[MS-0087.003.003.001]

March 7th a report entitled Desegregation and Integration of Schools: A Status Report from the superintendent's office was presented to the Board of Education. It contained a review of the law on school integration, the extent of racial imbalance in San Diego, what is being done now, and seven proposals to improve balance. The seven included: 1) equal enrollment opportunity--admission to each school would be on a first come, first admitted basis with ethnic percentage distribution being considered, (students would provide their own transportation), 2) transferring of students to achieve ethnic balance--this would result in transporting 18,000 students, 3) controlled balance or the freezing of enrollments in schools that are now racially balanced, 4) redistricting attendance boundaries, 5) educational parks, 6) modified school year desegregation which would provide for students studying in another school during one quarter of each year and 7) expansion of the ethnic transfer by making some busses available. Four copies of this report were sent to each school; one is supposed to go to the CAC chairman.

On April 11 the School Board discussed another report from the superintendent's office, Proposal for Implementing Alternate Plans of the Integration/Desegregation Report (the first of a series) which contained proposals for implementing some of the plans in the first report. The four proposals in this report included: 1) accelerating the voluntary ethnic transfer policy, 2) pairing five black and five white schools and exchanging 1/3 of the children in grades two, five and six for nine weeks, 3) having human relations programs at each school site and 4) considering the feasibility of the controlled balance plan.

One of the distressing features of the 4/11 school board meeting was that a report entitled Emergency Plans K-12 Classroom Needs 1972-1975 pre-Field Act Schools which is a report on redrawing of attendance boundaries and shifting of portables and schedules to accomodate children in pre-Field Act schools that have to be abandoned, was discussed at great length with no mention of racial balance. We have enclosed a copy of CURE's summary of the board members' response to these two reports. CURE points out the newspapers' reporting of the 4/11 school board meeting concentrated on the inflammatory term "bussing", which was a minor part of the report.

CURE convened a meeting on 4/10 of community organizations. Those in attendance indicated a desire to continue in a loosely structured joint effort to deal with San Diego Unified school district issues. After the 4/11 school board meeting those groups obtained copies of the two reports and met again to share their evaluations and decide upon a course of action.

Action: Additional organizations will be asked to obtain copies of the above reports and participate in this effort. All groups will independently make their evaluations, convey their opinions to the school board members through personal appointments, phone calls, letters and presentations at the 4/25 board meeting.

CURE requests that each group send an informal report of action taken--and the response received--to CURE; this collated information will be available to everyone.

CURE's comments on the two reports:

1. The two reports should be combined to serve both classroom needs and integration.
2. We support the human relations program. We would like more specific information on its implementation and form. We want it to reach all teachers and CACs and to be mandatory.
3. Prefer an all year plan of student exchange over the nine week plan. A successful all year program in the Serra Mesa area has been tried in the past and should be considered.

4. Support Rev. Smith's suggestion that O'Farrell, Bell & Morse redistribute the grades 7&8, 9&10, 11&12 to help keep the area integrated.
5. Support acceleration of the voluntary transfer policy.
6. In the examples for integration efforts that have already been made, point out the short comings of the 6th grade camp program.
7. Support expansion of the Silvergate/Fremont Model School program.
8. Find out how thoroughly the CACs are discussing the reports. Learn if there is a procedure to be followed in dealing with information sent to the CACs.
9. Continue to support the control balance plan.

The issues are vital. It is important that organizations become informed and involved in developing plans for the future of the San Diego educational system. We hope a large number of citizens will participate, since the Board of Education needs the support of an informed community to move forward in this crucial area of human relations.

To obtain copies of the reports phone 298-4681 x 381.

To request inclusion on the agenda to speak to the issues call 298-4681 x 367 prior to the deadline of 2:00 p.m. Thursday before the board meeting the next Tuesday.

This CURE's summary of the board members' response to the two reports presented at the 4/11 School Board meeting. Others that were there may have different impressions or additional comments.

I. Emergency Plans K-12 Classroom Needs 1972-1975 pre-Field Act Schools
II. Proposal for implementing Alternate Plans of the Integration/Desegregation Report that was presented on 3/7/72.

Rev. Smith:
1. The two reports should be inter-related. Not separated
2. Expand Silvergate/Fremont project to SESD
3. Alter school boundary lines to increase integration
   a. Make Morse a quality education comprehensive high school to serve the southern area of the district
   b. Grade 7 & 8 only at O'Farrell
      grades 9 & 10 only at Bell
      grade 11 & 12 only at Morse
4. Ethnic transfer program
   a. Make it two way
   b. Inform the community of successful schools in SESD (so whites would send their children there)
   c. Counsel parents to the availability of alternate schools when a school becomes full. Don't continue overcrowding and imbalancing.
   d. Make human relations program mandatory (not voluntary)

Kreile:
1. Instead of the report saying "slowing segregation" it should say "stop segregation" (CURE comment: how about reverse?)
2. School district should be more aggressive in its work with the city to establish controlled balance community concepts (housing patterns)
3. Urged the district to work toward implementing the Control Balance Plan (contained in 3/7/72 report) in all presently balanced schools, not just the 12 listed in the proposal.
4. Establish a clear policy for protection of non-segregated schools. Declare the policy will be implemented. Employ a forceful approach and not rely on merely referring the matter to CAC's and the community. If the CACs don't accept the board proposal, it would be the CAC's responsibility to suggest acceptable alternate plans.

Rev. Smith: The board is faced with the decision to provide quality integrated education or give the minority community control of its schools. Can't operate a dual school system.

Johnston:
1. Could support expansion of the Silvergate/Fremont program
2. Could support GWS's mandatory attendance of teachers at HR program
3. Advocated joint school board/city council participation in drafting balanced community concepts. School board should be strong with the city because the city has the power to alleviate the problem.

French:
1. Would like to see a high level comprehensive school to serve the entire city (he said this was probably visionary)
2. The student exchange program must be voluntary or he couldn't support it. Parent reaction from involuntary participation could ruin the program.
3. Excited about the human relations program.