive services, academic progress, course offerings and grade practices and criteria in both sending and receiving schools needs to be accomplished and detailed comparisons made and used for the following purposes:
 - a. Strengthening of receiving school regular classroom programs for transferred students, i.e., through teacher training, materials development or purchase, curriculum revision, reorganization, development of labs or skills centers or other steps.
 - b. Strengthening of sending school programs to prepare potential transfer students for subsequent academic experience and adjustments.
 - c. Improving guidance service to aid parents and students in the selection of schools for enrollment.
 - d. To better examine and understand differences in programs which exist from school to school, particularly between schools in the Southeast and schools in other sectors of the city.
 - e. To strengthen schools in the Southeast, which are experiencing severe enrollment declines making them more competitive with other schools in the District.
9. A more detailed analysis by psychologists should be done of the effects experienced by students who drop out of the program and return to sending schools and of the factors contributing to those effects. Such an analysis would:
 - a. Enable sending school counselors and teachers to provide better guidance and support to those students.
 - b. Enable the District to more accurately assess its general services to and training programs for receiving school staffs.
 - c. Provide better information to specific receiving school staffs for improving their own programs and services for transferred students.

Section 3

ATTAINMENT OF CURRENT ETHNIC ENROLLMENT OBJECTIVES

ENROLLMENT OF WHITE STUDENTS

Major obstacles to increased ethnic enrollment of white students fell mainly into four (overlapping) categories, (a) images held by White parents and students regarding the schools in the Southeast, (b) lack of community/business involvement in desegregation/integration programs, (c) program and curriculum problems in Southeast schools, and (d) human/race relations factors.

In addition, there are constraints upon District administrators which appear to impede progress toward more substantial involvement of White students in transfer programs.

Image of Southeast Schools

Interview results indicate that public relations regarding the Southeast schools and VEEP and other special programs could be improved in a number of ways, and that there is a lack of available information on what schools in the Southeast are really like. Although the general concensus offered was that reporting has been fair and considerate, for the most part, it was felt that more could be done by press and District working together to seek out and highlight positives relating to integration and to programs and accomplishments in the Southeast schools. The grapevine within schools and the District and in the community at large also picks up on negative occurrences. Some interviewees felt that occurrences tend to get exaggerated or that rumors which do damage are too easily started. It was felt that there was not enough dissemination of information to parents or majority schools about strides and improvements that have been made in safety programs, security, transportation, curriculum, counseling, guidance and race and human relations.

Community/Business Involvement

There are many people inside and outside the District who feel there should be closer ties and more coordinated attacks by the community and the District on segregation and on the effects of segregation. The U.S. Commission on Civil Rights in a 10-year follow-up report on integration of the nation's schools, cited several examples of dramatic successes in integrating schools and in upgrading the quality of programs. Successes reported were due in large part to the involvement of business and civic leaders and organizations in helping districts identify and solve key problems. In San Diego, politics, defensiveness and avoidance of controversial involvements were seen as factors that must be overcome to increase the city's coordinated moves on the problems facing it.

Some people interviewed also felt there should also be more support sought and/or offered by other specialists from the private and university sector to help accomplish the many difficult tasks facing school and District personnel.

Suggestions ranged from securing Navy support in publicizing and recruiting for special programs, to securing specialists from universities to help evaluate programs or train personnel in various areas, to getting technical assistance from television stations or commercial production companies in spearheading student produced public relations or documentary films, to fund raising by the Chamber of Commerce to support scholarships or other financial assistance to students or staff interested in trying new situations.

Other concerns in this category related to establishing closer school to school community ties. Under Emergency School Aid Act and integration programs, through parent involvement, pairing and clustering of schools and other efforts, this problem is being attacked more directly by the District than in the past. There is some evidence, though far from conclusive, that White parents in some school communities are more willing than are White parents in other school communities to consider transferring their children to schools outside their neighborhood. While criteria aside from ethnic balance have been considered in making pairing and clustering decisions, the focus on balance has been heavy, and the District, perhaps, could examine more closely the disposition of school communities or school community segments in finalizing or reviewing such decisions.

Many people interviewed from all sectors felt strongly that more parent involvement is needed to bring about substantial improvements of programs including increased involvement of Whites. Some bemoaned cutbacks under ESAA of parent involvement funds. One of many suggestions was for the formation of a CACRI Parent Involvement Subcommittee.

Aside from the issue of White enrollment, but deemed important to the strengthening of programs for Mexican-American students, several interviewees felt there should be closer ties between District and school people and the Mexican-American community and leadership.

There was concern over factors which are outside direct District control but which contribute to segregation, such as housing patterns, real estate practices and commercial and industrial development. District and outside people called for closer coordination among business leaders, real estate organizations, city planners and District decision-makers. Evaluators were barely able to touch on such long-range solution possibilities, but feel that further consideration by concerned parties is justified. In the opinion of the evaluator, it seems evident that some, but not all, responsibilities regarding desegregation/integration lie outside of the power and responsibility of the District. Joint analysis of problems and alternatives and coordinated long-range planning among interest groups such as those indicated, yield much promise for achieving mutual and complementary goals and objectives.

Some District personnel felt that District and school personnel would benefit greatly in accomplishing program objectives and resolving a variety of problems if clear-cut mechanisms could be established to get support from the community. One school-based interviewee suggested setting up a special community committee whose dual purpose would be to get information from the community on alternatives that would enhance the District's decision-making process, and to take information to the community that would generate support for important District programs. Similar suggestions were made for specific programs, also, such as human relations and parent involvement. The general feeling was that

such arrangements would require more intimate contact among District personnel at many levels and community representatives than currently exists, although some CACRI subcommittees and Districtline personnel seem to be working more closely together than other subcommittees.

Program and Curriculum Factors

Evaluators do not have much specific information on the schools' programs in the Southeast as far as their current or potential attractiveness to White parents from outside attendance areas. There is evidence according to District and school personnel interviewed that some Southeast schools without special magnet or pilot programs have more to offer students, Black as well as White, than is generally known and have more to offer than other Southeast schools.

Several people also felt that efforts to recruit White students on the part of Southeast school staffs have not been very aggressive. Certainly, in schools that have experienced substantial enrollment declines, most staff members have been saddled with "extra" extra-curricular and support duties to make up for staff reductions, and there has not been much time available for organizing and conducting recruiting programs.

Magnet and other special programs, established in or planned for Southeast schools, should help substantially in the opinion of many to generate more interest and participation on the part of White families outside of Southeast attendance areas. Some District people and outside observers did feel that a wider range of alternatives should be considered in making decisions about the types and location of special programs and schools. Some factors offered for consideration were, (a) residential real estate variables, on the assumption that resources should be concentrated in areas where Whites would be most likely to move, (b) proximity to sending school attendance areas where White parents may be more willing to transfer students, or more desirous of certain types of programs for their students.

Human/Race Relations

Many responses regarding hesitancy on the part of White families to transfer students dealt with the negative image of minorities held by Whites, basic distrust of minorities, lack of knowledge of minorities and prejudice. Some people felt that attitudes would not change; others felt that attitudes do change and improve with personal contact and friendships. Some District personnel and CACRI members pointed out that many parents in San Diego are open to integration, even though others are likely to oppose integration regardless of District efforts. Some felt that recruitment of White students would be more productive if more selective.

District human/race relations efforts are proceeding and these and other efforts, such as clustering and pairing, integrated learning experiences and exchange programs, and public relations and communication would help to improve race relations and bring communities closer together. There was general concern that Human/Race Relations resources may not be sufficient and are being spread too thinly across the District.

ENROLLMENT OF ELEMENTARY STUDENTS

Proximity, access to children, safety, poor communication, public relations and human/race relations were seen as stumbling blocks to the enrollment of more elementary school students, although there have been increases in the number of students enrolled with the development of magnet and other special programs.

Parent participation was seen as a major critical factor in increasing elementary enrollments. Pairing and clustering is being aimed at elementary schools, and cross-community interactions and involvement are seen by many as an important part of these efforts. One strategy for getting parents more involved in the activities of the other schools was to alternate having PTA meetings in each of the schools in pairs or clusters.

Some people felt that special interactions and exchanges and pairing and clustering arrangements will lead to more substantial interchanges and transfers among elementary schools. There are many considerations and constraints that relate to the linking of elementary schools since feeder patterns into secondary schools can affect population balances there.

There are some conflicts which are knotty, if not inherent to various programs between secondary requirements for racial balance, on the one hand, and the need for continuity across the child's total school experience on the other. Evaluators do not have specific enough information on these matters to offer alternative solutions, but coordination across projects is critical.

INTEGRATION WITHIN SCHOOLS

Factors seen as prohibiting integration of students academically related mainly to real and perceived basic skills differences between incoming and resident students in receiving schools, and to problems in programming for incoming students.

Evaluators do not have complete information on integration of students academically in any given schools, and there are probably differences in successes to date. The following findings and reported problems are presented for further consideration by receiving school and District personnel in their efforts to meet the needs of ethnic enrollees:

It was reported by several people that many incoming Black students are tracked into non-college courses; remedial classes. Alternatives presented were more individual help for students to enable them to succeed in a broader range of courses. Low expectations by teachers and other staff were seen as contributing to this problem. Resource limitations were seen as constraints to providing adequate academic support and guidance services. Alternatives to increased staffing such as a team approach to counselling and peer tutoring were cited as possible or planned. ESAA efforts will provide some additional support in these areas. The 77-78 evaluation should determine whether such alternatives are sufficient or whether resources devoted to transferred students should be increased.

There was some indication from both receiving and sending school interviews that low or different expectations for minority students may prevent the referral and identification, in receiving schools, of gifted and talented minority students for the inclusion in special programs. Teachers in one sending school were worried that the bright Black students transferring to receiving schools might not be recognized as gifted and might miss out on special programs and other opportunities for gifted students. One psychologist reported that different procedures and sets of standards are used to identify gifted students in one Southeast High School, including information collected directly from students and teachers on perceived capabilities. Such procedures and criteria might be of use to receiving school teachers and staff interested in identifying the more talented or gifted of transferred students, and might also be valuable in race relations training on the characteristics of ethnic enrollees.

Social and extracurricular integration on campuses was seen by many as one of the most serious problems facing receiving school staffs and students. Incoming students tend to cluster in their respective ethnic groups at all opportunities. Involvement in after school activities are difficult due to transportation problems. Many students reported that football games were about the only place where students seemed to pull together and interact. Some felt dances were also somewhat better than school for getting to know each other, while others felt there was much clustering there, too. Some receiving school personnel discourage clustering on school grounds for security reasons and one interviewee thought this practice served to reinforce banding together and isolation. Most people who voiced concerns over integration within schools felt that vigorous race relations programs for students and faculties were needed to solve and prevent problems.

Much more could be said about this important area, but the evaluator can only in this writing report on two pieces of information found which relate to student and race relations. One school set up a student committee, referred to earlier, to help incoming students learn the ropes, to get to know students and to get through the difficult transition period.

In another school, volunteer parents place themselves on-call during non-working school hours, and drop by the school in the event of any student or racial disturbances, to have some coffee, to wander around, to rap with students. Their mere presence, it is reported, reduces the tension in the air.

Summary on Integration

These last two relations bring up an important conclusion, in the opinion of the evaluator. Solutions to problems come from concerned, creative and capable people, and there are an abundance of those in San Diego -- attending school, sending children to school, working inside and outside the District.

The problems facing the city which related to desegregation and the effects of desegregation, as well as their solutions, are important to different people for different reasons. This evaluator saw no problems, sweeping or specific, that was not considered solvable by good people who are in the know.

RECOMMENDATIONS

1. District and CACRI persons felt much stronger steps should be taken by the District, with help from the community and media to publicize magnet schools, Southeast schools and positive aspects of various programs. Some suggestions were:
 - employment of good writers, professional media people (a public relations firm has been retained by the District, evaluators understand).
 - greater coverage of students involved in programs.
 - student produced films or videotapes.
 - more effective marketing or selling of programs by school staffs, and Districts, through District communication channels.
 - a "hardersell" of desegregation/integration programs was called for by several of those interviewed, both District and community people. It was suggested that the District's own public relations people could do a good job of promoting special programs but that more resources would have to be put into that area.
2. More active and selective recruitment of White and elementary students and parents, many felt, would result in increases in voluntary ethnic enrollments. Some suggestions were:
 - District should secure support of community and professional groups (Navy was example) to spread word of community meetings to discuss magnets or programs that might have appeal.
 - future surveys should yield more specific information by attendance areas on types of programs/features desired -- which could then be used for more selected recruiting.
 - greater support, it was felt, could be given by some majority school staffs in recruiting white students from their area.
 - use of VEEP students (in majority schools) and/or leaders or other students from minority schools in recruitment.
3. Create incentives such as scholarships, smaller class sizes, special courses; incentives to parents to attend meetings; incentives for staff interested in recruiting.
4. Many people suggested that wider ranges of alternatives should be considered regarding eligibility for transfer, linkage patterns, pairing and clustering, etc., in order to overcome constraints on the transfer of whites. Of concern to some were willingness of many white parents to enroll students in magnet schools in the Southeast, and the inability of the District to allow such enrollments. Some suggestions were:

- policy that White students could transfer out of minority imbalanced schools into magnets or other schools in Southeast, under condition that other White students were transferring into imbalanced -- rationale is that neighborhood change would not be so great, travel time is more limited.
 - under a cluster arrangement involving 3 schools, a similar arrangement could be entered into where in both minority and majority students could transfer into and out of, respectively, minority imbalanced but non-isolated schools.
 - establishment of new schools (perhaps using existing available facilities of other government agencies) in a neutral zone or area, to reduce travel time and disparity between sending and receiving neighborhoods.
5. A rumor control function should be established by the District or by school/parent groups, to try to keep tense situations from escalating, to counteract misperceptions regarding safety and security.
 6. For elementary recruiting, communications and support from District school personnel should focus upon:
 - safety steps and records regarding transportation.
 - instructional aspects of bus ride (which many feel is critical and should be strengthened).
 - intercultural aspects of programs in schools.
 - other positive aspects of programs.
 7. It was suggested by some that human/race relations training should involve District and community leadership (CACRI). It is not clear whether any training is planned for CACRI or for the Board. Some has been provided to District personnel; feedback indicates that large meetings are more valuable for general orientation than for actual race relations training.
 8. Additional human relations/race relations resources are needed, in the opinion of many people interviewed. It was suggested by school and District personnel that some personnel time assigned to sites was necessary, while others felt more efficient use of Human Relations/Race Relations aides on-site, combined with expert training, would be more effective. Specific evaluation support needs to be devoted to Human Relations/Race Relations facilitators, to assist them in keeping track of school needs and of techniques and solutions in other parts of the District which might apply to those needs. This direct support may be possible under ESAA.

APPENDIX A

SUMMARY OF INTERVIEW
PROCESS

Citizens Advisory Commission on Racial Integration

25 Members

Receiving Schools

Encanto Elementary Oak Park Elementary
Patrick Henry Senior High Pershing Junior High
Hale Junior High

Counselors	7	Psychologists	2
Teachers	11	Attendance	
Parents	4	Secretaries	2
Principals	3	Aides	8
Students	21	Secretaries	6

Sending Schools

Baker Elementary O'Farrell Junior High
Bell Junior High Morse Senior High

Counselors	6	Principals	1
Teachers	14	Secretaries	3
Parents	23	Aides	2
Students	39	Psychologists	2

Central Personnel

30 Administrative, Resource and Support Personnel

APPENDIX B

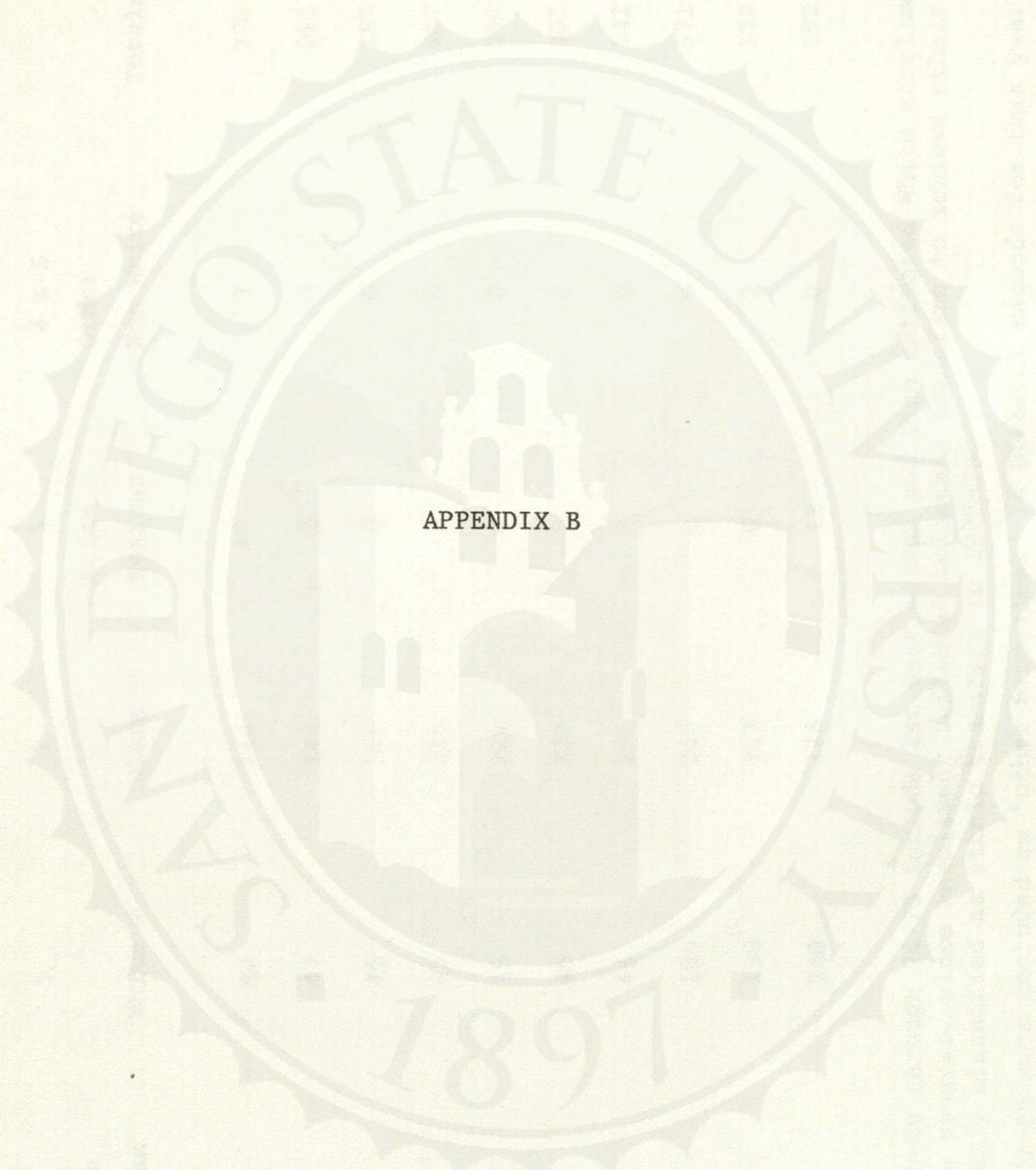


Table 1a

Elementary

Number of Ethnic Transfer Students Enrolled
Over a Ten-Year Period

	0 Mexican American	1 White +	2 Black	3 Asian Mexican	4 & 5 Other Non White	Totals
68-69	32	48	144	*7	7	238
69-70 **	21	47	141	2	0	211 ***
70-71 **	7	45	105	0	0	157 ***
71-72	29	45	226	7	0	307
72-73	24	45	221	6	0	296
73-74	29	45	223	8	0	305
74-75	38	45	251	7	0	341
75-76	37	180	348	6	0	571
76-77	45	198	307	6	2	558
77-78	56	240	378	18	0	692

+White figures from 68-69 through 74-75 include 1st year actual and then estimated White enrollment in the Fremont model schools program, since enrollment reflected voluntary transfers to achieve ethnic balances. Students were officially classified as ethnic transfers in 1975-76.

*Asian Americans for 68-69 were included as "other minorities" in District records for this year.

**Figures by ethnicity for 69-70 and 70-71 reflect new permits; cumulative enrollment figures were not available.

***Totals for 69-70 and 70-71 are based on applications for transportation; they approximate cumulative enrollment but were not available by ethnicity.

Table 1b

Junior High

Number of Ethnic Transfer Students Enrolled
Over a Ten-Year Period

	0 Mexican American	1 White +	2 Black	3 Asian Mexican	4 & 5 Other Non White	Totals
68-69	101	1	308	*16	16	442
69-70 **	89	1	335	15	1	441 ***
70-71 **	60	2	334	11	6	413 ***
71-72	133	0	535	28	2	698
72-73	159	0	522	23	7	711
73-74	223	0	653	31	2	909
74-75	284	0	922	42	8	1256
75-76	366	0	1056	37	7	1466
76-77	431	0	1185	37	22	1675
77-78	573	32	1318	49	2	1974

+White figures from 68-69 through 74-75 include 1st year actual and then estimated White enrollment in the Fremont model schools program, since enrollment reflected voluntary transfers to achieve ethnic balances. Students were officially classified as ethnic transfers in 1975-76.

*Asian Americans for 68-69 were included as "other minorities" in District records for this year.

**Figures by ethnicity for 69-70 and 70-71 reflect new permits; cumulative enrollment figures were not available.

***Totals for 69-70 and 70-71 are based on applications for transportation; they approximate cumulative enrollment but were not available by ethnicity.

Table 1c

Senior High

Number of Ethnic Transfer Students Enrolled
Over a Ten-Year Period

	0 Mexican American	1 White +	2 Black	3 Asian Mexican	4 & 5 Other Non White	Totals
68-69	97	5	187	*22	22	333
69-70 **	49	1	202	14	3	269 ***
70-71 **	44	0	275	9	5	333 ***
71-72	97	0	454	28	4	583
72-73	115	0	507	33	2	657
73-74	93	0	477	33	3	606
74-75	115	0	638	35	2	790
75-76	134	0	713	52	7	906
76-77	156	0	763	47	23	989
77-78	211	28	829	78	2	1148

+White figures from 68-69 through 74-75 include 1st year actual and then estimated White enrollment in the Fremont model schools program, since enrollment reflected voluntary transfers to achieve ethnic balances. Students were officially classified as ethnic transfers in 1975-76.

*Asian Americans for 68-69 were included as "other minorities" in District records for this year.

**Figures by ethnicity for 69-70 and 70-71 reflect new permits; cumulative enrollment figures were not available.

***Totals for 69-70 and 70-71 are based on applications for transportation; they approximate cumulative enrollment but were not available by ethnicity.

TABLE 2
FOR FIVE YEARS NUMBERS OF STUDENTS
IN DESEGREGATED SCHOOLS* AS A RESULT OF
VOLUNTARY TRANSFERS

		White	Black	Mexican- American	Asian- American	Other Groups	Total
73-74	Elementary	834	24	73	14	7	952
	Jr. High	4900	312	302	60	74	5648
	Sr. High	--	--	--	--	--	--
	Total	5734	336	375	74	81	6600
74-75	Elementary	--	--	--	--	--	--
	Jr. High	4505	255	337	73	19	5189
	Sr. High	3440	285	145	26	29	3925
	Total	7945	540	482	99	48	9114
75-76	Elementary	589	62	13	5	1	670
	Jr. High	5756	539	498	111	41	6945
	Sr. High	3149	310	140	44	33	3676
76-77	Elementary	579	64	13	6	0	662
	Jr. High	4983	438	526	146	2	6095
	Sr. High	3027	329	154	62	7	3579
77-78	Elementary	3331	192	113	99	7	3742
	Jr. High	5435	822	487	137	21	6902
	Sr. High	5634	483	356	139	12	6624
	Total	14,400	1497	956	375	40	17,268

* Desegregated school is defined as a school that has gone from being isolated to having majority or minority percent enrollments less than 90%.

Table 3a

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL	Elementary	68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Adams	NON-VEEP %*	10.6	12.0	12.2	14.2	14.2	20.9	21.2	22.0	27.5	28.9
	MINORITY %**	10.6	12.0	12.2	14.3	14.3	20.9	21.2	22.0	27.5	28.9
	VEEP CONT.+	0	0	0	0.1	0.1	0	0	0	0	0
Bayview Terrace	NON-VEEP %*	9.2	14.2	16.1	17.6	12.3	12.6	15.0	16.6	20.7	21.0
	MINORITY %**	9.2	14.2	16.1	17.8	12.3	13.4	15.4	17.0	20.7	21.0
	VEEP CONT.+	0	0	0	0.2	0	0.8	0.4	0.4	0	0
Birney	NON-VEEP %*	17.2	18.5	18.9	16.5	16.6	15.5	20.5	21.6	24.6	26.4
	MINORITY %**	17.7	18.8	19.5	16.5	16.9	15.7	20.5	21.6	24.6	26.6
	VEEP CONT.+	0.5	0.3	0.6	0	0.3	0.2	0	0	0	0.2
Boone	NON-VEEP %*	23.2	30.1	35.1	41.7	48.5	48.9	52.6	59.1	63.9	66.8
	MINORITY %**	23.2	30.3	35.1	41.7	48.5	48.9	52.6	59.1	63.9	66.8
	VEEP CONT.+	0	0.2	0	0	0	0	0	0	0	0
Cabrillo	NON-VEEP %*	19.4	20.1	23.4	19.4	19.9	13.6	10.5	7.8	7.0	7.0
	MINORITY %**	19.6	20.3	23.8	19.6	19.9	13.6	10.5	7.8	7.0	7.0
	VEEP CONT.+	0.2	0.2	0.4	0.2	0	0	0	0	0	0

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3b

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL		68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Carver	NON-VEEP %*	14.9	21.6	22.6	23.0	21.1	21.5	23.9	22.4	27.0	23.8
	MINORITY %**	14.9	21.6	23.7	26.1	23.3	23.9	26.1	24.0	27.0	24.3
	VEEP CONT.+	0	0	1.1	3.1	2.2	2.4	2.2	1.6	0	0.5
Central	NON-VEEP %*	48.5	54.2	55.2	55.3	55.1	52.6	53.5	57.3	58.2	61.5
	MINORITY %**	48.8	54.2	55.2	55.3	55.1	52.6	53.5	57.3	58.2	61.5
	VEEP CONT.+	0.3	0	0	0	0	0	0	0	0	0
Darnall	NON-VEEP %*	7.9	16.0	18.2	17.1	27.1	23.8	22.8	27.0	30.2	65.2
	MINORITY %**	7.9	16.0	18.2	17.1	27.1	23.8	22.8	27.0	30.2	65.2
	VEEP CONT.+	0	0	0	0	0	0	0	0	0	0
Ebison	NON-VEEP %*	16.9	22.4	21.5	24.8	30.7	28.3	31.2	34.1	39.8	58.1
	MINORITY %**	16.9	22.4	21.5	24.8	30.7	28.3	31.2	34.1	39.8	58.1
	VEEP CONT.+	0	0	0	0	0	0	0	0	0	0
Encanto	NON-VEEP %*	44.0	51.9	51.5	54.3	56.9	57.9	63.4	62.7	66.6	65.6
	MINORITY %**	44.1	52.1	51.5	54.3	56.9	57.9	63.4	62.8	66.9	67.9
	VEEP CONT.+	0.1	0.2	0	0	0	0	0	0.1	0.3	2.3

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3c

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL		68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Euclid	NON-VEEP %*	15.6	20.3	14.6	22.5	27.4	30.0	34.8	40.5	42.9	44.6
	MINORITY %**	15.6	22.3	23.2	23.8	28.4	30.6	35.1	40.8	42.9	44.6
	VEEP CONT.+	0	2.0	6.9	1.3	1.0	0.6	0.3	0.3	0	0
Fletcher	NON-VEEP %*	6.5	13.8	16.3	14.4	18.8	17.9	19.7	27.6	24.9	29.6
	MINORITY %**	6.5	13.8	16.3	14.6	19.0	17.9	19.7	27.6	24.9	29.6
	VEEP CONT.+	0	0	0	0.2	0.2	0	0	0	0	0
Florence	NON-VEEP %*	12.3	14.3	12.8	15.4	19.8	16.6	14.1	16.2	19.6	19.8
	MINORITY %**	12.5	15.6	13.5	16.7	20.5	17.4	14.1	16.2	19.6	19.8
	VEEP CONT.+	0.2	1.3	0.7	1.3	0.7	0.8	0	0	0	0
Freese	NON-VEEP %*	27.6	35.8	41.5	49.0	60.0	65.6	69.7	74.3	78.5	80.0
	MINORITY %**	27.7	35.8	41.5	49.0	60.0	65.6	69.7	74.3	78.5	80.0
	VEEP CONT.+	0.1	0	0	0	0	0	0	0	0	0
Lindbergh	NON-VEEP %*	8.4	10.1	10.2	9.9	11.1	12.0	11.9	13.0	15.3	24.2
	MINORITY %**	8.4	10.1	10.2	9.9	11.1	13.3	18.1	20.2	23.3	30.6
	VEEP CONT.+	0	0	0	0	0	1.3	6.2	7.2	8.0	6.4

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3d

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL Elementary		68 69	69 70	70 71	71 72	72 73	73 74	74 75	75 76	76 77	77 78
Marshall	NON-VEEP %*	17.2	19.7	21.4	27.4	29.0	31.3	40.1	36.7	40.9	41.8
	MINORITY %**	17.6	20.2	21.4	27.6	29.2	31.7	40.5	37.2	41.2	41.8
	VEEP CONT.+	0.4	0.5	0	0.2	0.2	0.4	0.4	0.5	0.3	0
Oak Park	NON-VEEP %*	25.2	31.8	31.8	24.3	33.1	38.9	45.9	52.9	57.3	47.1
	MINORITY %**	31.8	43.8	40.5	33.7	39.7	43.7	48.5	55.2	57.3	47.1
	VEEP CONT.+	6.6	8.0	8.6	9.4	6.6	4.8	3.6	2.3	0	0
Paradise Hills	NON-VEEP %*	31.6	35.2	42.2	44.6	51.9	55.7	62.6	65.9	68.6	68.9
	MINORITY %**	33.2	36.3	42.9	46.6	53.8	57.9	64.6	67.3	69.7	69.1
	VEEP CONT.+	1.6	1.1	0.7	2.0	1.9	2.2	2.0	1.4	1.1	0.2
Garfield	NON-VEEP %*	13.9	16.7	14.7	18.7	21.0	11.4	-	-	-	0
	MINORITY %**	14.1	16.7	14.7	18.7	21.0	11.4	-	-	-	0
	VEEP CONT.+	0.2	0	0	0	0	0	-	-	-	0
Grantville	NON-VEEP %*	5.4	4.6	7.0	7.4	10.9	10.7	16.7	20.1	16.4	17.6
	MINORITY %**	5.4	4.6	7.7	12.3	16.9	17.2	22.4	24.6	25.7	33.7
	VEEP CONT.+	0	0	0.7	4.9	6.0	6.5	5.7	4.5	9.3	16.1

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3e

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL Elementary		68 69	69 70	70 71	71 72	72 73	73 74	74 75	75 76	76 77	77 78
Hamilton	NON-VEEP %*	13.2	20.3	25.1	24.8	28.6	29.1	28.9	33.6	40.3	43.0
	MINORITY %**	13.4	21.0	26.6	25.9	29.6	30.1	30.5	34.3	40.7	43.3
	VEEP CONT.+	0.2	0.3	1.5	1.1	1.0	1.0	1.6	0.7	0.4	0.3
Montezuma	NON-VEEP %*	3.2	10.5	12.3	7.3	7.7	7.1	11.4	15.0	23.2	28.1
	MINORITY %**	3.2	10.5	15.8	13.6	15.0	12.7	14.3	15.8	23.2	28.1
	VEEP CONT.+	0	0	3.5	6.3	7.3	5.6	2.9	0.8	0	0
Rowan	NON-VEEP %*	12.1	18.2	23.5	25.2	31.2	33.1	37.5	36.7	42.2	55.4
	MINORITY %**	12.1	19.5	25.2	26.7	32.8	34.1	37.5	36.7	42.2	55.4
	VEEP CONT.+	0	1.3	1.7	1.5	1.6	1.0	0	0	0	0
Sequoia	NON-VEEP %*	13.4	12.5	14.6	14.1	15.5	17.7	19.2	21.5	20.7	20.6
	MINORITY %**	13.4	12.5	14.7	14.1	15.5	17.7	19.2	21.5	20.7	20.6
	VEEP CONT.+	0	0	0.1	0	0	0	0	0	0	0
Twain	NON-VEEP %*	22.2	28.6	27.6	26.4	22.9	22.0	21.1	25.5	32.9	32.8
	MINORITY %**	22.2	28.6	27.6	26.4	22.9	23.6	22.8	25.5	32.9	32.8
	VEEP CONT.+	0	0	0	0	0	1.6	1.7	0	0	0

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3f

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL	Junior High	68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Bell	NON-VEEP %*	32.2	36.5	39.9	44.8	52.9	51.8	58.8	62.7	64.4	--
	MINORITY %**	32.2	36.6	40.0	44.9	52.9	51.8	58.8	62.7	64.4	65.9
	VEEP CONT.+	0	0.1	0.1	0.1	0	0	0	0	0	--
Collier	NON-VEEP %*	11.1	13.3	16.6	12.8	16.4	14.1	15.0	14.9	17.7	15.3
	MINORITY %**	12.0	14.5	17.8	23.6	23.3	19.5	21.0	18.0	21.1	19.0
	VEEP CONT.+	0.9	1.2	1.2	10.8	6.9	5.4	6.0	3.1	3.4	3.7
Dana	NON-VEEP %*	8.0	5.0	10.7	7.6	16.0	12.4	9.8	15.5	4.8	7.2
	MINORITY %**	8.7	8.3	18.2	16.0	28.6	25.7	22.7	24.0	13.8	15.8
	VEEP CONT. +	0.7	3.3	7.5	9.0	12.6	13.3	12.9	8.5	9.0	8.6
Einstein	NON-VEEP %*	8.0	9.0	10.9	11.4	13.2	13.3	15.3	13.6	14.2	19.8
	MINORITY %**	8.0	9.2	11.0	11.4	13.3	14.6	20.1	21.4	24.7	30.5
	VEEP CONT.+	0	0.2	0.1	0	0.1	1.3	4.8	7.8	10.5	10.8
Hale	NON-VEEP %*	6.8	7.7	7.6	7.5	8.7	9.4	10.4	12.3	13.6	14.8
	MINORITY %**	6.8	7.7	7.7	7.5	9.2	11.7	16.4	21.9	24.7	28.2
	VEEP CONT.+	0	0	0.1	0	0.5	2.3	6.0	9.6	11.1	13.4

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3g

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL	Junior High	68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Lewis	NON-VEEP %*	3.1	4.5	4.5	2.6	6.5	8.6	10.6	7.6	6.0	17.8
	MINORITY %**	3.5	7.4	6.8	5.3	10.8	14.9	16.9	18.1	20.4	22.9
	VEEP CONT.+	0.4	2.9	2.3	2.7	4.3	6.3	6.2	10.5	14.4	5.1
Mann	NON-VEEP %*	18.2	19.6	23.2	13.5	17.3	19.6	21.7	23.1	25.9	31.2
	MINORITY %**	26.0	29.4	33.9	24.0	26.7	28.0	29.8	27.1	30.2	33.1
	VEEP CONT.+	7.8	9.8	10.7	10.5	9.4	8.4	8.1	4.0	4.3	1.9
Marston	NON-VEEP %*	8.0	7.6	7.8	9.5	10.4	11.0	11.0	11.1	13.5	16.6
	MINORITY %**	8.0	7.6	7.9	9.8	10.6	12.4	13.9	17.4	23.8	30.4
	VEEP CONT.+	0	0	0.1	0.3	0.2	1.4	2.9	6.3	10.3	13.8
Montgomery	NON-VEEP %*	20.2	24.3	26.4	27.4	29.6	30.0	31.6	33.9	38.9	--
	MINORITY %**	20.5	25.6	27.4	28.3	29.7	30.1	31.6	33.9	38.9	43.6
	VEEP CONT.+	0.3	1.3	1.0	0.9	0.1	0.1	0	0	0	--
Roosevelt	NON-VEEP %*	26.9	31.1	30.1	23.0	28.3	27.2	32.0	30.9	35.7	38.6
	MINORITY %**	35.3	31.1	40.2	29.2	32.9	32.0	37.7	33.3	37.1	38.6
	VEEP CONT.+	8.4	0	10.1	6.2	4.6	4.8	5.7	2.4	1.4	0

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3h

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL	Junior High	68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Wilson	NON-VEEP %*	19.7	22.2	24.8	20.7	24.1	26.7	32.9	33.6	36.7	39.0
	MINORITY %**	19.7	22.2	24.8	25.8	30.8	31.5	37.9	35.6	37.2	39.0
	VEEP CONT.+	0	0	0	5.1	6.7	4.8	5.0	2.0	0.5	0
	NON-VEEP %*										
	MINORITY %**										
	VEEP CONT.+										
	NON-VEEP %*										
	MINORITY %**										
	VEEP CONT.+										
	NON-VEEP %*										
	MINORITY %**										
	VEEP CONT.+										

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*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).
 **MINORITY students as a percent of total enrollment.
 †INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 3i

VEEP CONTRIBUTION TO ETHNIC BALANCE IN RECEIVING
SCHOOLS BY SCHOOL AND BY YEAR

SCHOOL	Senior High	68	69	70	71	72	73	74	75	76	77
		69	70	71	72	73	74	75	76	77	78
Crawford	NON-VEEP %*	10.2	12.1	15.8	9.4	11.9	14.4	17.4	20.9	24.9	30.2
	MINORITY %**	13.2	18.4	23.7	19.7	22.8	23.8	26.0	27.5	31.1	33.8
	VEEP CONT.+	3.0	6.3	7.9	10.3	10.9	9.4	8.6	6.6	6.2	3.6
Hoover	NON-VEEP %*	15.1	17.5	21.4	16.4	17.7	21.7	25.0	27.4	30.6	37.3
	MINORITY %**	16.6	21.4	27.5	23.2	23.8	26.6	29.9	31.1	34.0	38.6
	VEEP CONT.+	1.5	3.9	6.1	6.8	6.1	4.9	4.9	3.7	3.4	1.3
Kearny	NON-VEEP %*	15.0	14.3	16.1	16.2	18.6	21.7	22.3	25.3	26.6	31.3
	MINORITY %**	15.2	14.7	16.7	17.3	19.9	23.7	24.6	27.8	29.7	34.3
	VEEP CONT.+	0.2	0.4	0.6	1.1	1.3	2.0	2.3	2.5	3.1	3.0
Morse	NON-VEEP %*	41.6	45.7	48.9	51.3	57.2	63.1	65.9	72.8	76.0	--
	MINORITY %**	44.1	46.3	49.4	51.6	57.5	63.2	66.0	72.8	76.0	78.7
	VEEP CONT.+	2.5	0.6	0.5	0.3	0.3	0.1	0.1	0	0	--
Point Loma	NON-VEEP %*	9.2	6.6	9.3	5.5	11.7	12.6	13.1	14.2	14.4	11.3
	MINORITY %**	10.2	9.0	12.4	10.2	17.7	18.7	20.2	19.9	14.4	16.0
	VEEP CONT.+	1.0	2.4	3.1	4.7	6.0	6.1	7.1	5.7	0	4.7

*NON-VEEP minority students as a percent of total enrollment(excluding VEEP students).

**MINORITY students as a percent of total enrollment.

+INCREASE in minority percentage of total enrollment, attributable to VEEP.

Table 4
 Schools Having "Majority Isolated"
 Status Changed as a Result of the
 Voluntary Ethnic Enrollment Program

<u>Elementary</u>	<u>Majority % with VEEP</u>	<u>Majority % without VEEP</u>	<u>Year of Change</u>
Grantville	87.7	92.6	71-72
Montezuma	86.4	92.7	71-72
	85.0	92.3	72-73
	87.3	92.9	73-74
Clay	88.1	91.0	71-72
	89.0	90.4	73-74
Franklin	89.8	91.3	72-73
	89.7	90.8	73-74
Silvergate	87.8	97.6	75-76
	87.5	97.0	76-77
<u>Jr. High</u>			
Dana	84.0	92.4	71-72
	86.2	95.2	76-77
Hale	88.3	90.6	73-74
Lewis	89.2	93.5	72-73
	85.1	91.4	73-74
	81.9	92.4	75-76
Muirlands	88.0	93.0	74-75
	85.0	94.0	75-76
	84.6	94.7	76-77
Pacific Beach	87.8	90.4	72-73
	86.7	91.1	73-74
	86.4	91.2	74-75
	83.8	90.4	75-76
	81.4	90.2	76-77

Table 4 (continued)

Schools Having "Majority Isolated"

Status Changed as a Result of the
Voluntary Ethnic Enrollment Program

<u>Jr. High (Continued)</u>	<u>Majority % with VEEP</u>	<u>Majority % without VEEP</u>	<u>Year of Change</u>
Pershing	86.4	93.4	74-75
	81.8	93.4	75-76
	79.4	94.3	76-77
Standley	84.0	90.8	76-77
<u>Sr. High</u>			
Crawford	80.3	90.6	71-72
Henry	87.6	92.8	74-75
	72.5	79.1	75-76
	68.9	75.1	76-77
Point Loma	89.8	90.8	68-69
	87.6	90.7	70-71
	89.9	94.5	71-72

Table 5a

COMPARISON OF BEGINNING AND TENTH GRADE
NATIONAL PERCENTILE SCORES ON STANDARDIZED TESTS
FOR TRANSFERRED STUDENTS STILL IN PROGRAM IN 1976-77, IN
RELATION TO AVERAGE SENDING SCHOOL AND AVERAGE RECEIVING SCHOOL SCORES

Class of 1978	Vocabulary		Comprehension		Lang. Express.		Math Comput.		Math Concepts		Math Applic.	
	Beg.	10th	Beg.	10th	Beg.	10th	Beg.	10th	Beg.	10th	Beg.	10th
Students starting in												
7th grade*	38	52	33	46	34	43	34	47	37	41	36	48
Sending++		23+		23+		24		29		23		27
Receiving++		65+		65+		58		62		63		61
8th grade**	29	44	27	40	50	36	32	54	31	43	26	43
Sending	22	23	22	23	17	24	21	29	27	23	20	27
Receiving	54	65	54	65	48	58	49	62	59	63	50	61
9th grade**	29	45	24	45	37	40	27	44	31	40	21	41
Sending	22	23	22	23	17	24	21	29	27	23	20	27
Receiving	54	65	54	65	48	58	49	62	59	63	50	61
10th grade		48		47		35		47		41		40
Sending		23		23		24		29		23		27
Receiving		65		65		58		62		63		61
Class of 1979												
7th grade	31	47	30	44	30	42	25	49	28	41	26	43
Sending	28	22	28	22	31	24	23	31	33	28	33	25
Receiving	64	63	64	63	65	58	60	62	67	63	67	61
8th grade		42		36		39		44		37		39
Sending		22		22		24		31		28		25
Receiving		63		63		58		62		63		61
9th grade		43		36		30		44		35		41
Sending		22		22		24		31		28		25
Receiving		63		63		58		62		63		61
10th grade		39		37		34		45		38		39
Sending		22		22		24		31		28		25
Receiving		63		63		58		62		63		61

*; **; Beginning scores are *6th grade scores, **8th grade scores.

+; Sending and receiving school average scores shown under vocabulary and comprehension are all total reading percentiles.

++; Sending and receiving scores are medians taken from District reports; continuing (7th grade, etc.) are means.

Table 5b

COMPARISON OF BEGINNING AND TENTH GRADE NATIONAL PERCENTILE SCORES
ON STANDARDIZED TESTS, FOR STUDENTS WHOSE ETHNIC TRANSFER PERMITS
WERE CANCELLED DURING 1975-76
IN RELATION TO AVERAGE SENDING SCHOOL AND AVERAGE RECEIVING SCHOOL SCORES

Class of 1978 Students starting in	Vocabulary		Comprehension		Lang. Express.		Math Comput.		Math Concepts		Math Applic.	
	Beg.	10th	Beg.	10th	Beg.	10th	Beg.	10th	Beg.	10th	Beg.	10th
7th grade*	34	45	28	37	34	34	34	46	28	35	31	35
Sending++		23+		22+		24		29		23		27
Receiving++		65+		65+		58		62		63		61
8th grade**	21	35	22	35	26	30	22	25	23	25	13	38
Sending	22	23	22	22	17	24	21	29	27	23	20	27
Receiving	54	65	54	65	48	58	49	62	59	63	50	61
9th grade**	26	42	34	52	43	48	27	32	46	33	26	32
Sending	22	23	22	22	17	24	21	29	27	23	20	27
Receiving	54	65	54	65	48	58	49	62	59	63	50	61
10th grade***		40		40		38		38		40		45
Sending		23		22		24		29		23		27
Receiving		65		65		58		62		63		61

*; **; ***; Beginning scores are *6th grade scores; **8th grade scores and ***10th grade scores.

+; Sending and receiving school average scores shown under vocabulary and comprehension are all total reading percentiles.

++; Sending and receiving scores are medians taken from District reports; continuing (7th grade, etc.) are means.

Table 6a
JUNIOR HIGH SCHOOLS

ENROLLMENT, TOTAL CANCELLATIONS AND
PUPIL PLACEMENT COUNCIL/EXPULSION CANCELLATIONS
IN 1975-76

	<u>Lewis</u>	<u>Mann</u>	<u>Einstein</u>	<u>Taft</u>	<u>Marston</u>	<u>Muirlands</u>	<u>Wilson</u>
Enrollment	178	97	142	28	166	123	38
Cancellations	50 (28)*	31 (32)	45 (32)	14 (50)	47 (28)	64 (52)	2 (6)
PPC/Exp.	9 (18)**	1 (3)	6 (13)	2 (14)	6 (13)	14 (23)	2 (100)

	<u>Pac. Beach</u>	<u>Roosevelt</u>	<u>Pershing</u>	<u>Collier</u>	<u>Hale</u>	<u>Dana</u>
Enrollment	96	26	279	23	191	76
Cancell.	34 (35)	4 (15)	72 (26)	4 (17.4)	55 (29)	10 (13.6)
PPC/Exp.	3 (9)	0 (0)	2 (3)	4	11 (20)	0 (0%)

* Cancellations as a percent of students enrolled in school.

** Pupil Placement Council and Expulsion cancellations as a percent of total cancellations.

Table 6b

SENIOR HIGH SCHOOLS

 ENROLLMENT, TOTAL CANCELLATIONS AND
 PUPIL PLACEMENT COUNCIL/EXPULSION CANCELLATIONS
 IN 1975-76

	<u>Madison</u>	<u>Henry</u>	<u>Clairmont</u>	<u>Kearney</u>	<u>Pt. Loma</u>	<u>S.D.</u>	<u>Mission Bay</u>
Enrollment	60	267	50	76	21		
Cancellations	73 (122)*	88 (33)	32 (64)	30 (39.5)	27 (129)		
PPC/Exp.	4 (5)**	25 (28)	7 (22)		5 (18)		
	<u>S.D.</u>	<u>Mission Bay</u>	<u>La Jolla</u>	<u>Crawford</u>	<u>Hoover</u>		
	21	15	25	142	60		
	2 (9)	11 (73)	25 (100)	13 (9)	9 (15)		
			3 (12)		1 (11)		

* Cancellations as a percent of students enrolled in school.

** Pupil Placement Council and Expulsion cancellations as a percent of total cancellations.

Table 7

FOR TWO YEARS, NUMBER AND PERCENT
OF TARGETED COMPENSATORY EDUCATION* STUDENTS
WHO WERE VEEP ENROLLEES AND WHO REMAINED IN SENDING SCHOOLS. BY GRADE

School	Year	VEEP Students			School Enrollment			% Target Without Transfers
		Target N	Total N	% Target	Target N	Total N	% Target	
Gompers	73-74	69	333	21%				
	74-75	84	481	17%	659	784	84%	60%
O'Farrell	73-74	28	202	14%				
	74-75	48	306	16%	1002	1126	89%	73%
Memorial	73-74	4	335	1%				
	74-75	82	418	20%	1007	1144	88%	70%
Lincoln	73-74	28	439	6%				
	74-75	34	509	7%	765	981	78%	54%
Morse	73-74	11	99	11%				
	74-75	43	179	24%	1213	1709	71%	66%
San Diego	73-74	3	67	4%				
	74-75	18	85	21%	843	1590	53%	51%
TOTAL	73-74	143	1475	10%				
	74-75	309	1978	16%	5489	7334	75%	62%

* Students whose standardized reading and math scores were below the 2nd quartile point (median) according to publishers norms.

Table 8a
CLASS OF 78

% OF COURSES IN 3 CATEGORIES
BY GRADE IN WHICH COURSES WERE TAKEN
AND NUMBER OF YEARS IN THE PROGRAM:
276 CONTINUING AND 179 CANCELLED STUDENTS

	Advanced		Remedial		General Academic	
	Contin.	Cancel	Contin.	Cancel	Contin.	Cancel
7th Grade						
First Year	1.6%	1.5%	0	0	69.3%	61.0%
8th Grade						
First Year	3.4%	0.0%	0.0%	0.0%	80.0%	70.6%
Second Year	9.0%	3.0%	0.5%	10.0%	69.2%	69.4%
9th Grade						
First Year	3.8%	0.7%	14.3%	13.8%	49.0%	48.5%
Second Year	3.7%	1.8%	11.5%	15.7%	52.0%	48.5%
Third Year	11.4%	4.7%	7.1%	18.3%	54.3%	51.7%
10th Grade						
First Year	4.6%	0.8%	8.5%	13.2%	46.1%	36.3%
Second Year	9.0%	0.7%	12.6%	10.6%	43.0%	31.5%
Third Year	7.0%	0.0%	12.6%	14.5%	47.0%	38.5%
Fourth Year	9.7%	6.7%	12.0%	13.3%	44.2%	45.8%
11th Grade						
First Year	4.3%		19.0%		46.0%	
Second Year	6.6%		6.7%		49.6%	
Third Year	10.8%		5.4%		49.7%	
Fourth Year	10.4%		5.0%		48.3%	

B-21

Table 8b

CLASS OF 79

% OF COURSES IN 3 CATEGORIES

BY GRADE IN WHICH COURSES WERE TAKEN

AND NUMBER OF YEARS IN THE PROGRAM:

392 CONTINUING AND 140 CANCELLED STUDENTS

	Advanced		Remedial		General Academic	
	Contin.	Cancel	Contin.	Cancel	Contin.	Cancel
7th Grade						
First Year	2.2%	0.9%	2.0%	5.9%	66.9%	62.9%
8th Grade						
First Year	1.0%	0.4%	3.2%	10.9%	68.0%	60.7%
Second Year	3.6%	4.2%	3.4%	10.0%	66.4%	60.2%
9th Grade						
First Year	2.2%	1.4%	15.1%	10.9%	48.3%	39.6%
Second Year	4.6%	0.6%	10.9%	19.9%	51.3%	33.6%
Third Year	4.7%	0.8%	12.5%	25.2%	51.7%	49.0%
10th Grade						
First Year	5.6%		12.6%		40.4%	
Second Year	4.6%		13.3%		42.7%	
Third Year	5.3%		11.5%		43.1%	
Fourth Year	5.2%		11.6%		44.4%	

Table 8c

CLASS OF 80

% OF COURSES IN 3 CATEGORIES
BY GRADE IN WHICH COURSES WERE TAKEN
AND NUMBER OF YEARS IN THE PROGRAM:
415 CONTINUING AND 176 CANCELLED STUDENTS

	Advanced		Remedial		General Academic	
	Contin.	Cancel	Contin.	Cancel	Contin.	Cancel
7th Grade						
First Year	0.9%	0.1%	5.9%	7.7%	61.4%	58.2%
8th Grade						
First Year	0.0%	0.2%	6.1%	3.0%	66.1%	55.7%
Second Year	1.8%	1.5%	5.3%	6.0%	66.2%	63.4%
9th Grade						
First Year	1.6%		17.2%		45.7%	
Second Year	2.0%		17.5%		46.9%	
Third Year	4.2%		12.8%		49.2%	

Table 9a
GPA FOR CLASS OF 1978

Continuing Students in VEEP, Not Yet in VEEP, and 1975-76 Cancellations.

By Grade of Entry Into Program.

	GRADE ENTERING PROGRAM									
	7th		8th		9th		10th		11th	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
7th Grade										
In VEEP	63	2.5								
Not yet in	63	2.5								
Cancelled	13	2.1								
Canc. not yet in	36	2.6								
8th Grade										
In VEEP	21	2.4	40	2.3						
Not yet in			61	2.5						
Cancelled	10	1.9	11	1.9						
Canc. not yet in			37	2.4						
9th Grade										
In VEEP	20	2.5	40	2.3	81	2.1				
Not yet in					97	2.6				
Cancelled	9	1.7	10	2.1	24	1.6				
Canc. not yet in					82	2.4				
10th Grade										
In VEEP	17	2.3	39	2.2	79	2.0	98	2.1		
Not yet in							11	1.9		
Cancelled	5	2.1	5	1.8	9	1.9	33	1.5		
Cancelled**							38	1.9		
11th Grade										
In VEEP	16	2.4	38	2.3	79	2.2	99	2.1	20	1.9
Not yet in									3	1.7
Cancelled*	2	2.5	2	2.7	8	1.7	13	1.9	7	2.0
Cancelled**									30	2.1

* In other receiving school.

** In sending school.

Table 9b

GPA FOR CLASS OF 1979

Continuing Students in VEEP, Not Yet in VEEP, and 1975-76 Cancellations.

By Grade of Entry Into Program.

	GRADE ENTERING PROGRAM									
	7th		8th		9th		10th		11th	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
7th Grade										
In VEEP	103	2.0								
Not yet in	85	2.4								
Cancelled	33	2.0								
Canc. not yet in	25	2.1								
8th Grade										
In VEEP	100	2.1	98	1.9						
Not yet in			119	2.6						
Cancelled	27	1.9	48	1.7						
Canc. not yet in			35	2.0						
9th Grade										
In VEEP	95	2.3	95	2.1	36	1.9				
Not yet in					111	2.6				
Cancelled	13	1.8	20	1.6	15	1.3				
Canc. not yet in					21	2.2				
10th Grade										
In VEEP	86	2.0	98	2.0	36	1.5	134	1.9		
Not yet in							7	1.8		
Cancelled										
Canc. not yet in										
11th Grade										
In VEEP	16	2.4	38	2.3	79	2.2	99	2.1	20	1.9
Not yet in									0	0
Cancelled										
Canc. not yet in										

Table 9c

GPA FOR CLASS OF 1980

Continuing Students in VEEP, Not Yet in VEEP, and 1975-76 Cancellations.

By Grade of Entry Into Program.

	GRADE ENTERING PROGRAM									
	7th		8th		9th		10th		11th	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
7th Grade										
In VEEP	230	2.1								
Not yet in	109	2.5								
Cancelled	122	1.7								
Canc. not yet in	23	1.9								
8th Grade										
In VEEP	218	2.1	37	1.9						
Not yet in			93	2.3						
Cancelled										
9th Grade										
In VEEP	208	2.2	35	2.0	31	2.0				
Not yet in					87	2.5				
Cancelled										
Canc. not yet in										
10th Grade										
In VEEP										
Not yet in										
Cancelled										
11th Grade										
In VEEP										
Not yet in										
Cancelled										

Table 9d
GPA FOR CLASS OF 1981

Continuing Students in VEEP, Not Yet in VEEP, and 1975-76 Cancellations.

By Grade of Entry Into Program.

GRADE ENTERING PROGRAM

	7th		8th		9th		10th		11th	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
7th Grade										
In VEEP	428	2.1								
Not in VEEP	64	2.2								
Cancelled										
8th Grade										
In VEEP	411	2.1	63	1.8						
Not in VEEP			30	1.7						
Cancelled										
9th Grade										
In VEEP										
Not in VEEP										
Cancelled										
10th Grade										
In VEEP										
Not in VEEP										
Cancelled										
11th Grade										
In VEEP										
Not in VEEP										
Cancelled										

Table 9e

First Term Grade Point Averages, Pooled
 Sending and Receiving School Means

	Junior High		Senior High	
	<u>Receiving</u>	<u>Sending</u>	<u>Receiving</u>	<u>Sending</u>
72-73	3.01	2.88	2.55	2.11
73-74	2.53	2.30	3.21	2.47
74-75	2.52	2.36	2.56	2.11
75-76	3.01	2.70	3.12	2.59
76-77	2.89	2.70	2.55	1.99

