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SAN DIEGO CITY SCHOOLS
Office of the Superintendent
April 11, 1972

FIRST READING

PROPOSAL FOR IMPLEMENTING ALTERNATE PLANS CONTAINED IN THE "DESEGREGATION AND INTEGRATION OF SCHOOLS: A STATUS REPORT," PRESENTED AT THE MARCH 7, 1972, MEETING OF THE BOARD OF EDUCATION

On March 7, 1972, the Board of Education was presented with a report titled: DESEGREGATION AND INTEGRATION OF SCHOOLS: A STATUS REPORT. This document included a brief review of court decisions, a statistical report of the current racial/ethnic balance in the school district, some possible plans for desegregating pupils, and activities in which integration experiences may be provided in schools before, during, or after desegregation. The report was transmitted to all principals in the district, their advisory councils, citizens advisory committees, and PTAs for review.

A number of plans already have been implemented in this district to stimulate integration activities in the schools. The following proposals and recommendations are directed toward slowing the movement toward segregated schools and increasing district efforts to integrate the educational concepts and programs of the district.

Implementation of desegregation/integration plans is a continuing challenge to the district staff and the community. As indicated in this report there are a number of steps possible to achieve better racial balance and integrated educational experiences for all students. Subsequent periodic reports will provide additional methods for dealing with this major district concern.

This report deals specifically with proposals to:

I. Accelerate the successful voluntary ethnic transfer policy of the district.

II. Exchange students at certain grade levels for integrated learning experiences.

III. Increase the emphasis and effectiveness of human relations programs at each school site.

IV. Determine the feasibility of controlling the ethnic balance which now exists in a number of schools.

The final section of this report, Part V, is a summary of current district integration and human relations programs.

I. VOLUNTARY ETHNIC TRANSFER PROGRAM

The voluntary ethnic transfer program was instituted in the district in 1966. It has been a successful element in the district's desegregation efforts. Students may request transfer to any other school in the district if their attendance will improve the racial/ethnic balance at both the receiving and sending schools, based on available space. The following table shows the number of students who have participated in the voluntary program since 1966:

	Number of Students
1966-67	199
1967-68	492
1968-69	922
1969-70	1570
1970-71	1797
1971-72	1957

It is to be noted that even though the total number of students participating in the voluntary ethnic transfer program has increased, the actual number of students in the program is, at this point, not extensive. The reason for this is apparent. Schools located on city bus lines have accepted their full quota of transferring students. Schools which are not conveniently located to city bus lines have many openings for transferring students. The lack of public transportation to those schools has severely limited the number of students who would like to apply for transfer. The number of voluntary ethnic transfers in the district can probably be doubled if transportation is made available to other receiving schools.

In the fall of 1971, the district initiated a pilot program in which one bus was chartered to transport elementary children to five schools in an area previously not receiving students under the ethnic transfer plan.

RECOMMENDATIONS:

1. The district should expand its efforts to facilitate transportation to schools which cannot now be easily reached by existing public transportation.

2. The Community Relations Division should inform the total school community of the availability of the voluntary ethnic transfer policy.

3. The Community Relations Division should take leadership in encouraging parents and students to take advantage of the voluntary ethnic transfer policy.

II. EXCHANGE STUDENTS AT CERTAIN GRADE LEVELS FOR INTEGRATED LEARNING EXPERIENCES

This plan should be considered for implementation as a pilot program for second-, fifth-, and sixth-grade students at five elementary schools of predominant white enrollment and five elementary schools of predominant minority enrollment.

The ten elementary schools would be paired. The student exchange plan would provide that one-third of the second-, fifth-, and sixth-grade students from a predominantly white majority school would attend all their regular classes for a nine-week period at the selected elementary school in a predominantly minority area. At the same time, one-third of the second-, fifth-, and sixth-graders from the predominantly minority school would attend all of their regular classes at the majority school with which they were paired.

A second one-third of the students in the grades selected would participate in the same program for the next nine weeks, and the remainder of the students in the grades selected would participate in the same program for the following nine weeks.

At the end of the school year, every second-, fifth-, and sixth-grader would have spent nine weeks in a school other than his own.

At the fifth-grade level, the regular district Balboa Park Program would be included in the exchange program. The sixth-graders would continue participation in the district Camping Program.

Under this plan, students would keep identity with and enrollment in their neighborhood school. This exchange of students for approximately 9 weeks of instruction would be of sufficient length to place each student in a positive integrated learning situation.

RECOMMENDATION:

> The staff be directed to determine the feasibility and costs of implementing a student exchange program, as outlined above, at ten elementary schools as a pilot program for the 1972-73 school year.

III. HUMAN RELATIONS PROGRAMS--DISTRICTWIDE

Analyses of the ethnic surveys of the district since 1965 indicate that, as the district's desegregation policy is accelerated, there will be a greater mixing of students from various ethnic groups at school sites. Desegregation without the accompanying changes in attitudes in students, teachers, administrators, and citizens which will lead to an integrated learning experience is not automatically a successful process.

Among the list of activities to encourage integration in schools, as described in the March 7, 1972 status report on desegregation/integration, is the Human Relations Program. The precise goal of a Human Relations Program in the integration of schools should be spelled out in a formal instructional and in-service program.

School programs of integration usually address themselves to the acceptance of ideas and values of the multicultural environments and backgrounds of students. The history of integration efforts in the schools indicates that students of different races do mix well in classroom situations without serious open hostility if the program values and respects their varying cultural and racial heritages. Tensions, misunderstandings, and suspicions evolving over many years of separation or superficial associations do not disappear in the classrooms by mere physical proximity. Truly integrative activities must be provided.

The objective of the Human Relations Program, as proposed here, is to create a feeling of mutual awareness and mutual responsibility for site problem-solving involving students, teachers, administrators and the community of each school. A sound Human Relations Program, adequately implemented, would rebuild the community spirit which is threatened by increasing heterogeneity.

An active Human Relations Program in the district would be directed by a Human Relations Committee established by the Urban Affairs Office.

This committee would be composed of staff members who are now actively involved in bilingual/bicultural education, ethnic studies, and urban affairs.

The Human Relations Committee would, in turn, recruit and train ten staff members from throughout the district as five two-member Human Relations Teams. Team members would be recruited from the district's present staff and on the recommendation of teachers, counselors, principals and division administrators.

Training sessions for the Human Relations Teams would focus on implementing a sound human relations program at each school site. Team members would be compensated for their training sessions, which would be concluded prior to the opening of the regular school year in September, 1972. The five two-member Human Relations Teams would then be ready to carry out human relations programs at assigned school sites with school staffs, students, and citizens of the school community.

RECOMMENDATIONS:

1. Create a districtwide Human Relations Committee with the responsibility of training five two-member Human Relations Teams who will conduct human relations workshops at each school site for school personnel, students, and community members.

2. Each school administrator will select sixty participants who will be expected to attend seven workshops of two hours each under the direction of a Human Relations Team.

3. The sixty participants from each school should include members of the school faculty (especially those new to the district), administration, students, and the school community.

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IV. CONTROLLED BALANCE PLAN

There are 59 San Diego city schools considered to have a student population which is ethnically balanced. An ethnically balanced school is one in which the student ethnic population is within 15 percent of the ethnic distribution of students throughout the district. The 1971-72 pupil ethnic census of the San Diego City Schools shows the following districtwide distribution:

Spanish surname	10.6%
Other white	73.1%
Negro	12.8%
Oriental	1.6%
American Indian	0.2%
Other non-white	1.7%

These percentages vary at each level--i.e., elementary, junior high, senior high.

The Controlled Balance Plan provides that schools which are ethnically balanced, but tending toward imbalance, would have their ethnic percentages frozen at current (1971-72) levels and the schools would be defined as "desegregated" schools.

New minority students desiring to enroll at these sites would be accepted on a "first-come-first-served" basis, within the present sibling rules, up to the agreed-upon percentage levels. Minority students applying for admission after this point would be allowed to transfer to any school except one described as "desegregated." If they chose to attend a school where they would improve the ethnic balance, they could do so under benefit of the ethnic transfer policy.

It must be understood by those who are concerned with ethnic balance in the schools that if there is no plan which assigns pupils to schools without concern for the neighborhood school concept, most desegregation plans will be nullified by unilateral community zoning or planning actions. For example, permission to build a low-cost housing project in a predominantly minority area can have an adverse effect much greater than shifting of a school boundary line. In a changing area, listing houses for sale only with minority realtors can outweigh positive plans by a district to maintain ethnic balance.

The Urban Affairs Office has studied the Controlled Balance Plan and made the following findings:

1. The areas around the twelve schools listed as possible sites for the controlled balance plan were studied intensely to observe social forces operating which would surely affect the outcome of the plan.

2. A definition for "desegregated schools" was agreed upon and schools which fitted this definition were listed.

3. Ethnic distribution trends since 1965 for each of these schools were computed and graphed.

4. It was found that some "desegregated schools" tend toward "white," while others tend toward "combined minorities." In no "desegregated schools" was there a threat of becoming more "white imbalanced." There are some schools in which there is a precipitous downward slope in the "percent white" curve.

5. The following is a list of schools which show a significant decline in the percent white; at the same time they still have a white enrollment within the limits set by the 15 percent rule:

School	Percent White	Percent Combined Minorities
Audubon	58.8	41.2
Boone	58.3	41.7
Brooklyn	58.6	41.4
Linda Vista	54.5	45.5

It is to schools in this category where the proposed Controlled Balance Plan might apply.

In other schools, the white enrollment has already fallen below acceptable limits according to the 15 percent measurement, but these schools are struggling to maintain a multi-ethnic enrollment:

School	Percent White	Percent Combined Minorities
Central	43.7	56.3
Encanto	45.7	54.3
Freese	51.0	49.0
Keiller	48.5	51.5
Paradise Hills	53.4	46.6
Bell Junior High	55.1	44.9
O'Farrell Junior High	28.5	71.5
Morse Senior High	48.4	51.6

Maintaining the multi-ethnic percentages in the above-named schools will be extremely difficult.

Other schools in the district which are currently identified as ethnically balanced are:

ELEMENTARY

Region A		Region B	
Area 1	Area 8	Area 2	Area 3
Bayview Terrace	Cabrillo	Andersen	Bay Park
Crown Point	Silver Gate	Hawthorne	Beale
Farnum	Fairhaven	Sequoia	Lafayette
La Jolla	Fremont	Stevenson	Sunshine
Mason			Whittier
N. Mira Mesa Annex			

5. ELEMENTARY (continued)

Region C		Region D	
Area 4	Area 5	Area 9	Area 10
Grantville	Angier	N-O-N-E	
Montezuma	Barton		
	Carson		
	Chesterton		
	Cubberley		
	Fletcher		
	Twain		

Region E	
Area 6	Area 7
Adams	Carver
Birney	Darnall
Clay	Hamilton
Edison	Lee
Euclid	Marshall
Florence	Oak Park
Garfield	Perry
Jackson	Rowan
Jefferson	
McKinley	
Rolando Park	

JUNIOR HIGH

Einstein	Collier	Mann
Montgomery	Dana	
Taft	Roosevelt	
	Wilson	

SENIOR HIGH

Kearny	Hoover	Crawford

CONTINUATION AND ADJUSTMENT

Snyder

RECOMMENDATION:

The principals of all the schools named above should be requested to work with their advisory councils, Citizens Advisory Committees, students, and the community to determine the feasibility of applying the Controlled Balance Plan to their school attendance area in order that the existing balance in these schools will be protected.

V. CURRENT DISTRICT INTEGRATION AND HUMAN RELATIONS PROGRAMS

There are many programs and activities currently in use in the district to further desegregation and integration in the schools. The proposals recommended in this report would supplement the significant and meaningful programs summarized below:

1. Outdoor Education

For many years scheduling of sixth-grade student groups at school camps has been designed to further relationships between various ethnic groups. Scheduling has been designed to bring schools together so that children of various ethnic groups live, study and share experiences together in the Outdoor Education Program.

The opportunities provided at camp for children have been enriched through contacts made between school faculties and through experiences involving parents and the pupils in the weeks prior to the actual camp visit. Reports indicate that this week of living together and the preparation for the week's experience have been extremely valuable in improving the attitude of children toward members of other ethnic groups.

2. Fremont/Silver Gate Model Schools

In July, 1968, the Board of Education authorized implementation of the model schools project at Fremont and Silver Gate Elementary Schools. The overall objectives of the project were to improve the ethnic balance in each school and to contribute to the pupil interpersonal and social adjustment. Pupils from minority ethnic groups were provided bus transportation to Silver Gate. In the Fremont model project an additional factor was the provision of transportation to Fremont School for a busload of majority ethnic pupils from their resident Clairemont schools, and for minority children from their resident schools. Evaluations of these projects indicate that they have been successful.

3. Balboa Park Project

One of the underlying purposes of the Balboa Park Project has been to provide an opportunity for children of various ethnic and socio-economic backgrounds to come together for the purposes of developing mutual respect and understanding. From the reactions of the staff, the classroom teacher, and the children who participate in the program, the Balboa Park Program has succeeded in fostering purposeful human relationships among all involved.

4. O'Farrell/Taft Studies Program

Again this summer, an exciting program of cross community study will be conducted by two of San Diego's junior high schools. Approximately 20 students from Taft Junior High School will journey to O'Farrell Junior High each day for half the summer session to join with a like number of O'Farrell students to form an Urban Studies Class. During the second half of the summer, the same class will convene at Taft Junior High School with the O'Farrell students making the journey to Taft each day. At each school, the students will study the urban characteristics of the community in which each of the schools is located and will formulate plans for the solution of community problems.

4. (continued)

This program was initiated last summer and was enthusiastically endorsed by teachers and students from both schools who felt that great benefit was derived from having students from different parts of the city work together in learning about the two communities in which the students live.

5. San Diego High--American Government 1-2

Eighty 12th-grade students from all 12 high schools in the district will meet at San Diego High School for a regular four-hour-per-day summer session plus additional field trips for intensive student involvement in the study of government and the business community. The program will consist of classroom sessions at a location near the central city, presenting the conceptual framework of the American political and economic system. In addition, there will be an extensive program of carefully organized and supervised group visitations at local industry, military and governmental agencies. The students will observe the operation and decision-making process in newspaper, television, business, and city government. This will provide an opportunity for students to meet and confer with prominent public figures. All participation will be evaluated in follow-up class discussion sessions. The overall objective of the program is an appreciation and understanding of the operation of the democratic process and the free enterprise system.

6. Occupational Centers and Gifted Centers

The district has established a number of instructional centers in the various secondary schools that serve students from a number of schools by supplying specialized programs. Nineteen of these so-called occupational centers offer students intensified instruction in nurse's aide, clothing and textiles, closed circuit television, horticulture, data processing and many other areas of career development.

Another type of center that draws students from various schools is the gifted center. Ten of these are distributed throughout the city and provide special opportunities for the very able students.

An indirect value of both of the above types of centers is the opportunity for ethnic mixes of students. The mix is a natural one based on a common interest of those involved and has proven effective in providing practical integrative experiences.

7. San Diego High--Asian Studies 1-2

A summer school offering, "Asian Studies 1-2," is being provided at San Diego High as a regional center for gifted and more able students. It is anticipated that students from adjacent senior high schools will attend San Diego High this summer to take the course.

The composition of the class that is desired is one of a mix of racial and ethnic backgrounds.

8. Interschool Activities

All interschool activities bring students together and indirectly improve intergroup relations and appreciation for the skills and talents of individuals regardless of racial or ethnic background. These activities include such things as interscholastic sports, music festivals, band night, speech contests and debate tournaments, and interschool talent exchanges.

9. Humanities Series--Secondary Schools

A student steering committee formulated a preliminary proposal for the series of Humanities programs which was then presented to the faculty members of the Humanities Committee. The theme for this year's lecture and discussion series is "Revolutions in Thinking." The lectures will direct themselves to the questions: What should man's relationship with man be? How should society focus its efforts in a direction more desirable than the present direction?

The Humanities series in the past has served to stimulate discussion in a variety of classes from literature to science.

These presentations were made to stimulate students to think creatively, identify relationships, and interpret the context of the lecture to their own background; see the individual artist as being both part of and the interpreter of his times; and see themselves as the reasonable unit that makes a society, a culture, and art.

10. Student-Leader Relationships--Senior High Schools

The Council of Associated Student Body Presidents is organized so that it can facilitate student involvement in the resolution of issues of concern to both the students and the district.

The presidents are elected officials of all of the senior high school councils of this district and are representative of the various ethnic groups. In their activities they seek to promote good intergroup relations and act as a sounding board for the expression of various student opinions which are communicated to the schools, to district administrators, and to the Board of Education.

11. Use of Parent Counselors and Community Aides

In some of the schools outside the Southeast, especially those involved in transition situations, parent counselors and community aides with background to understand intergroup problems have been introduced into the schools this year for the first time. Their purpose and much of their time is spent in developing discussion groups with students, teachers, and parents on ways to improve the quality of human relations. The attempt in these situations is to build bridges of understanding between minority and majority groups and to capitalize on the contributions of people from all ethnic backgrounds.

12. 1971-72 Opportunities for Professional Growth--Human Relations

Summer 1971

Crisis in Minority Education
The Chicano: Roots, Constributions, and Reality
The Black American in U.S. History
Human Relations Workshop (ESEA)
Teaching Black Studies in the Secondary Schools

Fall 1971

A Study of Pupil and Teacher Behavior in a Changing School
Black Perspectives in Education
Simulation of Interpersonal Relations
Communication: Roadblocks and Bridges

Spring 1972

Black Perspectives in Education
The Inner City Junior High
Human Relations: Project People
Simulations of Interpersonal Relations

13. Community Involvement in Human Relations Curricula

The offices of In-service Education, Social Studies Specialist, Urban Affairs, and Multi-Ethnic Curriculum Specialist have worked jointly to initiate and maintain contact with the following minority organizations to provide staff and students with up-to-date, related curriculum resources. These contacts have provided for invaluable curricula and personnel resources (consultants, committee members, etc.) and have fostered improved school-community relations:

Association of Mexican-American Educators
Assembly of God Church (Samoan)
Association of Black Educators
California Indian Education Association, District 7
Chicano Federation of San Diego County
Chinese Community Church
Consul of Filipino-American Organizations
San Diego Urban League

In addition, the office of the Multi-Ethnic Curriculum Specialist has developed and provided schools with several curriculum resource materials designed to increase understanding and appreciation of minority cultures.

These are just some of the many programs and activities which are actively directed toward desegregating and integrating the students and the schools of the district. Each action taken and each new proposal to be considered aims toward achieving the goal of a valuable and integrated educational experience for all children.

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