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SAN DIEGO CITY SCHOOLS
Office of the Superintendent

DESEGREGATION AND INTEGRATION OF SCHOOLS: A STATUS REPORT

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SAN DIEGO CITY SCHOOLS

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March, 1972

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Introduction

Desegregation refers to the process of mixing groups of pupils in schools which were previously racially and ethnically separated. The court usually is concerned with achieving only a suitable mixing of pupils.

Integration, on the other hand, refers to the process of making the school one in which racial/ethnic discrimination does not exist once desegregation has been achieved. (See Appendix II: Glossary of Terms)

Although the courts have been satisfied only with legal desegregation, the school must seek to provide activities which will encourage different groups to live together harmoniously. If schools are able to provide integrating experiences before or concurrent with desegregation, the frequent violent reaction to desegregation mandates may be reduced significantly.

This report presents a brief review of court decisions, a statistical report of the current ethnic/racial 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.

I. DESEGREGATION DECISIONS BY THE COURTS[1]

The whole area of school desegregation in the courts is so volatile that even experienced lawyers are cautious in trying to explain what the courts have said. Recent attention to this question by the executive and legislative branches of federal and state governments has contributed to the uncertainty, with many questions still to be answered. The following observations seem to be valid.

How Suits Originate

Dealing through the courts, the Civil Rights Division of the U.S. Department of Justice may intervene in private suits under Title IX of the Civil Rights Act of 1964, or it might initiate its own suits under Title IV of the same Act. Title IV authorizes the Attorney General of the United States to initiate legal proceedings to desegregate school systems under certain conditions. The conditions are, basically, that the Department of Justice has a written complaint from a parent and that the Attorney General is convinced that the complaint is meritorious. The Attorney General must also be convinced that the parent cannot initiate legal proceedings on his own behalf and that the filing of the suit would materially further the orderly desegregation of the public schools.

Title IX provides that the Attorney General may intervene in an existing law suit or suits that allege denials of equal protection of the law. The Department of Justice's intervention in the Pasadena case came under Title IX.

The Civil Rights Act of 1964, under Section 601, established Title VI. This Title activated an office which is structured to investigate discriminatory practices, to conduct compliance reviews and to attempt to resolve noncompliance through negotiation. In the event of a refusal to correct noncompliance voluntarily, administrative proceedings for the termination of federal financial assistance may come, or the matter may be referred to the Justice Department.

Trends in Desegregation Court Proceedings

The landmark case for all desegregation suits was the Brown v. Board of Education in 1954. In this decision, the court stated that separate educational facilities are inherently unequal, and it ordered the Board of Education in Topeka, Kansas, to establish a "racially nondiscriminatory" school system. In 1958, in Cooper v. Aaron, the court attempted to give clarification to the term, "racially nondiscriminatory school system," because this court ordered that the school district end racial segregation.

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1. There are two excellent summaries of relevant cases in the area of school desegregation: (1) 1969-70, 1970-71 Annual Reports on Matters Dealing with Integration of the Races, School Districts Committee Section of Local Government Law, American Bar Association, Thomas A. Shannon, Schools Attorney, San Diego Unified School District; (2) Court Decisions in Key Areas of School Desegregation, Vernon K. Nakahara, Project Assistant, Berkeley Institute for Desegregation Problems.

In 1968, the Supreme Court became even more specific in the case, Green v. County Board of New Kent County, Virginia. The court not only required the board to devise a plan that would convert the system from a segregated one to a desegregated one, it added that the board must come up with a desegregation plan that would work now. In 1969, in Alexander v. Holmes County Board of Education, the court ordered that every school district terminate dual school systems at once, and that they operate now and hereafter only as unitary schools.

In the 1969 Swann v. Charlotte-Mecklenburg case, the judge, while he commented that having racial balance in all the schools of the district would be of great benefit to the community, felt that he did not have the power to order that the district achieve this racial balance. However, when the district was unable to come up with an acceptable plan for desegregation, the judge, in 1970, ordered the board to assign all its pupils so that "as nearly as practicable the various schools at various levels have about the same proportion of black and white students." It was an appeal from this decision that brought the case to the U.S. Supreme Court. In April, 1971, the U.S. Supreme Court held that whenever past and continuing constitutional violations were found, some ratios (ethnic) are likely to be useful starting points in shaping a remedy. There cannot be any prohibition against any court setting up such a device as a starting point for requiring a district to desegregate. Furthermore, in this same case, the court held that there could not be any absolute prohibition against the transportation of students, assigned on the basis of race, to create balance.

As the district's current appeal to the U.S. Supreme Court emphasizes, the obligation of a district to desegregate its system when that system is de facto segregated is not yet clear. However, if the court does find that the district has some responsibility for the segregation that exists, then the court may order that the district assign pupils in such a manner as to eliminate, or certainly reduce, the amount of segregation in the system. In making these assignments, the district may not have a prohibition against transportation of students.

In the early 1960's, judicial decisions concerning de facto segregation were not consistent. In some cases it was held that even though segregation exists, the Constitution imposes no duty upon school officials to correct it. In some other cases, notably federal district decisions in Hempstead, and Manhasset, New York, and Springfield, Massachusetts, de facto segregation was ruled to be a violation of the Constitution. In the latter part of the 1960's, decisions many times treated de facto segregation as if it were de jure. In Hopson v. Hanson, D.C., the court found that de facto segregation per se is a violation of the Constitution. The court's reasoning was that de facto segregation harms minority children and, therefore, the Constitution requires the court to make a diligent search for a justification for it. If the court can find no adequate justification, then it may order the school board to compensate for the damaging effect. In essence, this means that the court may order the district to desegregate its schools. In the Pasadena case, the court ruled that schools in Pasadena were racially segregated and, since the first Brown v. Topeka case had held that separation was inherently unequal, the school board's adherence to the neighborhood school concept and its policy against cross-town busing were merely means by which this constitutional violation was sustained. This situation, therefore, became intentional and thereby created an unconstitutional act. The Pasadena school system was ordered to desegregate its schools.

In the Denver case, Keys v. School District #1, the judge refused to declare de facto segregation per se a violation of the Constitution. However, in admitting that the effects of de facto were the same as de jure when he examined the low achievement and morale of minority group youngsters, the judge concluded that the school board had violated the equal protection clause of the 14th Amendment by maintaining and operating schools which deprived the recipients of equal educational opportunity. In order to correct the situation, the court determined that the only feasible program which would approach equality would be a system of desegregation complemented by compensatory programs in an integrated setting. Therefore, in this de facto case, the court ordered that the board immediately desegregate the system. The decision in the Crawford case in Los Angeles is very similar. The court concluded that there could be no such thing as de facto segregation unless there was also an intent on the part of a school system to maintain separate schools. In this case, which is currently under appeal, the court ordered the school board to desegregate its schools.

It is apparent the courts have not clearly stated that the terms "de facto" and "de jure" segregation are synonymous. In the Detroit case of Bradley v. Milligan, however, the court did make the following points:

(1) The court has jurisdiction over school systems accused of maintaining segregated schools;

(2) It does not have to be proved that there was evil intent or motive in the development of racial isolation;

(3) School districts are accountable for the natural, probable and foreseeable consequences of their policies and practices. Where racially identifiable schools are the results of such policies, the school authorities bear the burden of showing that such policies are based on educationally required nonracial consideration;

(4) Proof that a pattern of racially segregated schools has existed for a considerable period of time amounts to a showing of racial classification by the state and its agencies which must be justified by clear and convincing evidence;

(5) Once the court has decided that the schools in a district are segregated and that the district has some responsibility for it, the order to eliminate the racially identified schools is an immediate one.

In general, the courts have taken into consideration the teacher hiring and assignment policies as evidence of the intent of the board to maintain a segregated system. If, for example, black teachers are being assigned primarily to schools with high concentrations of black students and white teachers primarily to schools with predominantly white student bodies, schools are thereby identified as "black" or "white" by the faculty assignment and the inference of racial discrimination has supportive evidence.

One way of summarizing the cases since Brown, 1954, is to say that for the first ten years the courts were talking primarily about the right of the individual

black student to a desegregated education. As a result of that, school boards proposed plans that had to do with the opening up of white schools to attendance by black students. Basically, they were transfer plans. In 1966, as a result of the Jefferson County case, the courts began focusing on the system as a whole and proposed that what was required was not simply that the school board had to make white schools available to black students, but rather that what the school board had to do was to entirely reorganize its system, including faculties, transportation, student assignments, extracurricular activities, etc., to make it a unitary system that did not have racial overtones in it. In the Green case, 1968, once again the court addressed itself to dual versus unitary systems.

What Courts Did and Did Not Say

One thing is very clear. The courts have been concerned only with desegregation. In implementing the Swann decision, districts have been eliminating minority schools, but they have not been eliminating predominantly white schools. In the Austin, Texas, case (July, 1971), the courts accepted a district plan which would establish fine arts, social science, avocation and science centers, to which pupils of all races would be bused. The junior high plan for Austin reassigned all black pupils to schools that "are not identifiable as Negro schools"; the senior high plan would close a predominantly black school this year and reassign the black pupils to schools not identifiably black.

The courts have rejected the government's request to give every school the same racial and ethnic mix as the city at large so the courts are not saying that every school has to be balanced. Also, it should be recognized that the court in the Swann case held that, where adequate remedies for past segregation have been implemented, the courts will not continue to require readjustment of attendance zones to reflect change of population patterns. The conclusion seems to be that the courts will require the elimination of schools that are predominantly of minority students but have not yet addressed themselves to the attempt to eliminate schools that are predominantly white.[2]

In Nashville, Tennessee, the court took a position very similar to that outlined above. The court accepted a plan eliminating the racial identification of at least twenty-eight of the 29 majority black schools and calling for extensive bussing. However, it left thirty-eight schools (25% of all the schools in the system) with more than 85% white. This situation, of course, might lead to resegregation. In such a situation, future court decisions may differ.

According to Thomas A. Shannon, Schools Attorney:

> "The law governing the racial integration of pupils in the public schools is in the midst of profound change. While it has been settled by the Courts since 1954 that deliberate, intentional segregation of pupils in the public schools on the basis of race is patently unconstitutional, the Courts are still in the process of developing and refining practical enforcement techniques to undo the effects of such de jure segregation.

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2. Misunderstanding of this fact has led some districts to make exorbitant estimates of the costs of implementing court orders to desegregate.

"In recent years, the Courts also have turned their attention to so-called de facto segregation, in which the racial composition of the pupil population of the public schools tends to reflect the racial composition of the general areas they serve; thus, the schools are desegregated only to the extent the City is as a matter of fact and not as a result of deliberate, intentional racial gerrymandering of school attendance boundaries by the local school board. Currently, the San Diego Unified School District is a defendant in two court cases seeking to require the school district to racially integrate its pupil population at a faster rate than now obtains. One of these cases, brought by the California Attorney General in 1969 is now being considered for a hearing by the United States Supreme Court. The case is on appeal from the decision of the California Appellate Court, which had held the State Attorney General was entitled to have the matter considered fully by the Court at a trial because:

> ". . . the facts directly alleged in the complaint (of the State Attorney General), and the inferences reasonably deducible therefrom, state a cause of action in mandamus to compel the district to take available reasonably feasible steps to alleviate the existing imbalance in its schools because it is the product of racially motivated state action perpetuating and extending a previously existing imbalance whatever may have been its cause, and also because the existing imbalance, regardless of its cause, denies students of the minority group equal educational opportunities, causes them social and psychological injury and thwarts their ability to learn.

"In addition, the 1971 Regular Session of the California Legislature enacted CHAPTER 1765, STATUTES 1971, which, in effect, elevates the provisions of Sections 14020-14021 of Title 5 of the California Administrative Code (State Board of Education Rules and Regulations) to the stature of a statutory enactment at law. CHAPTER 1765, STATUTES 1971, which becomes effective in early March, 1972, as Education Code Sections 5002-5003, declares, in part:

> "It is the declared policy of the Legislature that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall prevent and eliminate racial and ethnic imbalance in pupil enrollment. The prevention and elimination of such imbalance shall be given high priority in all decisions relating to school sites, school attendance areas, and school attendance practices.

"The new statute also sets forth guidelines for determining whether or not pupil "racial imbalance" exists in the schools and specifically authorizes the State Board of Education to adopt rules and regulations "to carry out the intent" of the new statute.

"It is clear, therefore, that both the judicial and the legislative branches of our State Government are pointing the way toward the prevention and elimination of pupil racial imbalance in the public schools."

II. SCHOOL DESEGREGATION AND COMMUNITY CONFLICT

The Western Regional School Desegregation Project at the University of California, Riverside, has done a report on school desegregation and community conflict. Basically, some of the highlights of this report are:

(1) Noncontiguous zoning and the assignment of pupils to schools on a basis other than the neighborhood principle are the means most frequently used by districts to combat segregated schools. In common parlance, this is known as "bussing."

(2) Whites who are opposed to the bussing program take care to contend that their position against bussing is not racially motivated.

(3) Antibusing blacks rest their stand on racial considerations. Their argument is usually that they want a measure of community control over the education of their children although sometimes their argument is simply that nobody particularly wants to integrate.

(4) There is a division in the minority communities on the question of desegregation. As a matter of strategy, black opposition does not develop until after a district has begun to study plans for desegregation.

(5) The same thing is true of Chicano and Oriental groups.

(6) The longer school desegregation remains a public issue, the more apparent the strain on the public becomes.

Reports indicate that when desegregation remains an issue, the anti-desegregation black groups and the pro-desegregation black groups frequently split and make bitter accusations against each other. Public hearings on desegregation provide a forum within which the opposing sides of this struggle can solidify. Blacks who are in leadership positions are the most vulnerable in this situation.

Experience seems to indicate that desegregation seldom has a majority of the people in the community in support. Desegregation which is contingent upon bond issues is self-defeating. Board elections provide an opportunity for the community to vent its hostility and anger over plans for desegregation. Consideration should be given to the possibility of planning desegregation so that it comes as far as possible away from the election time for board members.

Citizen involvement is absolutely necessary when school districts <u>begin planning</u> to desegregate.

When citizens committees are used to work on the problem of desegregation, the assignment should be extremely specific. They should not think that they are assigned the task of deciding whether or not the district will desegregate. Their best function is to serve as information-gatherers and to react to various available alternatives for desegregation.

Experiences also indicate that open hearings have little positive effect in deciding policy on desegregation and have the negative effect of generating hostilities against the school system in general. This hostility is usually reflected in attitudes toward board and bond elections. No matter what the outcome of special elections, a new board cannot change desegregation policy once it has been decided upon.

III. ETHNIC BALANCE IN THE SAN DIEGO CITY SCHOOLS

Since courts are concerned basically with desegregating segregated schools, our first concern should be with existing ethnic balance. If the schools are not in balance, then plans for achieving ethnic balance should be considered. A desegregation plan then is needed in order to meet court requirements.

At the time of the Lindsley Report[3], the district became actively interested in ethnic balance in the city's schools on both elementary and secondary levels. Beginning with the fall semester, 1966, the Office of Intergroup Education began collecting data on ethnic distribution of students in the district. This was one year before the state mandate that each district make such an enumeration of students. Recently, this office published the results of the 1970-71 ethnic survey. Comparisons of returns for the six years, 1965-70 inclusive, allow the construction of some rather crude trend lines and certain projections can be can be made from these lines.

Beginning on September 14, 1965, the board of SDUSD has publicly announced, on at least five occasions, its opposition to ethnic segregation in any form. In addition to these pronouncements, the board initiated several policies which were intended to influence ethnic balance in the schools of the district.

On August 23, 1966, the board initiated its ethnic transfer policy. This policy provided that any student enrolled in a school defined as ethnically imbalanced (where the student's own ethnic group is defined as in excess of its optimum percentage) may be transferred upon his request to any other school where his enrollment will not contribute to the ethnic imbalance of the receiving school. Since August, 1968, the transportation costs of those students who chose to participate in the ethnic transfer program has been paid by the district.

On October, 1966, the board recommended that Bell Junior High School should be built only if a plan were devised which would not contribute to racial/ethnic imbalance at either O'Farrell or Bell Junior High Schools. A further recommendation on the same date stipulated that racial/ethnic balance should be a major factor in determining the location of any new school.

In analyzing the ethnic trends of schools in major American school systems, the variation in percentages which are of concern are % white; % black; % Spanish surname; and % combined minorities. The single most significant variable is perhaps the number white. This is true because the societal forces which enable one to make a dynamic rather than a static analysis of ethnic distribution in schools may first be recognized in a falling "number white" figure. A decrease in the "number white" means that a tipping mechanism has been tripped and from that point one may fairly successfully forecast ethnic percentages from year to year.

Increasing numbers of minority students and even increasing percentages of minority students do not necessarily mean that a school has "tipped." It could mean that the site is experiencing increasing enrollment. It is only when incoming minority students are replacing white students can we be sure of the near-establishment of a trend. Most of our understanding of variations in ethnic distribution in schools comes from the statistics of big eastern and midwestern cities with large minority enrollments. Washington, D.C., presently has an elementary school enrollment which is 95% black. In 1947, the elementary school

3. Citizens Committee on Equal Educational Opportunities, August 1966.

population was 50% black; in 1953, the figure was 57%; in 1964, the elementary enrollment was 64% black; in 1966, 91%. Washington has been used as a benchmark city and it is generally assumed that the trend in other cities will closely approximate that set in Washington. So Los Angeles today, with an elementary minority population of more than 50%, is a city in which the tipping mechanism is just beginning to operate.

In San Diego, the trend line for white enrollment in the elementary schools shows a gradual decline from 76.6% in 1965 to 71.3% in 1970. The increase during those same years in minority enrollment has also been gradual, from approximately 20.7% to 24.9%. Projecting these curves and assuming no radical change in the in-migration of minority people to San Diego, the city will not fit into the Washington model during this century. Appendix I shows trends in ethnic distribution in the San Diego City Schools. For further details on the latest ethnic pupil census see Appendix I. Census reports on prior years are available from the district Intergroup Education office.

Districts are concerned not only with total enrollment by ethnic category but also with the ethnic balance of individual school sites. Obviously, in the long run, ethnic balance of individual school sites is closely related to total ethnic distribution. In Washington, with an elementary enrollment of 95% black, the term "ethnic balance" has no meaning.

Since 1965, we have recorded ethnic distribution in each of the schools of the district. We have established arbitrary cutting points so that we can describe the extent to which there is ethnic isolation in the district. We believe that a school which is 90% "other white" does not offer white students enough opportunity to interact meaningfully with nonwhite students. We believe that a school that has more than 50% of a given minority group fails to provide this same opportunity of interaction with white students.

In 1965, 64.8% of our white students were in schools which were 90% or more white. By 1970, this figure had been reduced to 44.5%. In 1965, 94% of the black elementary enrollment was in schools which were 50% or more black. By 1970, this has decreased to 78.8% in the elementary population.

In 1965, 37% of the Spanish surname elementary students attended schools which enrolled 50% or more combined minorities. In 1970, this has been reduced to 29.9%. For all three major ethnic groups during this six-year period, the ethnic isolation factor has been reduced in the elementary schools.

On the junior high school level:

In 1965, there were two schools (Memorial and Gompers) which were imbalanced with an excess of minority students. There were six schools which were imbalanced with an excess of "other white." In 1970, there were three schools (Gompers, O'Farrell, Memorial) which were imbalanced with an excess number of minority students. There are eight schools which are imbalanced with an excess number of white students. Two of the minority-imbalanced schools, Gompers and Memorial, have reached the point where they are almost totally minority schools. The percentage of minority students in O'Farrell has increased every year since 1965 until now it is 64.2% combined minorities.

On the senior high school level:

In 1965, Lincoln was the only school ethnically imbalanced with an excess of minority students. There were five schools which were racially imbalanced with an excess of white students. In 1970, there were three schools (San Diego, Lincoln, and Morse) which were racially imbalanced with an excess of minority students and there were six schools which were imbalanced with an excess number of white students. Lincoln is almost entirely a minority school. The trend in Morse is to an increasing percentage of combined minority students. The percentage in San Diego has unexplainedly remained fairly stable over the six-year period. In the white imbalanced schools, over the six-year period, the percentage of white has decreased.

IV. ALTERNATIVE PLANS FOR DESEGREGATING SCHOOLS

Although several alternatives are proposed for desegregating schools, various combinations of these plans might be used, thus expanding greatly the number of possible plans that could be considered. The 1970-71 ethnic survey indicated that, according to State guidelines, 96 district schools were ethnically imbalanced--five more than in 1969-70.[4]

Plan A: Equal Enrollment Opportunity

The most immediate, most direct, and least expensive alternative would be to declare district-wide equal enrollment opportunity in every school. Students in all grades (or in selected grades such as discussed in the Task Force Report,[5] pages 13-15) would request enrollment in the school of their choice. Admission to each school would be on a first-come, first-admitted basis; district-wide ethnic percentage distribution would be applied to each school. The latest ethnic survey would be used to determine the number of pupils which could be admitted from each ethnic group to each school. Once a student was admitted, he could remain in this school if he so desired in subsequent years. Filling of vacancies each year would admit "continuing" students from lower grades first and then fill ethnic vacancies as new students sought enrollment.

Staff and citizens committees established in each school would recommend staffing and program changes to meet the unique needs of the school. Special nondistrict and categorical aid programs would continue to be offered, but would consider the unique needs of each school in conjunction with the guidelines of the project. The money from these projects would follow the target child.

An obvious weakness of this plan would be the lack of resources on the part of "poverty" families to provide transportation. Possibly, categorical aid projects with the poverty child as target could provide transportation funds.

Four advantages are: (1) It would provide a means for desegregating the district; (2) it would allow parents and children the choice of their school, as long as ethnic balance is achieved; (3) it would not place the district in a position of forcing placement of students in preselected schools; and (4) costs would be minimal.

A search of accounts of school desegregation does not show that any district has implemented this plan.

Plan B: Inter School Transfers to Achieve Ethnic Balance Among Schools

This is the plan that has been developed by most districts ordered by the courts to desegregate. This would require a study of each school that is imbalanced according to State standards (or as might be specified by a court order). It would then require transferring students between schools to achieve an ethnic balance. It is estimated that it would be necessary to transfer 18,062 students to bring every school in the district into ethnic balance under the old "15%" standards. (See footnote on page 5)

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4. State guidelines designating schools imbalanced for 1971-72 have not been released.
5. Task Force to Study Desegregation, August 1970 (Report unreleased)

If the district paid for transportation, it would cost approximately $100 per student.

There are two advantages to this plan: (1) It would meet the demand of the court to desegregate; and (2) it would provide a definite plan for placement of students in selected schools. Such a plan would undoubtedly cause extensive community concern and reaction, since many children would be required to attend schools outside their home neighborhoods. It would not, however, require students to travel farther than students already living in rural or suburban areas.

Plan C: Controlled Balance

According to the 1970-71 ethnic survey, there are fifty-nine San Diego schools that are ethnically balance by State criteria. The controlled balance plan would begin with these schools.

When a school achieved an ethnic balance, it would be officially recognized by the district as a desegregated school. No further admissions would be permitted in the school unless that admission would offset a withdrawal and would continue or improve the balanced status of the school.

It is believed once a school is in balance it will tend to remain in balance because the social forces and movement of people will stabilize. There would be at the same time extra effort placed on staff in-service and curriculum content to develop an integrated learning and effective human relations program. Every effort would be made to recognize and encourage the balance.

At the present time there are at least eight desegregated elementary schools, two junior high schools, and one senior high school in Southeast San Diego. These are Encanto, Keiller, Audubon, Boone, Freese, Perry, Paradise Hills, Oak Park, Bell, O'Farrell and Morse. These schools are all only temporarily desegregated. Ten years ago the desegregated schools in Southeast San Diego were Kennedy, Knox, Johnson, Valencia Park, Chollas, Horton, Gompers and Lincoln. Almost all of the students in the latter group are now minority students. A possible beginning point in developing a desegregation plan might be to protect presently "balanced" schools.

A glance at the attached racial/ethnic survey (Appendix I) of the presently desegregated schools (e.g., Encanto, Keiller, O'Farrell, Morse, etc.) shows a rapid increase of minority students over the last four years, and a certainty that all of these schools will be largely minority in one to three years. Two examples of this process being completed are Fulton Elementary (1966: 41% Negro, 1970: 83% Negro), and Webster Elementary (1966: 24% Negro, 1969: 74% Negro).

Desegregated Schools should be protected because:

(1) The quality of education falls as schools shift toward all minority.[6]

6. "A Profile of the Large City High School," Research Report, National Association, Secondary School Principals (January, 1971); and "Race and the Schools," Newsweek (October 19, 1970).

(2) Extra funds are then needed (either federal or local) to bring the schools up to San Diego standards.

(3) A naturally desegregated school provides many benefits for students and community.

Applying the Controlled Balance Plan to the SDUSD: (See Note, below)

Under this plan the Board of Education would designate at least nine elementary schools, two junior high schools, and one high school as desegregated schools (Encanto, Keiller, Audubon, Freese, Boone, Perry, Paradise Hills, Oak Park, Fulton, Webster, O'Farrell, Morse). The racial/ethnic make-up of the school as it now exists would be frozen. This would be changed only to improve the balance in schools where this is needed. (In the case of Fulton and Webster, an exchange might have to be worked out.)

Under this plan, all the designated schools would work toward achieving an agreed-upon balance, e.g., 65% white, 15% black, 15% brown, 5% other. Out of the 13 schools listed above, only two have more than 65% white at the present time. These are Perry and Oak Park. All thirteen have more than 30% minority.

In order to implement the plan, in September, after the plan has been given wide publicity all summer, all children previously enrolled in the desegregated schools would be accepted. All new pupils would be accepted only if their entry maintained the agreed-upon ethnic-racial balance. Those children not accepted in the desegregated schools could attend another school of their choice. If a child desired to attend another school where he would improve the ethnic balance, his transportation would be paid under the present ethnic transfer policy. Black children could go to all black or to white schools as the parents wished.

To make up for the drop in enrollment due to no more minority children entering the Desegregated Schools, white children could be voluntarily transferred from segregated schools. The shifting would continue until each school achieved the agreed balance. The schools designated desegregated would receive special assistance in staff training, parent involvement, and programs in human relations. Federal funds are available for this. Schools receiving minority students by bus, should be prepared ahead of time to do so successfully. Much of this preparation could be managed by volunteer parents.

Note: This plan was submitted by Mrs. Warren (Roberta) Heyer,
Member, O'Farrell Citizens Advisory Committee
Human Relations Chairman, Ninth District PTA
Human Relations Chairman, O'Farrell PTA
Human Relations Chairman, Morse PTA
Member, Encanto Subcommittee of Southeast San Diego Development Committee
Member, Leadership Team, Elementary School of Tomorrow

Benefits of the Controlled Balance Plan are:

(1) Less money would be needed to provide quality education if the schools are not allowed to become all minority.

(2) The neighborhoods where the designated desegregated Schools are located would become stabilized. Instead of a school in transition (or tipping), with the quality of education and discipline slipping, with fear and unrest among students and teachers, with disruption becoming the rule of the day; the school would become stable, with high scholastic standards maintained. People do not move from neighborhoods where the schools are excellent.

(3) A large area of San Diego would be recognized as desegregated, making it easier and less costly to desegregate the whole school system when the board decides to do so.

(4) The number of all minority schools would remain the same instead of increasing each year, along with increasing problems.

(5) Other schools would tend to desegregate naturally through changing housing patterns as the above thirteen have done. As this happens, each school in turn would also be designated desegregated.

(6) This plan would provide a quality education that would satisfy parents of all ethnic groups. Parents of all racial-ethnic groups whose children attend integrated schools repeatedly express the desire that the school remain integrated. They feel that this is a valuable learning experience. They express often the desire that the school be of the best scholastic quality possible. Parents in these schools are willing to work hard to achieve both of these goals.

(7) The experience of relating to members of all racial-ethnic groups would begin in kindergarten and continue to grow into positive natural relationships.

We Could Be First

To this district's knowledge, no other district has as yet attempted to implement this plan.

Plan D: Redistricting Attendance Boundaries To Achieve Integration

The Task Force Report (8/70), pages 31-37, indicates a modified redistricting plan that would desegregate pre-Field Act high schools when they are rebuilt. It was recommended in this report that emphasis be placed on racial/ethnic balance for the total district rather than the "core district" as reflected in the pre-Field Act replacements.

To our knowledge, there has been no reasonable plan proposed to achieve ethnic balance throughout the district through changes of school attendance boundaries. To attempt to achieve desegregation in San Diego by redistricting would either create many bizarre and unrealistic districts or would still be associated with extensive transportation.

The redistricting proposals thus far considered have had as a condition the building of new schools within greatly enlarged boundaries such as proposals for educational parks. The closest approach would be transferring or combining complete schools and boundaries and including these in noncontiguous attendance districts of other schools.

The plan would have two advantages: (1) It would eliminate the uncertainty of where children would go; and (2) it might satisfy the demands of the court for desegregation if reasonable ethnic balance could be assured.

Plan E: Desegregation Through Educational Park Schools

The Task Force Report (Pages 9-13) discusses the possibility of desegregating secondary schools which must be substantially rebuilt due to pre-Field Act conditions. The proposal is to provide for these enrollments in new larger and relocated educational centers. The criteria (page 11) also provides for plans to include elementary as well as secondary schools.

Thus far, the plan only considers schools which have significant pre-Field Act facilities. There are several other schools which would probably have to be considered in any desegregation order of the courts.

The Education: Quest for Quality report by the League of Women Voters of San Diego (February 1970) proposes several plans and locations for educational park schools. If this alternative plan is considered as a possibility, sites should be seriously studies, basic plans developed, costs determined, and effects upon desegregation estimated.

The advantages of this plan are: (1) It implements a new concept in metropolitan school planning; (2) it provides an incentive for replanning educational programs; and (3) it at least partially provides, through housing a larger population, more opportunity for integrated activities.

Plan F: Modified School Year Desegregation

Under this plan, students in each school would study in another school during one of four quarters each year. For example, half of one class in one school would trade with half the class in another school for one quarter of the school year.

If this were provided for each child in the ninety-six ethnically imbalanced schools for one quarter each year, it would cost the same as providing full transportation to 22,000 (17%) students, K-12. The cost of this plan would depend upon the distances and contract rate for transportation.

If this plan were implemented for only half the grades in any one year, or for junior high or senior high students only, the costs would change accordingly.

This plan may or may not meet court criteria for desegregation. The plan would, however, have these advantages: (1) It would provide experiences in an integrated school for comparatively long periods of time; and (2) it would provide broader opportunities for experiences than in a single school.

This plan might be modified by establishing certain schools as learning centers for certain types of programs and thus encourage specialization with high levels of staff competence in selected areas of study.

Plan G: Ethnic Transfer

Since 1966, the San Diego Unified School District has offered some students the opportunity to participate in an ethnic transfer program. The program is open to any student enrolled in an imbalanced school wherein the percent enrolled from his ethnic group is more than 15 percentage points in excess of the district average. Under the present plan, approximately 1900 students are enrolled in schools other than those in their original attendance area. Using additional contract means of transportation and added publicity, it is estimated that the 1900 figure could probably be doubled in one year.

The advantages of the plan are: (1) It is voluntary and (2) the district already has experience in its operation.

The main disadvantages are: (1) It places the burden of desegregation upon the victims of the system and therefore may be repugnant to the courts; (2) ultimately, since mainly minority youth elect to participate in the program, it is a "one-way" bussing plan which would result either in the closing of schools now predominantly minority or it would result in operating these schools with much smaller enrollments.

V. ACTIVITIES TO ENCOURAGE INTEGRATION IN SCHOOLS

The Federal Courts have ruled against school integration proposals as the primary solution to intermixing students of different ethnic backgrounds. The court in effect has demanded desegregation of students regardless of activities that may or may not be provided for integrated learning. The schools, on the other hand, have felt that integration must accompany desegregation.

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.

Mere mixing of students may result in new patterns of competition, fear of failure, and attitudes of hostility, creating new self-perceptions. Classroom seating patterns, informal group gatherings before and after school, lunchroom seating, student verbal and nonverbal interactions are a few of the problems teachers and administrators face as schools are desegregated. School programs must introduce activities and adjustments which will help resolve the problems with minimum conflict. Development of good human relations becomes a goal for staff as well as students.

The educational program must provide integrated activities which do not isolate minority ethnic groups, but encourage interracial and intercultural exchanges. The educational program must also maintain a high level of quality in order that all students may compete on an equal basis with all other pupils in other parts of the nation for scholarships, awards, and recognition.

1. HUMAN RELATIONS PROGRAMS

Changes in the ethnic distribution of students at schools in any big city district is inevitable. These changes may occur because:

(1) The district is concerned with ethnic isolation and institutes policies which change student body distribution;

(2) The courts mandate desegregation in order to break up dual education systems;

(3) Through the operation of the segregation-invasion-succession cycle, the student population changes at an increasing number of sites.

Ethnic change brings together populations of people who have had little experience working with each other. Despite the "people are just people" approach, the inevitable result in the absence of planning is tragic and predictable. These results are:

(1) The increase in discipline problems and incidents of school disruption;

(2) The intensification of school/community conflict;

(3) The precipitous decline of academic performance;

(4) A rise in teacher dissatisfaction;

(5) A fall in site enrollment and a rise in district costs.

All responsible administrators who have observed this sequence of changes strongly recommend that a human relations program be initiated to attempt to reduce the undesirable byproducts of social change. Some districts employ professional consultants who initiate programs; other districts develop their own programs. In San Diego the program should involve site administrators, faculty, students, CAC's, PTA's and other social groups which demonstrate concern with school problems. It should be available to all sites, whether they are in the process of ethnic change or not. The program should be conceived as a permanent part of district planning and, ultimately, should involve all district personnel.

2. Exchange of Students Between Schools On Short-Term or Long-Term Basis for "Integrated Learning"

Under this plan, students would keep identity with, and enrollment in, their neighborhood school. However, for certain studies, events and programs, they would attend a "sister" school or other schools where they would participate with students of other ethnic groups. Some activities could be on a short-term, single-visit basis; others might be on the basis of several days, weeks, or months.

Exposure to other students would have to be sufficiently frequent or lengthy to achieve adequate personal exposure of each child to truly integrated learning. This might be difficult to evaluate and to satisfy the court's criteria for desegregation.

Although approximately 25% of the students would have to be transported to other schools in order to achieve this plan, it would probably not mean transporting this number of students daily. This would reduce costs. It might also be limited to certain age- or grade-level groups.

This plan would have two advantages: (1) It would retain the neighborhood school concept of residence; and (2) It would achieve the positive purposes of integration without many of the negative political problems.

3. Integrated Study at Learning Centers

Under this concept, students from various ethnic backgrounds would be transported to learning centers from different geographic areas of the city. The students

purposely would be assigned to integrated groups and, as groups, would select or be assigned to meaningful learning activities for which the center was specifically designed.

The "Balboa Project" piloted this concept for the district. This project indicated that very positive attitudes and many integrative experiences could be developed in a comparatively short time.

The Balboa Park Project was specifically designed to take advantage of the numerous museums, galleries, and the zoo. These offered a wide variety of significant and interesting learning activities.

To achieve reasonable and lasting integrated understanding, several learning centers should be established or used, possibly one or more for each age group.

Exposure to other children of differing ethnic backgrounds would have to be sufficiently frequent or lengthy to achieve adequate personal exposure of each child to truly integrated learning. This might be difficult to evaluate or might not satisfy the court's criteria for desegregation.

The plan does have several advantages: (1) It would retain the neighborhood school concept of residence; (2) It would achieve the positive purposes of integration without many of the negative political problems; (3) It would provide a significant dimension to learning for all students; and (4) It would use facilities in the community for classrooms and reduce the load on school facilities.

Although 100% of the children would be transported in this program, the total transportation load and cost would depend upon the frequency and length of study at learning centers. It might also be limited to certain age- or grade-level groups. Three or four weeks of study at each grade level might be a reasonable goal to begin with.

4. Electronic Integration

In this plan, two or more schools are connected by cable or by 2600 Megahertz channels. Each school has the capacity to receive and transmit by closed circuit television. Students in each school communicate and study lessons with the students in the other schools. They see each other frequently and treat each other as though they were in the same school. Parents discuss common topics and watch common programs. Periodically, students and parents exchange planned visits with their peers in the other schools.

Taft and Memorial Junior High Schools unsuccessfully attempted to obtain funds to pilot such a plan.

The advantages of this plan are: (1) It would bring students and parents into closer contact to develop common understandings and concerns; and (2) it would develop many of the benefits of integration without many of the political problems.

5. Integration Through Teaming of Academic Classes and Extracurricular Activities

Integration through academic classes and extracurricular activities gives pupils from different ethnic backgrounds an opportunity to:

. . . share academic, community, and cultural experiences.

. . . know each other personally and form natural friendships.

. . . develop an appreciation of aesthetic values of different cultures.

Opportunities for personal contact may be afforded by activities such as the following:

(a) Classroom and Pupil Exchange Programs

Opportunities for individualized interschool exchanges provide students of different races from different schools opportunities to share concepts in language, history, government, foreign language, ethnic studies, science, math, homemaking and other areas of knowledge. This approach may be facilitated through the teaming of schools and through the scheduling of a common block of class time between participating schools.

(b) Speech and Literary Contests, Performances, or Activities

Picture-memory, prose-reading, poetry-reading, number sense, storytelling, and one-act play contests, performances, or activities provide a means for bringing the various schools together.

(c) Music

Vocal and instrumental music departments may arrange programs to be shared and programs to be presented by combined groups. Music festivals, concerts, and contests expedite such activities.

(d) Special Events

Science-math fairs, interschool assembly programs, field days, art exhibits, square dance festivals, ethnic dance festivals, and special observances offer opportunities for interschool participation.

(e) Performing Arts

Symphony and theatrical performances may be attended by primary or middle-grade pupils from the cluster schools.

(f) Field Trips

Field trips may be arranged to visit newspaper plants, fire stations, water treatment facilities, bakeries, and other businesses and public places.

(g) Interchange of Students Involved in Communication Periods

Opportunities may be afforded for students of different races from different schools to interchange through the teaming of schools and to meet in a common block of time to discuss issues of mutual concern between the participating schools.

(h) Integration Through the Use of Television and Other Audio-Visual Materials

This program may feature a closed-circuit television system that links a cluster of schools through a coaxial cable supplying an appropriate number of channels of communication. In using the "studio-classroom," in which class activities could be televised, and the "monitor-classroom," in which pupils and teachers could view the activities in the studio-classroom, interchange of ideas and participation of students of different races from different schools may be accomplished by means of "talk-back" facilities incorporated in the system.

(i) Physical Education

Intramural programs may be organized on a scheduled basis for boys and girls. Usually a mixing of class sections is the basis for organizing teams and arranging leagues. This program can be extended to provide for contact between students using different schools to form one team, thus advancing closer personal contact and avoiding polarization.

(j) Extended Day Activities

The present extended day program may begin with the opening of school and end approximately two weeks before the close of school. From one to two leaders can work in each school for approximately two hours immediately after the close of the regular school day. Activities may be exchanged between schools.

(k) Extramural Games Between Schools

Extramural games may be arranged for students desiring competition with other schools. Schedules can be arranged, such as a round-robin tournament with scheduled games being worked around the school calendar. This type of schedule can be followed in scheduling football for boys, volleyball for girls, basketball for boys and girls, and soccer for boys and girls. In addition, track and field events may be scheduled for both boys and girls.

(l) Lunch Visits

Pupils and teachers may exchange lunch visits.

(m) Interchange of Student Organizations

Student governing councils and official student body committees may interchange through the teaming of schools and can meet in a common block of time between participating schools.

6. Integration Through Curriculum Design and Content

Districts involved in integrating the schools may implement an instructional program that incorporates multicultural instructional units for all students in the district. These units might be initiated and developed as follows:

(a) Development of curriculum materials and methodologies to reflect a multiethnic instructional approach;

(b) Evaluation and subsequent modification of all instructional materials for the removal of sterotypes, historical misrepresentations, and other negative presentations;

(c) Implementation of both English-as-a-second-language and Spanish-as-a-second-language components as part of a bilingual instructional program;

(d) Utilization of teaching staff in diagnostic roles for the development of prescriptive teaching;

(e) Initiation of staff development activities responsive to the needs of all the students and implementation of newly-formulated teaching strategies;

(f) Modification and expansion of literature and the social studies curriculum to reflect the pluralistic characteristics of the student population; and to provide multicultural reinforcement through historical, anthropological, and sociological information;

(g) Modification and expansion of home economics curriculum to respond to the life styles, family structures, and needs of all children in all cultures represented in the student body;

(h) Initiation of ethnic studies courses for all students;

(i) Evaluation of vocational education programs in terms of (1) relevance of offerings to current community needs and projected needs; and (2) the maintenance of student-parent-centered decision-making as to options within and without vocational education;

(j) Implementation of an intercultural awareness and understanding program utilizing group guidance and other appropriate strategies.

7. Integration Through Assignments to Students Within the Organization of the Classroom

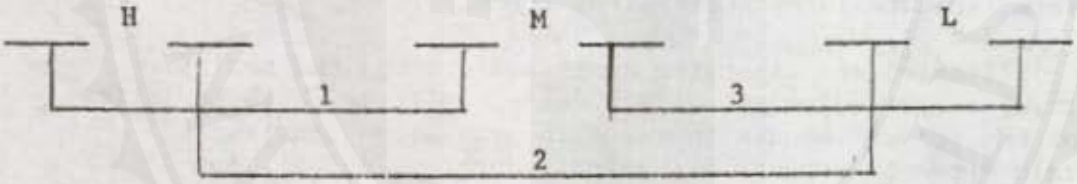
The area of student assignment within the classroom has for many years been a source of discussion among participating districts in integrated school situations.

The source of concern comes from the fact that most of the minority students initially entering an integrated school are in the middle and/or lower levels of achievement. Therefore, in many integrated schools, Anglo and minority students were still segregated because of ability grouping.

Professional educators recognize that in order to maximize instruction in a given classroom situation where competencies have to be taught and learned, the range and scope of student abilities have to be restricted to a certain range of abilities. Some means of homogeneous grouping must be used.

Recent plans for school integration have stated that classroom and other instructional environments should be mixed in terms of race, ethnicity and sociocultural background. This assures that a process will be maintained by which a student can draw from a pool of experience, ideas, and values. It also provides opportunities for interaction with other children and this will not be stifled by a single educational environment in which superiority or inferiority, rather than diversity, is perceived. Heterogeneous grouping for most educational activities is essential.

Actually both points of view are correct and recently professional educators in the nation have formulated a composite plan to incorporate both homogeneous and heterogeneous grouping. Simply illustrated, such a plan is as follows:



This plan has been labeled as "The Stratified Homogeneous Grouping Procedure," and it was first developed by the American Guidance and Personnel Association in the 1971 national convention. This plan keeps the two extreme ability levels separated and still comfortably intermixes the involved students in an integrated classroom situation.

8. Integration of Parent Organizations Through School Teaming and Triethnic or Multiethnic Advisory Committees

In implementing programs of integration in the schools, the affected community must be involved along with the students. The rationale for integrated community involvement is as follows:

. . . Less defiance will be evident if the community to be affected has time to prepare and involve itself as individuals and as a community in an understanding integration;

. . . As the wider applications of integration are augmented throughout the nation, the probability and expectation of being affected also increases in the community. Human relations programs should be utilized to inform and involve parents in order to reduce negative attitudes on integration.

Besides implementing new approaches, techniques, and materials for students, it may also be necessary to develop programs aimed directly at improving interracial relations within the affected communities.

Some of the programs found in other districts and areas of the nation are as follow:

(a) Dramatic Presentations of People in Integrated Situations

This technique uses the medium of drama to satirize seemingly tense integrated situations in everyday living. Drama clubs have been started in the United States Armed Forces, schools, and community groups to dramatize integrated scenes in an open manner. The television program, "All in the Family," has received wide public acceptance in dramatically depicting race relations in such a manner as to ease the so-called tensions of desegregation.

(b) Multiethnic Speakers Bureau

This program provides a speakers bureau of interested persons in education, business, law, medicine, journalism, and other professions. Also, multiethnic panels of one Anglo, one Black, one Chicano, and other minority professionals may be established to speak about integration to the various clubs and organizations in the schools and community.

(c) Interchange of Parent-Teacher Association, Parent Advisory Committee, and Citizens Advisory Committee Groups Through Teaming of Schools

The various representative school-parent organizations (PTA, PAC, and CAC) may interchange members and/or groups through the teaming of schools and may meet in a common block of time.

(d) Multiethnic Advisory Committee

The Multiethnic Advisory Committee should be composed of a representative district ratio of Anglo, Black, Chicano, and other ethnic members. This group could make an input into the evaluation of integrated programs in the schools and community and provide advice to the Community Relations Division of the Superintendent's Office.

(e) Citizens Advisory Committee for Cultural Food Services

This committee should be multiethnic in composition and would advise the Food Services Department on preparing cultural menus to reflect the pluralistic nature of foods. Not only could the food reflect the different cultures of the community, but the consumption of food in the culturally prescribed manner could enhance a student's understanding of a culture different from his own. As an additional activity, one could teach the eating of Asian food with chopsticks; the eating of Mexican food without utensils, but with tortillas; the eating of "soul food" with cornbread, etc.

The district has introduced several types of intergroup activities in order to stimulate integration. Many staff members have taken special in-service programs designed to develop intergroup human relations. Materials, programs, and activities have been introduced into several of the district schools.

A great deal more, however, could be done both to accelerate desegregation activities and strengthen integration in the educational programs of the district. It is hoped this report will stimulate additional concern, interest, and action in these areas of present-day concern--as we seek additional ways to "humanize" our programs.

RR:TMcJ:ew
3-1-72

DRAFT

TRENDS IN ETHNIC DISTRIBUTION

by

Thomas O. McJunkins

I. Elementary Schools with 50% or more black pupils, 1965 and 1970

II. A comparative summary of elementary schools showing Spanish Surname student overloading

III. Elementary schools with 90% or more Other White pupils, 1965 and 1970

IV. Ethnic Composition of Elementary Areas, based on 1965 geographic areas (not including any new sites)

V. Percentage point changes between 1965 and 1970 Ethnic populations (Elementary)

VI. Percentage changes in ethnic composition between 1966 and 1970

VII. Date on the Racial/Ethnic transfer program

VIII. Ethnic Distribution in SDUSD, 1965 through 1970, by levels

TABLE I

(ELEMENTARY)

SCHOOLS WITH 50% OR MORE BLACK PUPILS: 1965 and 1970 (Decreasing %)

1965 SCHOOL	NUMBER OF BLACKS ENROLLED	% Black
STOCKTON	761	91.2
JOHNSON	373	90.5
VALENCIA PARK	644	84.3
KNOX	543	81.5
KENNEDY	651	79.6
BAKER	411	78.7
BANDINI	171	75.7
CROCKETT	249	73.2
EMERSON	439	67.5
LOGAN	435	65.5
MEAD	227	63.9
CHOLLAS	563	63.8
BURBANK	214	60.1
HORTON	305	55.9

1970 SCHOOL	NUMBER OF BLACKS ENROLLED	% Black
KNOX	794	90.2
JOHNSON	298	88.7
VALENCIA PARK	619	88.2
STOCKTON	696	88.1
FULTON	544	84.9
KENNEDY	592	83.5
BAKER	408	82.3
WEBSTER	254	76.3
BANDINI	153	72.2
EMERSON	388	69.9
CHOLLAS	383	67.9
CROCKETT	268	67.3
MEAD	213	65.8
HORTON	406	65.1
LOGAN	367	59.6

1965: Number of black students in schools 50% or more black: 5986/8168(dist.total)=73.3%
1970: Number of black students in schools 50% or more black: 6383/9874(dist.total)=64.6%

TABLE II

A COMPARATIVE SUMMARY OF ELEMENTARY SCHOOLS SHOWING SPANISH SURNAME STUDENT OVERLOADING*

NAME OF SCHOOLS	NUMBER OF SPANISH SURNAME ENROLLED 1965	1970
Linda Vista	141	157
Twain	46	47
Brooklyn	195	294
Central	129	218
Webster	70	**
Encanto	196	315
Fulton	86	**
Keiller	81	94
Balboa	428	550
Bandini	44	42
Burbank	119	142
Chollas	169	117
Crockett	78	99
Emerson	161	126
Logan	182	216
Lowell	357	372
Mead	76	73
Sherman	327	441
Fremont	68	151
Washington	96	98
Cabrillo	**	122
Carver	**	69
Edison	65	85
Hamilton	106	164
Audubon	**	178
Lee	**	237
Carson	109	**
Revere	26	**
Baker	74	**

ELEMENTARY:
1965: No. in schools 13.6 or more Spanish Surname 3429/6389
Total district Spanish Surname 6389 = 53.7%
1970: No. in schools 17.1 or more Spanish Surname 4191/
Total district Spanish Surname 8313 = 50.4%

*A status where Spanish Surname percent of the respective schools' student body is at least 1½ times as large as the citywide average. In the year 1965, Spanish Surname pupils constituted 9.1% of the K-12 citywide population; in 1970, they accounted for 11.4%. The figure of 13.6% was used as a cutting point for schools showing Spanish Surname overloading in 1965 and 17.1% was used in 1970.

**These schools were not overloaded in the particular year.

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4-9-71

TABLE III

ELEMENTARY SCHOOLS WITH 90% or more OTHER WHITE PUPILS, 1965 and 1970 (Decreasing %)

1965 SCHOOLS	TOTAL ENROLLMENT	% White
HEARST	686	99.6
SCRIPPS	243	98.8
DECATUR	372	98.7
MISSION BEACH	217	98.6
HARDY	471	98.3
WEINBERGER	570	98.2
MARCY	576	98.1
MARVIN	873	98.1
SUNSET VIEW	478	98.1
CLAY	297	98.0
SILVER GATE	683	98.0
MONTEZUMA	332	97.6
TORREY PINES	207	97.6
PACIFIC BEACH	579	97.2
CLEVELAND	706	97.0
LONGFELLOW	498	97.0
CABRILLO	548	96.7
JUAREZ	641	96.6
MUIR	178	96.6
RILEY	719	96.5
DE ANZA	274	96.4
FLETCHER	564	96.3
GAGE	1021	96.3
SESSIONS	779	96.3
FRANKLIN	396	96.2
LOMA PORTAL	730	96.2
FOSTER	716	96.1
FORWARD	765	95.8
WEGEFORTH	653	95.6
WHITMAN	1192	95.6
BIRD ROCK	377	95.5
TOLER	311	95.5
GRANT	639	95.3
JACKSON	553	95.1
CURIE	711	94.9
GRANTVILLE	355	94.9
HOLMES	618	94.8
MARSHALL	532	94.7
JONES	1097	94.6
CADMAN	614	94.3
WIGGIN	457	94.3
ALCOTT	799	94.2
ROSS	798	94.0
ANDERSEN	663	93.8
CUBBERLEY	707	93.6
WHITTIER	619	93.4
MacDOWELL	929	93.2
CROWN POINT	668	92.8
BARNARD	429	92.3
OCEAN BEACH	810	92.1
BEALE	508	91.9
FARNUM	390	91.8
ROLANDO PARK	450	91.8
LINDBERGH	988	91.7

1965-continued

BAYVIEW TERRACE	774	91.3
ADAMS	764	91.1
OAK PARK	622	91.0
ROWAN	356	90.4
DARNALL	416	90.1

TABLE III (Continued)

1970 SCHOOLS	TOTAL ENROLLMENT	% White
SCRIPPS	293	99.3
MIRAMAR RANCH	171	98.8
FOSTER	558	98.0
BIRD ROCK	330	97.9
DECATUR	515	97.4
TOLER	443	96.8
DEANZA	198	96.5
GAGE	1525	96.4
RILEY	864	96.2
CLEVELAND	666	96.1
WEINBERGER	832	96.1
HEARST	742	96.0
MARVIN	845	95.6
SESSIONS	853	95.6
SPRECKELS	685	95.6
GREEN	678	95.5
MARCY	699	94.6
MISSION BEACH	149	94.0
GRANT	714	93.9
GRANTVILLE	300	93.0
FRANKLIN	452	92.9
HARDY	484	92.8
GERSHWIN	229	92.6
SUNSET VIEW	364	92.3
FORWARD	679	92.2
CLAY	352	92.0
LONGFELLOW	467	91.9
MUIR	261	91.9
TORREY PINES	393	91.9
HOLMES	464	91.6
FARNUM	330	91.5
PACIFIC BEACH	554	91.3
WIGGIN	358	91.3
WEGEFORTH	589	91.2
BENCHLEY	269	91.1
CURIE	976	91.0
CADMAN	796	90.9
LOMA PORTAL	641	90.6
MacDOWELL	797	90.6
JUAREZ	516	90.5
BEALE	415	90.4
JONES	946	90.4
BARNARD	373	90.1

1965: Number of white students in schools 90% or more white 34918/53821(district total)= 64.8%
1970: Number of white students in schools 90% or more white 23765/52207(district total)= 45.5%

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TABLE IV: Ethnic Composition OF ELEMENTARY AREAS, BASED ON 1965 AREAS (NOT INCLUDING ANY NEW SITES)

SCHOOL		ENROLLMENT	SPANISH SURNAME		OTHER WHITE		NEGRO		ORIENTAL		AMERICAN INDIAN		OTHER NONWHITE	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
AREA 1:	1965	7,262	339	4.7	6,782	93.4	60	0.8	56	0.8	NOT USED		25	0.3
	1966	7,460	351	4.7	6,957	93.2	67	0.9	65	0.9	4	0.1	16	0.2
	1967	7,421	388	5.2	6,844	92.2	69	0.9	64	0.9	5	0.1	51	0.7
	1968	7,486	360	4.8	6,959	93.0	76	1.0	84	1.1	7	0.1	NOT USED	
	1969	7,464	421	5.6	6,843	91.4	73	1.0	83	1.1	8	0.1	56	0.8
	1970	7,269	422	5.8	6,622	91.1	74	1.0	92	1.3	8	0.1	51	0.7
			+ 83	+1.1	-160	-2.3	+14	+0.2						
AREA 2:	1965	10,814	499	4.6	10,067	93.1	36	0.3	120	1.1	NOT USED		92	0.9
	1966	11,378	600	5.3	10,425	91.6	46	0.4	177	1.6	11	0.1	119	1.0
	1967	11,759	605	5.2	10,811	91.9	52	0.4	159	1.4	10	0.1	122	1.0
	1968	11,098	598	5.4	10,204	92.0	35	0.3	235	2.1	26	0.2	NOT USED	
	1969	10,762	613	5.7	9,767	90.8	31	0.3	184	1.7	26	0.2	141	1.3
	1970	10,192	627	6.2	9,174	90.0	45	0.4	194	1.9	17	0.2	135	1.3
			+128	+1.6	- 893	-3.1	+9	+0.1						
AREA 3:	1965	10,838	662	6.1	9,315	85.9	496	4.6	233	2.1	NOT USED		132	1.2
	1966	10,779	664	6.2	9,240	85.7	549	5.1	195	1.8	20	0.2	111	1.0
	1967	11,276	741	6.6	9,606	85.2	540	4.8	228	2.0	25	0.2	136	1.2
	1968	11,397	769	6.7	9,741	85.5	541	4.8	332	2.9	14	0.1	NOT USED	
	1969	10,945	741	6.7	9,083	83.0	614	5.6	224	2.1	52	0.5	231	2.1
	1970	10,567	813	7.7	8,589	81.3	644	6.1	235	2.2	39	0.4	247	2.3
			+151	+1.6	- 726	-4.6	+148	+1.5						
AREA 4:	1965	7,797	173	2.2	7,565	97.0	5	0.1	30	0.4	NOT USED		24	0.3
	1966	7,979	175	2.2	7,734	96.8	20	0.3	28	0.4	4	0.1	18	0.2
	1967	8,456	207	2.5	8,141	96.2	41	0.5	42	0.5	4	0.1	21	0.2
	1968	8,112	273	3.4	7,669	94.5	95	1.2	67	0.8	8	0.1	NOT USED	
	1969	8,276	269	3.3	7,802	94.3	112	1.3	59	0.7	8	0.1	26	0.3
	1970	8,437	262	3.1	7,935	94.0	126	1.5	78	0.9	5	0.1	31	0.4
			+89	+0.9	+370	-3.0	+121	+1.4						
AREA 5:	1965	8,347	948	11.4	6,951	83.3	248	3.0	141	1.7	NOT USED		59	0.7
	1966	8,576	1,094	12.8	6,935	80.9	313	3.6	146	1.7	15	0.2	73	0.8
	1967	8,912	1,286	14.4	6,952	78.0	431	4.9	153	1.7	15	0.2	75	0.8
	1968	8,862	1,158	13.1	6,977	78.7	517	5.8	201	2.3	9	0.1	NOT USED	
	1969	8,841	1,364	15.4	6,573	74.3	618	7.0	148	1.7	14	0.2	124	1.4
	1970	8,503	1,477	17.4	6,173	72.6	607	7.1	123	1.4	16	0.2	107	1.3
			+ 529	+6.0	-778	-11.0	+359	-4.1						

SCHOOL		ENROLLMENT	SPANISH SURNAME		OTHER WHITE		NEGRO		ORIENTAL		AMERICAN INDIAN		OTHER NONWHITE	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
AREA 6:	1965	10,353	1,141	11.0	5,845	56.5	2,949	28.5	247	2.4	NOT	USED	171	1.7
	1966	10,732	1,223	11.4	5,749	53.5	3,301	30.8	211	2.0	4	0.1	244	2.2
	1967	11,150	1,357	12.2	5,622	50.4	3,675	32.9	232	2.1	8	0.1	256	2.3
	1968	11,243	1,385	12.3	5,695	50.7	3,794	33.7	356	3.2	13	0.1	NOT	USED
	1969	11,845	1,616	13.6	5,261	44.4	4,323	36.5	272	2.3	16	0.2	357	3.0
	1970	11,560	1,559	13.5	4,927	42.6	4,325	37.4	271	2.4	15	0.1	463	4.0
			+418	+2.5	-918	-13.9	+1,376	+8.9						
AREA 7:	1965	7,226	2,085	28.9	616	8.5	4,281	59.2	106	1.5	NOT	USED	138	1.9
	1966	7,002	2,161	30.9	434	6.2	4,194	59.8	71	1.0	3	0.1	139	2.0
	1967	7,522	2,303	30.5	526	7.0	4,473	59.4	82	1.2	5	0.1	133	1.8
	1968	7,580	2,397	31.6	580	7.7	4,364	57.6	222	2.9	17	0.2	NOT	USED
	1969	7,474	2,534	33.9	586	7.8	4,082	54.6	81	1.1	7	0.1	184	2.5
	1970	6,885	2,319	33.7	572	8.3	3,731	54.2	70	1.0	5	0.1	188	2.7
			+234	+4.8	-44	-0.2	- 550	-5.0						
AREA 8:	1965	7,538	537	7.1	6,658	88.3	93	1.2	131	1.7	NOT	USED	119	1.6
	1966	7,615	664	8.7	6,604	86.7	95	1.3	146	1.9	14	0.2	92	1.2
	1967	7,542	671	8.9	6,414	85.1	105	1.4	138	1.8	15	0.2	199	2.6
	1968	7,631	726	9.5	6,520	85.4	206	2.7	171	2.3	8	0.1	NOT	USED
	1969	7,297	732	10.1	6,044	82.8	241	3.3	154	2.1	9	0.1	117	1.6
	1970	6,950	719	10.3	5,735	82.5	239	3.4	142	2.1	6	0.1	109	1.6
			+182	+3.2	- 923	-5.8	+146	+2.2						

TABLE V

PERCENTAGE POINT CHANGES BETWEEN 1965 and 1970 IN ETHNIC POPULATIONS (ELEMENTARY)

AREA*		1965	1970	Enrollment CHANGE (+ or -)	Percentage Pt. CHANGE (+ or -)
AREA 1:					
	Spanish Surname	4.7	5.8	+ 83	+ 1.1
	Other White	93.4	91.1	- 160	- 2.3
	Negro	0.8	1.0	+ 14	+ 0.2
AREA 2:					
	Spanish Surname	4.6	6.2	+ 128	+ 1.6
	Other White	93.1	90.0	- 893	- 3.1
	Negro	0.3	0.4	+ 9	+ 0.1
AREA 3:					
	Spanish Surname	6.1	7.7	+ 151	+ 1.6
	Other White	85.9	81.3	- 726	- 4.6
	Negro	4.6	6.1	+ 148	+ 1.5
AREA 4:					
	Spanish Surname	2.2	3.1	+ 89	+ 0.9
	Other White	97.0	94.0	+ 370	- 3.0
	Negro	0.1	1.5	+ 121	+ 1.4
AREA 5:					
	Spanish Surname	11.4	17.4	+ 529	+ 6.0
	Other White	83.3	72.6	- 778	- 11.0
	Negro	3.0	7.1	+ 358	- 4.1
AREA 6:					
	Spanish Surname	11.0	13.5	+ 418	+ 2.5
	Other White	56.5	42.6	- 918	- 13.9
	Negro	28.5	37.4	+1376	+ 8.9
AREA 7:					
	Spanish Surname	28.9	33.7	+ 234	+ 4.8
	Other White	8.5	8.3	- 44	- 0.2
	Negro	59.2	54.2	- 550	- 5.0
AREA 8:					
	Spanish Surname	7.1	10.3	+ 182	+ 3.2
	Other White	88.3	82.5	- 923	- 5.8
	Negro	1.2	3.4	+ 146	+ 2.2

* Based on 1965 Geographic Areas

NOTE: Area 1 total enrollment rose to peak in 1968 then declined 1969 and 1970
Area 2 total enrollment rose to peak in 1967 then declined each year since
Area 3 total enrollment rose to peak in 1968 then declined each year since
Area 4 total enrollment peaked in 1967, declined '68, rose in '69 and '70
Area 5 total enrollment peaked in 1967, declined each year since
Area 6 total enrollment peaked in 1969, declined in 1970
Area 7 total enrollment peaked in 1968, declined each year since
Area 8 total enrollment peaked in 1968, declined each year since

TMcJ:cw
4-15-71

TABLE VI

TABLE VI presents an exact picture of what is happening in all schools in the district in the five year period between 1966 and 1970.

All six categories of the ethnic survey are used in this table and the increase or decrease is indicated by the plus or minus sign, e.g. an increase of one percentage point would be indicated by + 1.0.

This table, while being exact, is too detailed to show significant trends. It is included so that changes at individual sites might be noted.

TMcJ:cw
4-9-71

SCHOOL	SPANISH SURNAME	OTHER WHITE	NEGRO	ORIENTAL	AMERICAN INDIAN	OTHER NONWHITE
AREA A-1:						
BAY PARK	- .1	+ .1	- .3	-.7	- .3	+ 1.2
BAYVIEW TERRACE	+ .5	-4.8	+ .5	+1.5	+ .6	+ 1.7
BIRD ROCK	- .8	+ .7	nc(0)	nc(.3)	nc(0)	+ .1
CROWN POINT	+2.8	-4.2	- .2	+ .2	- .1	+ 1.5
DECATUR	- .8	- .3	+ .4	+ .3	+ .2	+ .2
FARNUM	+ .8	-1.1	+ .1	- .4	+ .3	+ .3
LA JOLLA	+1.2	- .1	+1.0	nc(.6)	nc(0)	- .1
LONGFELLOW	+3.1	-4.6	- .2	+ .6	nc(0)	+ 1.1
MISSION BEACH	+3.7	-2.9	+ .7	-2.1	nc(0)	+ .6
PACIFIC BEACH	+4.5	-5.1	+ .5	+ .4	+ .2	- .5
SCRIPPS	nc(0)	- .3	nc(0)	+ .7	nc(0)	- .4
SESSIONS	nc(1.9)	-1.5	+ .5	+ .9	nc(0)	+ .1
TOLER	+ .9	-1.3	- .1	+ .5	nc(0)	nc(0)
TORREY PINES	+2.1	-5.1	+1.0	+1.5	nc(0)	+ .5
WHITTIER	+3.3	-6.2	+1.0	+1.1	nc(0)	+ .8
AREA A-8:						
BARNARD	- .2	-1.4	+ .8	+1.0	nc(0)	- .2
CABRILLO	+8.9	-9.7	+ .9	+ .5	nc(0)	- .6
LOMA PORTAL	+4.2	-4.1	+ .4	-1.1	- .4	+ 1.0
OCEAN BEACH	+1.7	-2.2	+ .5	+ .1	- .3	+ .2
SILVER GATE	nc(2.2)	-10.7	+11.2	+ .3	- .6	- .2
SUNSET VIEW	+1.4	-4.7	+ .5	+ .8	+ .1	- .1
AREA B-2:						
ALCOTT	+3.9	-4.6	nc(.1)	+ .1	nc(0)	+ 1.1
ANDERSEN	+1.1	- 2.8	+ 1.3	-0.5	+0.2	+ 0.7
CADMAN	+2.4	- 3.5	+ 0.2	+0.6	-0.3	+ 0.6
CURIE	+1.4	- 3.7	+ 0.2	+2.4	+0.3	- 0.6
FIELD	-2.4	+ 4.9	+ 0.3	-1.7	nc(0)	- 1.1
HAWTHORNE	-3.4	+ 0.1	+ 0.7	+1.5	+0.1	+ 1.0
MACDOWELL	-2.0	+ 1.7	+ 1.4	-0.6	+0.2	+ 1.2
MARCY	+1.8	- 1.5	nc(0)	nc(1.4)	nc(0)	- 0.3
SEQUOIA	+2.9	- 6.1	- 0.2	+2.3	+0.1	+ 1.0
STEVENSON	+1.9	- 1.0	- 0.5	+0.6	+0.1	- 1.1
WHITMAN	+4.1	- 4.3	+ 0.2	-0.7	+0.1	+ 0.6
WIGGIN	+2.2	- 2.2	- 1.7	+1.1	-0.6	+ 0.5
AREA B-3:						
BARTON	+5.8	- 14.6	+ 0.5	+1.4	-0.4	+ 7.3
BEALE	+2.7	- 4.9	- 0.2	+0.5	+0.2	+ 1.7
CARSON	+1.2	+ 1.7	- 3.4	+0.4	-0.4	+ 0.5
CHESTERTON	+3.1	- 13.6	+ 4.1	+1.0	+0.1	+ 5.3
HOLMES	+1.4	- 1.4	- 0.3	-0.6	+0.6	+ 0.3
LAFAYETTE	-1.6	- 2.7	+ 1.1	+1.2	-0.4	+ 2.4
LINDA VISTA	+4.3	- 5.0	+ 0.3	-0.9	+0.3	+ 1.2
LINDBERGH	+0.9	- 2.0	nc(0.9)	+0.5	+0.3	+ 0.3
RILEY	-1.5	+ 1.9	+ 0.1	-0.3	nc(0)	- 0.2
ROSS	-1.2	- 3.3	+ 1.8	+0.6	-0.1	+ 2.2
SUNSHINE	-0.3	- 1.7	+ 0.8	+0.7	-0.9	+ 1.4

AREA C-4:	(S.S.)	(O.W.)	(N)	(O)	(A.I.)	(O.N.W.)
ANGIER	+ 0.9	+ 1.2	- 1.9	+ 0.6	- 0.5	- 0.3
CLEVELAND	+ 1.0	- 1.3	- 0.2	+ 0.5	(nc(0)	nc(0)
CUBBERLEY	+ 1.2	- 3.8	+ 1.7	- 0.1	nc(0.4)	+ 0.8
FLETCHER	+ 3.6	-11.5	+ 3.0	- 0.1	+ 4.2	+ 0.6
FORWARD	+ 2.1	- 2.8	+ 0.5	+ 0.5	- o.1	- 0.2
FOSTER	+ 0.2	- 0.6	+ 0.2	- 0.7	+ 0.5	+ 0.4
GAGE	+ 0.6	- 0.6	+ 0.1	+ 0.1	nc(0)	- 0.2
GRANTVILLE	- 0.4	- 1.9	+ 2.0	+ 2.3	- 0.6	- 1.4
JONES	+ 0.3	- 3.1	+ 0.3	+ 0.3	nc(0)	+ 2.2
JUAREZ	+ 3.9	- 6.3	+ 1.2	+ 0.6	+ 0.2	+ 0.4
MARVIN	- 0.3	- 1.2	+ 0.3	+ 0.6	(nc(0)	+ 0.6
WEGEFORTH	+ 0.6	- 0.5	+ 0.9	- 1.2	nc(0)	+ 0.2
WEINBERGER	+ 0.4	- 2.5	+ 1.0	+ 1.1	nc(0)	nc(0)
AREA C-5:						
ADAMS	+ 1.3	- 0.8	nc(0)	- 0.4	+ 0.1	- 0.1
BIRNEY	+ 5.3	- 4.3	+ 0.4	- 0.2	- 0.4	- 0.8
FLORENCE	+ 3.6	- 4.7	+ 0.6	nc(1.6)	nc(0)	+ 0.5
FRANKLIN	- 1.4	+ 2.5	- 0.1	- 1.9	nc(0)	+ 0.9
GARFIELD	- 1.7	- 0.4	nc(0)	nc(2.4)	+ 0.4	+ 2.0
GRANT	+ 0.1	- 1.7	+ 0.6	+ 1.0	+ 0.1	- 0.1
HARDY	- 0.6	- 5.0	+ 4.4	+ 1.0	nc(0)	+ 0.2
HEARST	+ 1.8	- 2.8	+ 0.5	+ 0.5	+ 0.1	- 0.1
MONTEZUMA	+ 1.2	- 9.3	+ 5.8	+ 1.9	+ 0.3	nc(0)
MUIR	- 1.4	- 2.9	+ 0.8	+ 1.2	nc(0)	+ 2.3
TWAIN	+ 0.5	- 7.9	+ 1.2	+ 4.7	nc(0)	+ 1.5
AREA D-9:						
BAKER	- 3.3	- 0.6	+ 2.5	- 2.7	nc(0)	+ 2.9
BALBOA	+ 5.4	+ 0.1	- 6.7	+ 0.5	+ 0.2	+ 0.5
BANDINI	- 2.3	+ 3.8	- 2.0	+ 0.5	nc(0)	nc(2.8)
BROOKLYN	+ 2.8	- 3.0	+ 0.2	- 0.3	+ 0.6	- 0.3
CENTRAL	+11.7	- 6.4	- 6.9	+ 0.2	+ 0.3	+ 1.1
CHOLLAS	+ 2.5	- 3.5	+ 1.5	- 1.0	+ 0.2	+ 0.3
DEWEY	- 0.4	+ 0.4	- 1.5	+ 0.6	+ 0.4	+ 0.7
EMERSON	- 1.7	+ 1.7	- 0.1	+ 0.2	nc(0)	- 0.1
FREMONT	-29.8	+12.1	+18.0	+ 0.8	nc(0)	- 1.1
HORTON	- 3.2	- 8.9	+ 9.0	- 1.3	+ 0.5	+ 3.9
JOHNSON	+ 5.3	- 0.3	- 4.6	nc(0)	nc(0)	- 1.0
KENNEDY	- 0.5	+ 3.1	- 1.5	+ 0.5	+ 0.1	- 1.7
KNOX	- 5.7	- 0.7	+ 5.2	+ 0.6	nc(0)	- 0.8
MEAD	+ 4.8	+ 6.0	- 3.4	- 0.5	+ 0.3	+ 2.8
PERRY	- 0.5	- 7.1	+ 0.5	+ 1.1	- 0.1	+ 6.1
STOCKTON	+ 0.3	+ 2.5	- 3.4	- 0.2	nc(0)	+ 0.1
VALENCIA PARK	+ 0.9	- 0.9	nc(88.2)	+ 0.2	nc(0)	- 0.2
WASHINGTON	+ 5.7	- 5.4	+ 1.0	- 0.8	nc(0)	- 0.5
AREA D-10:						
BURBANK	+ 1.4	+ 7.1	-11.1	+ 1.3	nc(0)	+ 1.3
CROCKETT	+ 2.1	+ 0.8	- 7.4	+ 0.2	nc(0)	+ 4.2
LOGAN	+ 2.6	+ 1.1	- 4.7	+ 0.9	- 0.1	+ 0.2
LOWELL	+ 3.9	- 0.2	- 4.2	+ 0.2	nc(0)	- 0.5
SHERMAN	+ 6.7	+ 0.9	- 8.3	+ 0.3	- 0.1	+ 0.5

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	(S.S.)	(O.W.)	(N.)	(O)	(A.I.)	(O.N.W.)
AREA E-6:						
CARVER	+ 4.4	- 6.8	+ 2.4	nc(0.3)	- 0.5	+ 0.5
CLAY	+ 2.6	- 3.3	+ 0.7	nc(0.3)	nc(0)	nc(0)
DARNALL	+ 7.3	- 8.8	+ 1.7	+ 0.3	- 0.2	- 0.3
EDISON	+ 5.7	- 3.9	- 0.6	+ 0.4	nc(0)	- 1.6
EUCLID	+ 3.4	- 6.5	+ 2.9	- 0.7	- 0.6	+ 1.5
HAMILTON	+ 8.4	-10.7	+ 2.4	- 0.6	+ 0.1	+ 0.4
JACKSON	+ 2.3	-10.2	+ 5.2	+ 1.3	- 0.2	+ 1.5
JEFFERSON	- 1.8	+ 0.3	+ 1.0	- 0.9	nc(0)	+ 1.4
MARSHALL	+ 6.9	-12.9	+ 4.0	- 0.2	+ 0.2	+ 2.0
McKINLEY	+ 4.4	- 3.3	nc(0)	- 0.3	- 0.2	- 0.6
OAK PARK	+ 3.5	-15.7	+12.8	+ 1.0	nc(0)	+ 0.4
ROLANDO PARK	+ 2.0	- 4.5	+ 0.5	+ 0.9	- 0.5	+ 1.4
AREA E-7:						
AUDUBON	+ 7.1	-16.3	+ 6.8	+ 0.4	+ 0.4	+ 1.6
BOONE	+ 4.9	- 4.5	+ 8.2	+ 1.8	+ 0.1	- 0.5
ENCANTO	+ 3.5	-14.8	+11.9	- 1.0	+ 0.1	+ 0.3
FREESE	- 3.5	-19.0	+19.3	+ 0.5	+ 0.1	+ 2.6
FULTON	- 6.7	-36.4	+43.9	- 0.3	nc(0)	- 0.5
KEILLER	+ 0.9	-21.4	+19.1	- 1.1	nc(0)	+ 2.5
LEE	+ 7.2	-11.0	+ 2.0	+ 1.3	+ 0.1	+ 0.4
PARADISE HILLS	+ 9.2	-21.8	+ 2.1	+ 2.2	+ 0.1	+ 8.2
ROWAN	+ 8.7	-17.0	+ 3.9	+ 2.0	nc(0)	+ 2.4
WEBSTER	- 5.4	-44.4	+52.1	- 2.6	nc(0.3)	+ 0.3
DISTRICT TOTALS: ELEMENTARY:	+ 1.7	- 4.4	+ 1.6	+ 0.3	nc(0.1)	+ 0.8
JUNIOR HIGH: A						
EINSTEIN	+ 0.9	- 2.7	+ 0.3	+ 0.9	+ 0.3	+ 0.3
HALE	+ 0.5	- 2.2	+ 0.7	+ 0.2	nc(0.1)	+ 0.8
MARSTON	+ 0.2	- 1.6	nc(0.3)	+ 0.8	+ 0.1	+ 0.5
MONTGOMERY	- 0.2	- 5.5	+ 4.5	+ 0.3	+ 0.1	+ 0.8
MUIRLANDS	+ 0.3	+ 0.1	+ 0.1	- 0.2	- 0.3	nc(0.2)
TAFT	+ 0.8	- 2.9	+ 2.0	+ 0.5	- 0.1	+ 0.7
JUNIOR HIGH: B						
COLLIER	+ 2.7	- 7.2	+ 3.8	nc(0.8)	+ 0.1	+ 0.6
DANA	- 1.2	- 4.7	+ 5.7	- 0.2	nc(0)	+ 0.4
MEMORIAL	+ 7.1	- 0.3	- 4.3	- 0.9	- 0.2	+ 0.4
PACIFIC BEACH	+ 2.6	- 3.7	+ 0.7	+ 0.3	+ 0.1	nc(0.4)
ROOSEVELT	nc(17.1)	- 8.1	+ 7.1	- 0.2	+ 0.2	+ 1.0
WILSON	- 0.8	- 6.3	+ 5.1	+ 1.2	+ 0.2	+ 0.6
JUNIOR HIGH: C						
BELL (NOT in 1966)						
GOMPERS	- 1.2	- 4.1	+ 6.4	+ 1.0	+ 0.3	- 0.4
LEWIS	+ 0.1	- 2.0	+ 1.6	+ 0.1	+ 0.2	nc(0.1)
MANN	+ 2.6	-13.2	+10.0	+ 0.2	+ 0.1	+ 0.3
O'FARRELL	+ 4.0	-25.7	+21.6	- 0.2	nc(0.1)	+ 0.3
PERSHING	- 0.5	+ 4.0	- 0.6	- 1.5	- 0.2	- 0.4

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	(S.S.)	(O.W.)	(N.)	(O.)	(A.I.)	(O.N.W.)
SENIOR HIGH: A						
CLAIREMONT	+ 1.9	- 2.4	nc(0.3)	- 0.3	+ 0.2	+ 0.4
KEARNY	+ 0.6	- 1.4	+ 0.5	- 0.4	+ 0.1	+ 0.6
LA JOLLA	+ 1.3	- 0.8	- 0.3	- 0.4	nc(0)	+ 0.2
MADISON	+ 3.5	- 4.6	+ 0.3	+ 0.2	+ 0.2	+ 0.4
SENIOR HIGH: B						
HOOVER	+ 3.2	-10.5	+ 6.6	+ 0.5	+ 0.2	nc(0.5)
MISSION BAY	- 0.3	- 0.7	+ 0.7	- 0.1	+ 0.2	+ 0.2
POINT LOMA	- 1.4	- 1.4	+ 2.2	+ 0.6	- 0.1	+ 0.1
SAN DIEGO	+ 8.0	- 6.1	- 1.1	- 0.6	+ 0.2	- 0.4
SENIOR HIGH: C						
CRAWFORD	+ 3.4	-11.2	+ 6.9	+ 1.1	+ 0.1	- 0.1
HENRY (NOT HERE 1966)						
LINCOLN	- 2.3	- 0.6	+ 4.8	- 3.1	+ 0.1	+ 1.1
MORSE	+ 2.7	-13.0	+11.0	- 1.6	nc(0.2)	+ 0.9
CONT/ADJ:						
MIDWAY	- 5.9	+ 6.5	+ 0.4	+ 0.3	nc(0)	+ 1.3
SNYDER	- 3.7	+ 6.3	-10.9	+ 0.6	nc(0)	+ 0.3
WRIGHT BROS.	- 2.4	-10.8	+14.2	nc(0)	- 1.8	+ 0.8
SECONDARY TOTALS:						
JUNIOR HIGH:	+ 0.5	- 3.2	+ 2.2	nc(1.2)	+ 0.1	+ 0.4
SENIOR HIGH:	+ 1.0	- 1.8	+ 0.8	- 0.3	nc(0.1)	+ 0.3
CONT/ADJ:	- 1.0	+ 5.7	- 4.6	+ 0.4	- 0.3	- 0.2
DISTRICT TOTALS: K-12	+ 1.3	- 3.4	+ 1.5	+ 0.3	nc(0.1)	+ 0.8
ADULT SCHOOLS:	+ 0.6	- 4.7	+ 2.1	+ 2.1	- 0.1	+ 1.0
JUNIOR COLLEGES:	+ 0.3	- 2.5	+ 1.6	+ 0.1	nc(0.1)	+ 0.5

TABLE VII

DATA ON RACIAL/ETHNIC TRANSFER PROGRAM:

	1966-67	1967-68	1968-69	1969-70	1970-71
Total number of pupils on R/E transfer by year:	236	492	682	875	911

Number of students presently attending schools under R/E transfer: 1697

(as of March 19,'71

Number of pupils being furnished transportation under R/E transfer:	-	-	709	1105	1358

ETHNIC DISTRIBUTION BY YEARS

DISTRICT TOTALS (Preschool - 12)

	1965	1966	1967	1968	1969	1970
NEGRO	9.3	11.0	11.6	11.6	12.2	12.5
SPANISH SURNAME	8.0	9.3	9.8	10.1	10.5	10.6
WHITE	80.6	79.6	76.0	76.1	74.3	73.8

APPENDIX II

The following definitions for selected terms were used as a frame of reference for this report:

1. Desegregation: The process of mixing majority and minority group pupils in schools that were previously homogeneous in racial/ethnic composition

2. Integration: The process following desegregation which makes the school community one in which racial/ethnic discrimination is reduced.

3. Racial/ethnic imbalance: A situation in which the ratio of an ethnic or racial group in a school is markedly disproportionate to the ratio of such groups in the district(formerly 15 percentage points)

4. Educational park: A concept representing a cluster of schools or grade levels sharing common facilities and a central administration

5. Field Act(1933): Legislation requiring school districts to show evidence that school buildings built prior to 1933 (1) meet current engineering standards for earthquake safety or (2) plans are being made for replacement

6. The 1-4-7-10 Plan: A plan which would reassign all students in the district in Grades 1, 4, 7, and 10 in such a manner as to create ethnic balance. Assignment in these grades would be made every year. Since these assignments would be permanent, complete desegregation would be achieved in three years. A variation of this plan would not include the 1st grade

7. "Tipping Mechanism": The operation of a principle whereby as schools or neighborhoods change from white to minority a point is reached after which no new whites will opt to enter the school or neighborhood

8. Tip point: A point defined by ethnic distribution (usually approximately double the district percentage for blacks) at which the tipping mechanism begins to operate

9. Segregation: A situation wherein one population type is the sole occupant of a given location (school or neighborhood)

10. Invasion: A situation wherein a school or neighborhood previously segregated experiences the admission of population different from the one previously in occupancy

11. Succession: A situation wherein a school or neighborhood previously segregated and later invaded becomes resegregated, being occupied solely by the invading population

12. **Segregation/ Invasion/ Succession Cycle:**	A process (experienced in all large cities) wherein a school or neighborhood,previously all white, first has minority people moving in, then has whites moving out, until the school or neighborhood becomes segregated minority
13. **Controlled Balance Plan:**	District procedure resulting in maintaining ethnic balance in schools not now imbalanced by controlling enrollment by ethnic identity
14. **De facto segregation:**	A system in which ethnic segregation exists in the schools through the operation of the neighborhood school principle in neighborhoods which themselves are segregated
15. **De jure segregation:**	A system in which ethnic segregation exists in the schools through the operation of board policy, sometimes supported by state law

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

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DESEGREGATION AND INTEGRATION OF SCHOOLS: A STATUS REPORT

Keith, Please call me DOT

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March, 1972

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

DESEGREGATION AND INTEGRATION OF SCHOOLS: A STATUS REPORT

Introduction

Desegregation refers to the process of mixing groups of pupils in schools which were previously racially and ethnically separated. The court usually is concerned with achieving only a suitable mixing of pupils.

Integration, on the other hand, refers to the process of making the school one in which racial/ethnic discrimination does not exist once desegregation has been achieved. (See Appendix II: Glossary of Terms)

Although the courts have been satisfied only with legal desegregation, the school must seek to provide activities which will encourage different groups to live together harmoniously. If schools are able to provide integrating experiences before or concurrent with desegregation, the frequent violent reaction to desegregation mandates may be reduced significantly.

This report presents a brief review of court decisions, a statistical report of the current ethnic/racial 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.

I. DESEGREGATION DECISIONS BY THE COURTS[1]

The whole area of school desegregation in the courts is so volatile that even experienced lawyers are cautious in trying to explain what the courts have said. Recent attention to this question by the executive and legislative branches of federal and state governments has contributed to the uncertainty, with many questions still to be answered. The following observations seem to be valid.

How Suits Originate

Dealing through the courts, the Civil Rights Division of the U.S. Department of Justice may intervene in private suits under Title IX of the Civil Rights Act of 1964, or it might initiate its own suits under Title IV of the same Act. Title IV authorizes the Attorney General of the United States to initiate legal proceedings to desegregate school systems under certain conditions. The conditions are, basically, that the Department of Justice has a written complaint from a parent and that the Attorney General is convinced that the complaint is meritorious. The Attorney General must also be convinced that the parent cannot initiate legal proceedings on his own behalf and that the filing of the suit would materially further the orderly desegregation of the public schools.

Title IX provides that the Attorney General may intervene in an existing law suit or suits that allege denials of equal protection of the law. The Department of Justice's intervention in the Pasadena case came under Title IX.

The Civil Rights Act of 1964, under Section 601, established Title VI. This Title activated an office which is structured to investigate discriminatory practices, to conduct compliance reviews and to attempt to resolve noncompliance through negotiation. In the event of a refusal to correct noncompliance voluntarily, administrative proceedings for the termination of federal financial assistance may come, or the matter may be referred to the Justice Department.

Trends in Desegregation Court Proceedings

The landmark case for all desegregation suits was the Brown v. Board of Education in 1954. In this decision, the court stated that separate educational facilities are inherently unequal, and it ordered the Board of Education in Topeka, Kansas, to establish a "racially nondiscriminatory" school system. In 1958, in Cooper v. Aaron, the court attempted to give clarification to the term, "racially nondiscriminatory school system," because this court ordered that the school district end racial segregation.

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1. There are two excellent summaries of relevant cases in the area of school desegregation: (1) 1969-70, 1970-71 Annual Reports on Matters Dealing with Integration of the Races, School Districts Committee Section of Local Government Law, American Bar Association, Thomas A. Shannon, Schools Attorney, San Diego Unified School District; (2) Court Decisions in Key Areas of School Desegregation, Vernon K. Nakahara, Project Assistant, Berkeley Institute for Desegregation Problems.

In 1968, the Supreme Court became even more specific in the case, Green v. County Board of New Kent County, Virginia. The court not only required the board to devise a plan that would convert the system from a segregated one to a desegregated one, it added that the board must come up with a desegregation plan that would work now. In 1969, in Alexander v. Holmes County Board of Education, the court ordered that every school district terminate dual school systems at once, and that they operate now and hereafter only as unitary schools.

In the 1969 Swann v. Charlotte-Mecklenburg case, the judge, while he commented that having racial balance in all the schools of the district would be of great benefit to the community, felt that he did not have the power to order that the district achieve this racial balance. However, when the district was unable to come up with an acceptable plan for desegregation, the judge, in 1970, ordered the board to assign all its pupils so that "as nearly as practicable the various schools at various levels have about the same proportion of black and white students." It was an appeal from this decision that brought the case to the U.S. Supreme Court. In April, 1971, the U.S. Supreme Court held that whenever past and continuing constitutional violations were found, some ratios (ethnic) are likely to be useful starting points in shaping a remedy. There cannot be any prohibition against any court setting up such a device as a starting point for requiring a district to desegregate. Furthermore, in this same case, the court held that there could not be any absolute prohibition against the transportation of students, assigned on the basis of race, to create balance.

As the district's current appeal to the U.S. Supreme Court emphasizes, the obligation of a district to desegregate its system when that system is de facto segregated is not yet clear. However, if the court does find that the district has some responsibility for the segregation that exists, then the court may order that the district assign pupils in such a manner as to eliminate, or certainly reduce, the amount of segregation in the system. In making these assignments, the district may not have a prohibition against transportation of students.

In the early 1960's, judicial decisions concerning de facto segregation were not consistent. In some cases it was held that even though segregation exists, the Constitution imposes no duty upon school officials to correct it. In some other cases, notably federal district decisions in Hempstead, and Manhasset, New York, and Springfield, Massachusetts, de facto segregation was ruled to be a violation of the Constitution. In the latter part of the 1960's, decisions many times treated de facto segregation as if it were de jure. In Hopson v. Hanson, D.C., the court found that de facto segregation per se is a violation of the Constitution. The court's reasoning was that de facto segregation harms minority children and, therefore, the Constitution requires the court to make a diligent search for a justification for it. If the court can find no adequate justification, then it may order the school board to compensate for the damaging effect. In essence, this means that the court may order the district to desegregate its schools. In the Pasadena case, the court ruled that schools in Pasadena were racially segregated and, since the first Brown v. Topeka case had held that separation was inherently unequal, the school board's adherence to the neighborhood school concept and its policy against cross-town busing were merely means by which this constitutional violation was sustained. This situation, therefore, became intentional and thereby created an unconstitutional act. The Pasadena school system was ordered to desegregate its schools.

In the Denver case, Keys v. School District #1, the judge refused to declare de facto segregation per se a violation of the Constitution. However, in admitting that the effects of de facto were the same as de jure when he examined the low achievement and morale of minority group youngsters, the judge concluded that the school board had violated the equal protection clause of the 14th Amendment by maintaining and operating schools which deprived the recipients of equal educational opportunity. In order to correct the situation, the court determined that the only feasible program which would approach equality would be a system of desegregation complemented by compensatory programs in an integrated setting. Therefore, in this de facto case, the court ordered that the board immediately desegregate the system. The decision in the Crawford case in Los Angeles is very similar. The court concluded that there could be no such thing as de facto segregation unless there was also an intent on the part of a school system to maintain separate schools. In this case, which is currently under appeal, the court ordered the school board to desegregate its schools.

It is apparent the courts have not clearly stated that the terms "de facto" and "de jure" segregation are synonymous. In the Detroit case of Bradley v. Milligan, however, the court did make the following points:

(1) The court has jurisdiction over school systems accused of maintaining segregated schools;

(2) It does not have to be proved that there was evil intent or motive in the development of racial isolation;

(3) School districts are accountable for the natural, probable and foreseeable consequences of their policies and practices. Where racially identifiable schools are the results of such policies, the school authorities bear the burden of showing that such policies are based on educationally required nonracial consideration;

(4) Proof that a pattern of racially segregated schools has existed for a considerable period of time amounts to a showing of racial classification by the state and its agencies which must be justified by clear and convincing evidence;

(5) Once the court has decided that the schools in a district are segregated and that the district has some responsibility for it, the order to eliminate the racially identified schools is an immediate one.

In general, the courts have taken into consideration the teacher hiring and assignment policies as evidence of the intent of the board to maintain a segregated system. If, for example, black teachers are being assigned primarily to schools with high concentrations of black students and white teachers primarily to schools with predominantly white student bodies, schools are thereby identified as "black" or "white" by the faculty assignment and the inference of racial discrimination has supportive evidence.

One way of summarizing the cases since Brown, 1954, is to say that for the first ten years the courts were talking primarily about the right of the individual

black student to a desegregated education. As a result of that, school boards proposed plans that had to do with the opening up of white schools to attendance by black students. Basically, they were transfer plans. In 1966, as a result of the Jefferson County case, the courts began focusing on the system as a whole and proposed that what was required was not simply that the school board had to make white schools available to black students, but rather that what the school board had to do was to entirely reorganize its system, including faculties, transportation, student assignments, extracurricular activities, etc., to make it a unitary system that did not have racial overtones in it. In the Green case, 1968, once again the court addressed itself to dual versus unitary systems.

What Courts Did and Did Not Say

One thing is very clear. The courts have been concerned only with desegregation. In implementing the Swann decision, districts have been eliminating minority schools, but they have not been eliminating predominantly white schools. In the Austin, Texas, case (July, 1971), the courts accepted a district plan which would establish fine arts, social science, avocation and science centers, to which pupils of all races would be bused. The junior high plan for Austin reassigned all black pupils to schools that "are not identifiable as Negro schools"; the senior high plan would close a predominantly black school this year and reassign the black pupils to schools not identifiably black.

The courts have rejected the government's request to give every school the same racial and ethnic mix as the city at large so the courts are not saying that every school has to be balanced. Also, it should be recognized that the court in the Swann case held that, where adequate remedies for past segregation have been implemented, the courts will not continue to require readjustment of attendance zones to reflect change of population patterns. The conclusion seems to be that the courts will require the elimination of schools that are predominantly of minority students but have not yet addressed themselves to the attempt to eliminate schools that are predominantly white.[2]

In Nashville, Tennessee, the court took a position very similar to that outlined above. The court accepted a plan eliminating the racial identification of at least twenty-eight of the 29 majority black schools and calling for extensive bussing. However, it left thirty-eight schools (25% of all the schools in the system) with more than 85% white. This situation, of course, might lead to resegregation. In such a situation, future court decisions may differ.

According to Thomas A. Shannon, Schools Attorney:

> "The law governing the racial integration of pupils in the public schools is in the midst of profound change. While it has been settled by the Courts since 1954 that deliberate, intentional segregation of pupils in the public schools on the basis of race is patently unconstitutional, the Courts are still in the process of developing and refining practical enforcement techniques to undo the effects of such de jure segregation.

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2. Misunderstanding of this fact has led some districts to make exorbitant estimates of the costs of implementing court orders to desegregate.

"In recent years, the Courts also have turned their attention to so-called de facto segregation, in which the racial composition of the pupil population of the public schools tends to reflect the racial composition of the general areas they serve; thus, the schools are desegregated only to the extent the City is as a matter of fact and not as a result of deliberate, intentional racial gerrymandering of school attendance boundaries by the local school board. Currently, the San Diego Unified School District is a defendant in two court cases seeking to require the school district to racially integrate its pupil population at a faster rate than now obtains. One of these cases, brought by the California Attorney General in 1969 is now being considered for a hearing by the United States Supreme Court. The case is on appeal from the decision of the California Appellate Court, which had held the State Attorney General was entitled to have the matter considered fully by the Court at a trial because:

> ". . . the facts directly alleged in the complaint (of the State Attorney General), and the inferences reasonably deducible therefrom, state a cause of action in mandamus to compel the district to take available reasonably feasible steps to alleviate the existing imbalance in its schools because it is the product of racially motivated state action perpetuating and extending a previously existing imbalance whatever may have been its cause, and also because the existing imbalance, regardless of its cause, denies students of the minority group equal educational opportunities, causes them social and psychological injury and thwarts their ability to learn.

"In addition, the 1971 Regular Session of the California Legislature enacted CHAPTER 1765, STATUTES 1971, which, in effect, elevates the provisions of Sections 14020-14021 of Title 5 of the California Administrative Code (State Board of Education Rules and Regulations) to the stature of a statutory enactment at law. CHAPTER 1765, STATUTES 1971, which becomes effective in early March, 1972, as Education Code Sections 5002-5003, declares, in part:

> "It is the declared policy of the Legislature that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall prevent and eliminate racial and ethnic imbalance in pupil enrollment. The prevention and elimination of such imbalance shall be given high priority in all decisions relating to school sites, school attendance areas, and school attendance practices.

"The new statute also sets forth guidelines for determining whether or not pupil "racial imbalance" exists in the schools and specifically authorizes the State Board of Education to adopt rules and regulations "to carry out the intent" of the new statute.

"It is clear, therefore, that both the judicial and the legislative branches of our State Government are pointing the way toward the prevention and elimination of pupil racial imbalance in the public schools."

II. SCHOOL DESEGREGATION AND COMMUNITY CONFLICT

The Western Regional School Desegregation Project at the University of California, Riverside, has done a report on school desegregation and community conflict. Basically, some of the highlights of this report are:

(1) Noncontiguous zoning and the assignment of pupils to schools on a basis other than the neighborhood principle are the means most frequently used by districts to combat segregated schools. In common parlance, this is known as "bussing."

(2) Whites who are opposed to the bussing program take care to contend that their position against bussing is not racially motivated.

(3) Antibusing blacks rest their stand on racial considerations. Their argument is usually that they want a measure of community control over the education of their children although sometimes their argument is simply that nobody particularly wants to integrate.

(4) There is a division in the minority communities on the question of desegregation. As a matter of strategy, black opposition does not develop until after a district has begun to study plans for desegregation.

(5) The same thing is true of Chicano and Oriental groups.

(6) The longer school desegregation remains a public issue, the more apparent the strain on the public becomes.

Reports indicate that when desegregation remains an issue, the anti-desegregation black groups and the pro-desegregation black groups frequently split and make bitter accusations against each other. Public hearings on desegregation provide a forum within which the opposing sides of this struggle can solidify. Blacks who are in leadership positions are the most vulnerable in this situation.

Experience seems to indicate that desegregation seldom has a majority of the people in the sommunity in support. Desegregation which is contingent upon bond issues is self-defeating. Board elections provide an opportunity for the community to vent its hostility and anger over plans for desegregation. Consideration should be given to the possibility of planning desegregation so that it comes as far as possible away from the election time for board members.

Citizen involvement is absolutely necessary when school districts begin planning to desegregate.

When citizens committees are used to work on the problem of desegregation, the assignment should be extremely specific. They should not think that they are assigned the task of deciding whether or not the district will desegregate. Their best function is to serve as information-gatherers and to react to various available alternatives for desegregation.

Experiences also indicate that open hearings have little positive effect in deciding policy on desegregation and have the negative effect of generating hostilities against the school system in general. This hostility is usually reflected in attitudes toward board and bond elections. No matter what the outcome of special elections, a new board cannot change desegregation policy once it has been decided upon.

III. ETHNIC BALANCE IN THE SAN DIEGO CITY SCHOOLS

Since courts are concerned basically with desegregating segregated schools, our first concern should be with existing ethnic balance. If the schools are not in balance, then plans for achieving ethnic balance should be considered. A desegregation plan then is needed in order to meet court requirements.

At the time of the Lindsley Report[3], the district became actively interested in ethnic balance in the city's schools on both elementary and secondary levels. Beginning with the fall semester, 1966, the Office of Intergroup Education began collecting data on ethnic distribution of students in the district. This was one year before the state mandate that each district make such an enumeration of students. Recently, this office published the results of the 1970-71 ethnic survey. Comparisons of returns for the six years, 1965-70 inclusive, allow the construction of some rather crude trend lines and certain projections can be can be made from these lines.

Beginning on September 14, 1965, the board of SDUSD has publicly announced, on at least five occasions, its opposition to ethnic segregation in any form. In addition to these pronouncements, the board initiated several policies which were intended to influence ethnic balance in the schools of the district.

On August 23, 1966, the board initiated its ethnic transfer policy. This policy provided that any student enrolled in a school defined as ethnically imbalanced (where the student's own ethnic group is defined as in excess of its optimum percentage) may be transferred upon his request to any other school where his enrollment will not contribute to the ethnic imbalance of the receiving school. Since August, 1968, the transportation costs of those students who chose to participate in the ethnic transfer program has been paid by the district.

On October, 1966, the board recommended that Bell Junior High School should be built only if a plan were devised which would not contribute to racial/ethnic imbalance at either O'Farrell or Bell Junior High Schools. A further recommendation on the same date stipulated that racial/ethnic balance should be a major factor in determining the location of any new school.

In analyzing the ethnic trends of schools in major American school systems, the variation in percentages which are of concern are % white; % black; % Spanish surname; and % combined minorities. The single most significant variable is perhaps the number white. This is true because the societal forces which enable one to make a dynamic rather than a static analysis of ethnic distribution in schools may first be recognized in a falling "number white" figure. A decrease in the "number white" means that a tipping mechanism has been tripped and from that point one may fairly successfully forecast ethnic percentages from year to year.

Increasing numbers of minority students and even increasing percentages of minority students do not necessarily mean that a school has "tipped." It could mean that the site is experiencing increasing enrollment. It is only when incoming minority students are replacing white students can we be sure of the near-establishment of a trend. Most of our understanding of variations in ethnic distribution in schools comes from the statistics of big eastern and midwestern cities with large minority enrollments. Washington, D.C., presently has an elementary school enrollment which is 95% black. In 1947, the elementary school

3. Citizens Committee on Equal Educational Opportunities, August 1966.

population was 50% black; in 1953, the figure was 57%; in 1964, the elementary enrollment was 64% black; in 1966, 91%. Washington has been used as a benchmark city and it is generally assumed that the trend in other cities will closely approximate that set in Washington. So Los Angeles today, with an elementary minority population of more than 50%, is a city in which the tipping mechanism is just beginning to operate.

In San Diego, the trend line for white enrollment in the elementary schools shows a gradual decline from 76.6% in 1965 to 71.3% in 1970. The increase during those same years in minority enrollment has also been gradual, from approximately 20.7% to 24.9%. Projecting these curves and assuming no radical change in the in-migration of minority people to San Diego, the city will not fit into the Washington model during this century. Appendix I shows trends in ethnic distribution in the San Diego City Schools. For further details on the latest ethnic pupil census see Appendix I. Census reports on prior years are available from the district Intergroup Education office.

Districts are concerned not only with total enrollment by ethnic category but also with the ethnic balance of individual school sites. Obviously, in the long run, ethnic balance of individual school sites is closely related to total ethnic distribution. In Washington, with an elementary enrollment of 95% black, the term "ethnic balance" has no meaning.

Since 1965, we have recorded ethnic distribution in each of the schools of the district. We have established arbitrary cutting points so that we can describe the extent to which there is ethnic isolation in the district. We believe that a school which is 90% "other white" does not offer white students enough opportunity to interact meaningfully with nonwhite students. We believe that a school that has more than 50% of a given minority group fails to provide this same opportunity of interaction with white students.

In 1965, 64.8% of our white students were in schools which were 90% or more white. By 1970, this figure had been reduced to 44.5%. In 1965, 94% of the black elementary enrollment was in schools which were 50% or more black. By 1970, this has decreased to 78.8% in the elementary population.

In 1965, 37% of the Spanish surname elementary students attended schools which enrolled 50% or more combined minorities. In 1970, this has been reduced to 29.9%. For all three major ethnic groups during this six-year period, the ethnic isolation factor has been reduced in the elementary schools.

On the junior high school level:

In 1965, there were two schools (Memorial and Gompers) which were imbalanced with an excess of minority students. There were six schools which were imbalanced with an excess of "other white." In 1970, there were three schools (Gompers, O'Farrell, Memorial) which were imbalanced with an excess number of minority students. There are eight schools which are imbalanced with an excess number of white students. Two of the minority-imbalanced schools, Gompers and Memorial, have reached the point where they are almost totally minority schools. The percentage of minority students in O'Farrell has increased every year since 1955 until now it is 64.2% combined minorities.

On the senior high school level:

In 1965, Lincoln was the only school ethnically imbalanced with an excess of minority students. There were five schools which were racially imbalanced with an excess of white students. In 1970, there were three schools (San Diego, Lincoln, and Morse) which were racially imbalanced with an excess of minority students and there were six schools which were imbalanced with an excess number of white students. Lincoln is almost entirely a minority school. The trend in Morse is to an increasing percentage of combined minority students. The percentage in San Diego has unexplainedly remained fairly stable over the six-year period. In the white imbalanced schools, over the six-year period, the percentage of white has decreased.

IV. ALTERNATIVE PLANS FOR DESEGREGATING SCHOOLS

Although several alternatives are proposed for desegregating schools, various combinations of these plans might be used, thus expanding greatly the number of possible plans that could be considered. The 1970-71 ethnic survey indicated that, according to State guidelines, 96 district schools were ethnically imbalanced--five more than in 1969-70.[4]

Plan A: Equal Enrollment Opportunity

The most immediate, most direct, and least expensive alternative would be to declare district-wide equal enrollment opportunity in every school. Students in all grades (or in selected grades such as discussed in the Task Force Report,[5] pages 13-15) would request enrollment in the school of their choice. Admission to each school would be on a first-come, first-admitted basis; district-wide ethnic percentage distribution would be applied to each school. The latest ethnic survey would be used to determine the number of pupils which could be admitted from each ethnic group to each school. Once a student was admitted, he could remain in this school if he so desired in subsequent years. Filling of vacancies each year would admit "continuing" students from lower grades first and then fill ethnic vacancies as new students sought enrollment.

Staff and citizens committees established in each school would recommend staffing and program changes to meet the unique needs of the school. Special nondistrict and categorical aid programs would continue to be offered, but would consider the unique needs of each school in conjunction with the guidelines of the project. The money from these projects would follow the target child.

An obvious weakness of this plan would be the lack of resources on the part of "poverty" families to provide transportation. Possibly, categorical aid projects with the poverty child as target could provide transportation funds.

Four advantages are: (1) It would provide a means for desegregating the district; (2) it would allow parents and children the choice of their school, as long as ethnic balance is achieved; (3) it would not place the district in a position of forcing placement of students in preselected schools; and (4) costs would be minimal.

A search of accounts of school desegregation does not show that any district has implemented this plan.

Plan B: Inter School Transfers to Achieve Ethnic Balance Among Schools

This is the plan that has been developed by most districts ordered by the courts to desegregate. This would require a study of each school that is imbalanced according to State standards (or as might be specified by a court order). It would then require transferring students between schools to achieve an ethnic balance. It is estimated that it would be necessary to transfer 18,062 students to bring every school in the district into ethnic balance under the old "15%" standards. (See footnote on page 5)

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4. State guidelines designating schools imbalanced for 1971-72 have not been released.
5. Task Force to Study Desegregation, August 1970 (Report unreleased)

If the district paid for transportation, it would cost approximately $100 per student.

There are two advantages to this plan: (1) It would meet the demand of the court to desegregate; and (2) it would provide a definite plan for placement of students in selected schools. Such a plan would undoubtedly cause extensive community concern and reaction, since many children would be required to attend schools outside their home neighborhoods. It would not, however, require students to travel farther than students already living in rural or suburban areas.

Plan C: Controlled Balance

According to the 1970-71 ethnic survey, there are fifty-nine San Diego schools that are ethnically balance by State criteria. The controlled balance plan would begin with these schools.

When a school achieved an ethnic balance, it would be officially recognized by the district as a desegregated school. No further admissions would be permitted in the school unless that admission would offset a withdrawal and would continue or improve the balanced status of the school.

It is believed once a school is in balance it will tend to remain in balance because the social forces and movement of people will stabilize. There would be at the same time extra effort placed on staff in-service and curriculum content to develop an integrated learning and effective human relations program. Every effort would be made to recognize and encourage the balance.

At the present time there are at least eight desegregated elementary schools, two junior high schools, and one senior high school in Southeast San Diego. These are Encanto, Keiller, Audubon, Boone, Freese, Perry, Paradise Hills, Oak Park, Bell, O'Farrell and Morse. These schools are all only temporarily desegregated. Ten years ago the desegregated schools in Southeast San Diego were Kennedy, Knox, Johnson, Valencia Park, Chollas, Horton, Gompers and Lincoln. Almost all of the students in the latter group are now minority students. A possible beginning point in developing a desegregation plan might be to protect presently "balanced" schools.

A glance at the attached racial/ethnic survey (Appendix I) of the presently desegregated schools (e.g., Encanto, Keiller, O'Farrell, Morse, etc.) shows a rapid increase of minority students over the last four years, and a certainty that all of these schools will be largely minority in one to three years. Two examples of this process being completed are Fulton Elementary (1966: 41% Negro, 1970: 83% Negro), and Webster Elementary (1966: 24% Negro, 1969: 74% Negro).

Desegregated Schools should be protected because:

(1) The quality of education falls as schools shift toward all minority.[6]

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6. "A Profile of the Large City High School," Research Report, National Association, Secondary School Principals (January, 1971); and "Race and the Schools," Newsweek (October 19, 1970).

(2) Extra funds are then needed (either federal or local) to bring the schools up to San Diego standards.

(3) A naturally desegregated school provides many benefits for students and community.

Applying the Controlled Balance Plan to the SDUSD: (See Note, below)

Under this plan the Board of Education would designate at least nine elementary schools, two junior high schools, and one high school as desegregated schools (Encanto, Keiller, Audubon, Freese, Boone, Perry, Paradise Hills, Oak Park, Fulton, Webster, O'Farrell, Morse). The racial/ethnic make-up of the school as it now exists would be frozen. This would be changed only to improve the balance in schools where this is needed. (In the case of Fulton and Webster, an exchange might have to be worked out.)

Under this plan, all the designated schools would work toward achieving an agreed-upon balance, e.g., 65% white, 15% black, 15% brown, 5% other. Out of the 13 schools listed above, only two have more than 65% white at the present time. These are Perry and Oak Park. All thirteen have more than 30% minority.

In order to implement the plan, in September, after the plan has been given wide publicity all summer, all children previously enrolled in the desegregated schools would be accepted. All new pupils would be accepted only if their entry maintained the agreed-upon ethnic-racial balance. Those children not accepted in the desegregated schools could attend another school of their choice. If a child desired to attend another school where he would improve the ethnic balance, his transportation would be paid under the present ethnic transfer policy. Black children could go to all black or to white schools as the parents wished.

To make up for the drop in enrollment due to no more minority children entering the Desegregated Schools, white children could be voluntarily transferred from segregated schools. The shifting would continue until each school achieved the agreed balance. The schools designated desegregated would receive special assistance in staff training, parent involvement, and programs in human relations. Federal funds are available for this. Schools receiving minority students by bus, should be prepared ahead of time to do so successfully. Much of this preparation could be managed by volunteer parents.

Note: This plan was submitted by Mrs. Warren (Roberta) Heyer,
Member, O'Farrell Citizens Advisory Committee
Human Relations Chairman, Ninth District PTA
Human Relations Chairman, O'Farrell PTA
Human Relations Chairman, Morse PTA
Member, Encanto Subcommittee of Southeast San Diego Development Committee
Member, Leadership Team, Elementary School of Tomorrow

Benefits of the Controlled Balance Plan are:

(1) Less money would be needed to provide quality education if the schools are not allowed to become all minority.

(2) The neighborhoods where the designated desegregated Schools are located would become stabilized. Instead of a school in transition (or tipping), with the quality of education and discipline slipping, with fear and unrest among students and teachers, with disruption becoming the rule of the day; the school would become stable, with high scholastic standards maintained. People do not move from neighborhoods where the schools are excellent.

(3) A large area of San Diego would be recognized as desegregated, making it easier and less costly to desegregate the whole school system when the board decides to do so.

(4) The number of all minority schools would remain the same instead of increasing each year, along with increasing problems.

(5) Other schools would tend to desegregate naturally through changing housing patterns as the above thirteen have done. As this happens, each school in turn would also be designated desegregated.

(6) This plan would provide a quality education that would satisfy parents of all ethnic groups. Parents of all racial-ethnic groups whose children attend integrated schools repeatedly express the desire that the school remain integrated. They feel that this is a valuable learning experience. They express often the desire that the school be of the best scholastic quality possible. Parents in these schools are willing to work hard to achieve both of these goals.

(7) The experience of relating to members of all racial-ethnic groups would begin in kindergarten and continue to grow into positive natural relationships.

We Could Be First

To this district's knowledge, no other district has as yet attempted to implement this plan.

Plan D: Redistricting Attendance Boundaries To Achieve Integration

The Task Force Report (8/70), pages 31-37, indicates a modified redistricting plan that would desegregate pre-Field Act high schools when they are rebuilt. It was recommended in this report that emphasis be placed on racial/ethnic balance for the total district rather than the "core district" as reflected in the pre-Field Act replacements.

To our knowledge, there has been no reasonable plan proposed to achieve ethnic balance throughout the district through changes of school attendance boundaries. To attempt to achieve desegregation in San Diego by redistricting would either create many bizarre and unrealistic districts or would still be associated with extensive transportation.

The redistricting proposals thus far considered have had as a condition the building of new schools within greatly enlarged boundaries such as proposals for educational parks. The closest approach would be transferring or combining complete schools and boundaries and including these in noncontiguous attendance districts of other schools.

The plan would have two advantages: (1) It would eliminate the uncertainty of where children would go; and (2) it might satisfy the demands of the court for desegregation if reasonable ethnic balance could be assured.

Plan E: Desegregation Through Educational Park Schools

The Task Force Report (Pages 9-13) discusses the possibility of desegregating secondary schools which must be substantially rebuilt due to pre-Field Act conditions. The proposal is to provide for these enrollments in new larger and relocated educational centers. The criteria (page 11) also provides for plans to include elementary as well as secondary schools.

Thus far, the plan only considers schools which have significant pre-Field Act facilities. There are several other schools which would probably have to be considered in any desegregation order of the courts.

The Education: Quest for Quality report by the League of Women Voters of San Diego (February 1970) proposes several plans and locations for educational park schools. If this alternative plan is considered as a possibility, sites should be seriously studies, basic plans developed, costs determined, and effects upon desegregation estimated.

The advantages of this plan are: (1) It implements a new concept in metropolitan school planning; (2) it provides an incentive for replanning educational programs; and (3) it at least partially provides, through housing a larger population, more opportunity for integrated activities.

Plan F: Modified School Year Desegregation

Under this plan, students in each school would study in another school during one of four quarters each year. For example, half of one class in one school would trade with half the class in another school for one quarter of the school year.

If this were provided for each child in the ninety-six ethnically imbalanced schools for one quarter each year, it would cost the same as providing full transportation to 22,000 (17%) students, K-12. The cost of this plan would depend upon the distances and contract rate for transportation.

If this plan were implemented for only half the grades in any one year, or for junior high or senior high students only, the costs would change accordingly.

This plan may or may not meet court criteria for desegregation. The plan would, however, have these advantages: (1) It would provide experiences in an integrated school for comparatively long periods of time; and (2) it would provide broader opportunities for experiences than in a single school.

This plan might be modified by establishing certain schools as learning centers for certain types of programs and thus encourage specialization with high levels of staff competence in selected areas of study.

Plan G: Ethnic Transfer

Since 1966, the San Diego Unified School District has offered some students the opportunity to participate in an ethnic transfer program. The program is open to any student enrolled in an imbalanced school wherein the percent enrolled from his ethnic group is more than 15 percentage points in excess of the district average. Under the present plan, approximately 1900 students are enrolled in schools other than those in their original attendance area. Using additional contract means of transportation and added publicity, it is estimated that the 1900 figure could probably be doubled in one year.

The advantages of the plan are: (1) It is voluntary and (2) the district already has experience in its operation.

The main disadvantages are: (1) It places the burden of desegregation upon the victims of the system and therefore may be repugnant to the courts; (2) ultimately, since mainly minority youth elect to participate in the program, it is a "one-way" bussing plan which would result either in the closing of schools now predominantly minority or it would result in operating these schools with much smaller enrollments.

V. ACTIVITIES TO ENCOURAGE INTEGRATION IN SCHOOLS

The Federal Courts have ruled against school integration proposals as the primary solution to intermixing students of different ethnic backgrounds. The court in effect has demanded desegregation of students regardless of activities that may or may not be provided for integrated learning. The schools, on the other hand, have felt that integration must accompany desegregation.

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.

Mere mixing of students may result in new patterns of competition, fear of failure, and attitudes of hostility, creating new self-perceptions. Classroom seating patterns, informal group gatherings before and after school, lunchroom seating, student verbal and nonverbal interactions are a few of the problems teachers and administrators face as schools are desegregated. School programs must introduce activities and adjustments which will help resolve the problems with minimum conflict. Development of good human relations becomes a goal for staff as well as students.

The educational program must provide integrated activities which do not isolate minority ethnic groups, but encourage interracial and intercultural exchanges. The educational program must also maintain a high level of quality in order that all students may compete on an equal basis with all other pupils in other parts of the nation for scholarships, awards, and recognition.

1. HUMAN RELATIONS PROGRAMS

Changes in the ethnic distribution of students at schools in any big city district is inevitable. These changes may occur because:

(1) The district is concerned with ethnic isolation and institutes policies which change student body distribution;

(2) The courts mandate desegregation in order to break up dual education systems;

(3) Through the operation of the segregation-invasion-succession cycle, the student population changes at an increasing number of sites.

Ethnic change brings together populations of people who have had little experience working with each other. Despite the "people are just people" approach, the inevitable result in the absence of planning is tragic and predictable. These results are:

(1) The increase in discipline problems and incidents of school disruption;

(2) The intensification of school/community conflict;

(3) The precipitous decline of academic performance;

(4) A rise in teacher dissatisfaction;

(5) A fall in site enrollment and a rise in district costs.

All responsible administrators who have observed this sequence of changes strongly recommend that a human relations program be initiated to attempt to reduce the undesirable byproducts of social change. Some districts employ professional consultants who initiate programs; other districts develop their own programs. In San Diego the program should involve site administrators, faculty, students, CAC's, PTA's and other social groups which demonstrate concern with school problems. It should be available to all sites, whether they are in the process of ethnic change or not. The program should be conceived as a permanent part of district planning and, ultimately, should involve all district personnel.

2. Exchange of Students Between Schools On Short-Term or Long-Term Basis for "Integrated Learning"

Under this plan, students would keep identity with, and enrollment in, their neighborhood school. However, for certain studies, events and programs, they would attend a "sister" school or other schools where they would participate with students of other ethnic groups. Some activities could be on a short-term, single-visit basis; others might be on the basis of several days, weeks, or months.

Exposure to other students would have to be sufficiently frequent or lengthy to achieve adequate personal exposure of each child to truly integrated learning. This might be difficult to evaluate and to satisfy the court's criteria for desegregation.

Although approximately 25% of the students would have to be transported to other schools in order to achieve this plan, it would probably not mean transporting this number of students daily. This would reduce costs. It might also be limited to certain age- or grade-level groups.

This plan would have two advantages: (1) It would retain the neighborhood school concept of residence; and (2) It would achieve the positive purposes of integration without many of the negative political problems.

3. Integrated Study at Learning Centers

Under this concept, students from various ethnic backgrounds would be transported to learning centers from different geographic areas of the city. The students

purposely would be assigned to integrated groups and, as groups, would select or be assigned to meaningful learning activities for which the center was specifically designed.

The "Balboa Project" piloted this concept for the district. This project indicated that very positive attitudes and many integrative experiences could be developed in a comparatively short time.

The Balboa Park Project was specifically designed to take advantage of the numerous museums, galleries, and the zoo. These offered a wide variety of significant and interesting learning activities.

To achieve reasonable and lasting integrated understanding, several learning centers should be established or used, possibly one or more for each age group.

Exposure to other children of differing ethnic backgrounds would have to be sufficiently frequent or lengthy to achieve adequate personal exposure of each child to truly integrated learning. This might be difficult to evaluate ormight not satisfy the court's criteria for desegregation.

The plan does have several advantages: (1) It would retain the neighborhood school concept of residence; (2) It would achieve the positive purposes of integration without many of the negative political problems; (3) It would provide a significant dimension to learning for all students; and (4) It would use facilities in the community for classrooms and reduce the load on school facilities.

Although 100% of the children would be transported in this program, the total transportation load and cost would depend upon the frequency and length of study at learning centers. It might also be limited to certain age- or grade-level groups. Three or four weeks of study at each grade level might be a reasonable goal to begin with.

4. Electronic Integration

In this plan, two or more schools are connected by cable or by 2600 Megahertz channels. Each school has the capacity to receive and transmit by closed circuit television. Students in each school communicate and study lessons with the students in the other schools. They see each other frequently and treat each other as though they were in the same school. Parents discuss common topics and watch common programs. Periodically, students and parents exchange planned visits with their peers in the other schools.

Taft and Memorial Junior High Schools unsuccessfully attempted to obtain funds to pilot such a plan.

The advantages of this plan are: (1) It would bring students and parents into closer contact to develop common understandings and concerns; and (2) it would develop many of the benefits of integration without many of the political problems.

5. Integration Through Teaming of Academic Classes and Extracurricular Activities

Integration through academic classes and extracurricular activities gives pupils from different ethnic backgrounds an opportunity to:

. . . share academic, community, and cultural experiences.

. . . know each other personally and form natural friendships.

. . . develop an appreciation of aesthetic values of different cultures.

Opportunities for personal contact may be afforded by activities such as the following:

(a) Classroom and Pupil Exchange Programs

Opportunities for individualized interschool exchanges provide students of different races from different schools opportunities to share concepts in language, history, government, foreign language, ethnic studies, science, math, homemaking and other areas of knowledge. This approach may be facilitated through the teaming of schools and through the scheduling of a common block of class time between participating schools.

(b) Speech and Literary Contests, Performances, or Activities

Picture-memory, prose-reading, poetry-reading, number sense, storytelling, and one-act play contests, performances, or activities provide a means for bringing the various schools together.

(c) Music

Vocal and instrumental music departments may arrange programs to be shared and programs to be presented by combined groups. Music festivals, concerts, and contests expedite such activities.

(d) Special Events

Science-math fairs, interschool assembly programs, field days, art exhibits, square dance festivals, ethnic dance festivals, and special observances offer opportunities for interschool participation.

(e) Performing Arts

Symphony and theatrical performances may be attended by primary or middle-grade pupils from the cluster schools.

(f) Field Trips

Field trips may be arranged to visit newspaper plants, fire stations, water treatment facilities, bakeries, and other businesses and public places.

(g) Interchange of Students Involved in Communication Periods

Opportunities may be afforded for students of different races from different schools to interchange through the teaming of schools and to meet in a common block of time to discuss issues of mutual concern between the participating schools.

(h) Integration Through the Use of Television and Other Audio-Visual Materials

This program may feature a closed-circuit television system that links a cluster of schools through a coaxial cable supplying an appropriate number of channels of communication. In using the "studio-classroom," in which class activities could be televised, and the "monitor-classroom," in which pupils and teachers could view the activities in the studio-classroom, interchange of ideas and participation of students of different races from different schools may be accomplished by means of "talk-back" facilities incorporated in the system.

(i) Physical Education

Intramural programs may be organized on a scheduled basis for boys and girls. Usually a mixing of class sections is the basis for organizing teams and arranging leagues. This program can be extended to provide for contact between students using different schools to form one team, thus advancing closer personal contact and avoiding polarization.

(j) Extended Day Activities

The present extended day program may begin with the opening of school and end approximately two weeks before the close of school. From one to two leaders can work in each school for approximately two hours immediately after the close of the regular school day. Activities may be exchanged between schools.

(k) Extramural Games Between Schools

Extramural games may be arranged for students desiring competition with other schools. Schedules can be arranged, such as a round-robin tournament with scheduled games being worked around the school calendar. This type of schedule can be followed in scheduling football for boys, volleyball for girls, basketball for boys and girls, and soccer for boys and girls. In addition, track and field events may be scheduled for both boys and girls.

(l) Lunch Visits

Pupils and teachers may exchange lunch visits.

(m) Interchange of Student Organizations

Student governing councils and official student body committees may interchange through the teaming of schools and can meet in a common block of time between participating schools.

6. Integration Through Curriculum Design and Content

Districts involved in integrating the schools may implement an instructional program that incorporates multicultural instructional units for all students in the district. These units might be initiated and developed as follows:

(a) Development of curriculum materials and methodologies to reflect a multiethnic instructional approach;

(b) Evaluation and subsequent modification of all instructional materials for the removal of sterotypes, historical misrepresentations, and other negative presentations;

(c) Implementation of both English-as-a-second-language and Spanish-as-a-second-language components as part of a bilingual instructional program;

(d) Utilization of teaching staff in diagnostic roles for the development of prescriptive teaching;

(e) Initiation of staff development activities responsive to the needs of all the students and implementation of newly-formulated teaching strategies;

(f) Modification and expansion of literature and the social studies curriculum to reflect the pluralistic characteristics of the student population; and to provide multicultural reinforcement through historical, anthropological, and sociological information;

(g) Modification and expansion of home economics curriculum to respond to the life styles, family structures, and needs of all children in all cultures represented in the student body;

(h) Initiation of ethnic studies courses for all students;

(i) Evaluation of vocational education programs in terms of (1) relevance of offerings to current community needs and projected needs; and (2) the maintenance of student-parent-centered decision-making as to options within and without vocational education;

(j) Implementation of an intercultural awareness and understanding program utilizing group guidance and other appropriate strategies.

7. Integration Through Assignments to Students Within the Organization of the Classroom

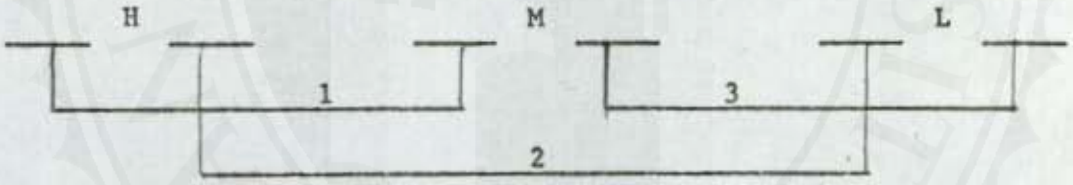
The area of student assignment within the classroom has for many years been a source of discussion among participating districts in integrated school situations.

The source of concern comes from the fact that most of the minority students initially entering an integrated school are in the middle and/or lower levels of achievement. Therefore, in many integrated schools, Anglo and minority students were still segregated because of ability grouping.

Professional educators recognize that in order to maximize instruction in a given classroom situation where competencies have to be taught and learned, the range and scope of student abilities have to be restricted to a certain range of abilities. Some means of homogeneous grouping must be used.

Recent plans for school integration have stated that classroom and other instructional environments should be mixed in terms of race, ethnicity and sociocultural background. This assures that a process will be maintained by which a student can draw from a pool of experience, ideas, and values. It also provides opportunities for interaction with other children and this will not be stifled by a single educational environment in which superiority or inferiority, rather than diversity, is perceived. Heterogeneous grouping for most educational activities is essential.

Actually both points of view are correct and recently professional educators in the nation have formulated a composite plan to incorporate both homogeneous and heterogeneous grouping. Simply illustrated, such a plan is as follows:



This plan has been labeled as "The Stratified Homogeneous Grouping Procedure," and it was first developed by the American Guidance and Personnel Association in the 1971 national convention. This plan keeps the two extreme ability levels separated and still comfortably intermixes the involved students in an integrated classroom situation.

8. Integration of Parent Organizations Through School Teaming and Triethnic or Multiethnic Advisory Committees

In implementing programs of integration in the schools, the affected community must be involved along with the students. The rationale for integrated community involvement is as follows:

. . . Less defiance will be evident if the community to be affected has time to prepare and involve itself as individuals and as a community in an understanding integration;

. . . As the wider applications of integration are augmented throughout the nation, the probability and expectation of being affected also increases in the community. Human relations programs should be utilized to inform and involve parents in order to reduce negative attitudes on integration.

Besides implementing new approaches, techniques, and materials for students, it may also be necessary to develop programs aimed directly at improving interracial relations within the affected communities.

Some of the programs found in other districts and areas of the nation are as follow:

(a) Dramatic Presentations of People in Integrated Situations

This technique uses the medium of drama to satirize seemingly tense integrated situations in everyday living. Drama clubs have been started in the United States Armed Forces, schools, and community groups to dramatize integrated scenes in an open manner. The television program, "All in the Family," has received wide public acceptance in dramatically depicting race relations in such a manner as to ease the so-called tensions of desegregation.

(b) Multiethnic Speakers Bureau

This program provides a speakers bureau of interested persons in education, business, law, medicine, journalism, and other professions. Also, multiethnic panels of one Anglo, one Black, one Chicano, and other minority professionals may be established to speak about integration to the various clubs and organizations in the schools and community.

(c) Interchange of Parent-Teacher Association, Parent Advisory Committee, and Citizens Advisory Committee Groups Through Teaming of Schools

The various representative school-parent organizations (PTA, PAC, and CAC) may interchange members and/or groups through the teaming of schools and may meet in a common block of time.

(d) Multiethnic Advisory Committee

The Multiethnic Advisory Committee should be composed of a representative district ratio of Anglo, Black, Chicano, and other ethnic members. This group could make an input into the evaluation of integrated programs in the schools and community and provide advice to the Community Relations Division of the Superintendent's Office.

(e) Citizens Advisory Committee for Cultural Food Services

This committee should be multiethnic in composition and would advise the Food Services Department on preparing cultural menus to reflect the pluralistic nature of foods. Not only could the food reflect the different cultures of the community, but the consumption of food in the culturally prescribed manner could enhance a student's understanding of a culture different from his own. As an additional activity, one could teach the eating of Asian food with chopsticks; the eating of Mexican food without utensils, but with tortillas; the eating of "soul food" with cornbread, etc.

The district has introduced several types of intergroup activities in order to stimulate integration. Many staff members have taken special in-service programs designed to develop intergroup human relations. Materials, programs, and activities have been introduced into several of the district schools.

A great deal more, however, could be done both to accelerate desegregation activities and strengthen integration in the educational programs of the district. It is hoped this report will stimulate additional concern, interest, and action in these areas of present-day concern--as we seek additional ways to "humanize" our programs.

RR:TMcJ:ew
3-1-72

DRAFT

TRENDS IN ETHNIC DISTRIBUTION
by
Thomas O. McJunkins

I. Elementary Schools with 50% or more black pupils, 1965 and 1970

II. A comparative summary of elementary schools showing Spanish Surname student overloading

III. Elementary schools with 90% or more Other White pupils, 1965 and 1970

IV. Ethnic Composition of Elementary Areas, based on 1965 geographic areas (not including any new sites)

V. Percentage point changes between 1965 and 1970 Ethnic populations (Elementary)

VI. Percentage changes in ethnic composition between 1966 and 1970

VII. Date on the Racial/Ethnic transfer program

VIII. Ethnic Distribution in SDUSD, 1965 through 1970, by levels

TABLE I

(ELEMENTARY)

SCHOOLS WITH 50% OR MORE BLACK PUPILS: 1965 and 1970 (Decreasing %)

1965 SCHOOL	NUMBER OF BLACKS ENROLLED	% Black	1970 SCHOOL	NUMBER OF BLACKS ENROLLED	% Black
STOCKTON	761	91.2	KNOX	794	90.2
JOHNSON	373	90.5	JOHNSON	298	88.7
VALENCIA PARK	644	84.3	VALENCIA PARK	619	88.2
KNOX	543	81.5	STOCKTON	696	88.1
KENNEDY	651	79.6	FULTON	544	84.9
BAKER	411	78.7	KENNEDY	592	83.5
BANDINI	171	75.7	BAKER	408	82.3
CROCKETT	249	73.2	WEBSTER	254	76.3
EMERSON	439	67.5	BANDINI	153	72.2
LOGAN	435	65.5	EMERSON	388	69.9
MEAD	227	63.9	CHOLLAS	383	67.9
CHOLLAS	563	63.8	CROCKETT	268	67.3
BURBANK	214	60.1	MEAD	213	65.8
HORTON	305	55.9	HORTON	406	65.1
			LOGAN	367	59.6

1965: Number of black students in schools 50% or more black: 5986/8168(dist.total)=73.3%
1970: Number of black students in schools 50% or more black: 6383/9874(dist.total)=64.6%

TABLE II

A COMPARATIVE SUMMARY OF ELEMENTARY SCHOOLS SHOWING SPANISH SURNAME STUDENT OVERLOADING*

NAME OF SCHOOLS	NUMBER OF SPANISH SURNAME ENROLLED 1965	1970
Linda Vista	141	157
Twain	46	47
Brooklyn	195	294
Central	129	218
Webster	70	**
Encanto	196	315
Fulton	86	**
Keiller	81	94
Balboa	428	550
Bandini	44	42
Burbank	119	142
Chollas	169	117
Crockett	78	99
Emerson	161	126
Logan	182	216
Lowell	357	372
Mead	76	73
Sherman	327	441
Fremont	68	151
Washington	96	98
Cabrillo	**	122
Carver	**	69
Edison	65	85
Hamilton	106	164
Audubon	**	178
Lee	**	237
Carson	109	**
Revere	26	**
Baker	74	**

ELEMENTARY:
1965: No. in schools 13.6 or more Spanish Surname 3429/6389
Total district Spanish Surname 6389 = 53.7%
1970: No. in schools 17.1 or more Spanish Surname 4191/
Total district Spanish Surname 8313 = 50.4%

*A status where Spanish Surname percent of the respective schools' student body is at least 1½ times as large as the citywide average. In the year 1965, Spanish Surname pupils constituted 9.1% of the K-12 citywide population; in 1970, they accounted for 11.4%. The figure of 13.6% was used as a cutting point for schools showing Spanish Surname overloading in 1965 and 17.1% was used in 1970.

**These schools were not overloaded in the particular year.

TMcJ:cw
4-9-71

TABLE III

ELEMENTARY SCHOOLS WITH 90% or more OTHER WHITE PUPILS, 1965 and 1970 (Decreasing %)

1965 SCHOOLS	TOTAL ENROLLMENT	% White
HEARST	686	99.6
SCRIPPS	243	98.8
DECATUR	372	98.7
MISSION BEACH	217	98.6
HARDY	471	98.3
WEINBERGER	570	98.2
MARCY	576	98.1
MARVIN	873	98.1
SUNSET VIEW	478	98.1
CLAY	297	98.0
SILVER GATE	683	98.0
MONTEZUMA	332	97.6
TORREY PINES	207	97.6
PACIFIC BEACH	579	97.2
CLEVELAND	706	97.0
LONGFELLOW	498	97.0
CABRILLO	548	96.7
JUAREZ	641	96.6
MUIR	178	96.6
RILEY	719	96.5
DE ANZA	274	96.4
FLETCHER	564	96.3
CAGE	1021	96.3
SESSIONS	779	96.3
FRANKLIN	396	96.2
LOMA PORTAL	730	96.2
FOSTER	716	96.1
FORWARD	765	95.8
WEGEFORTH	653	95.6
WHITMAN	1192	95.6
BIRD ROCK	377	95.5
TOLER	311	95.5
GRANT	639	95.3
JACKSON	553	95.1
CURIE	711	94.9
GRANTVILLE	355	94.9
HOLMES	618	94.8
MARSHALL	532	94.7
JONES	1097	94.6
CADMAN	614	94.3
WIGGIN	457	94.3
ALCOTT	799	94.2
ROSS	798	94.0
ANDERSEN	663	93.8
CUBBERLEY	707	93.6
WHITTIER	619	93.4
MacDOWELL	929	93.2
CROWN POINT	668	92.8
BARNARD	429	92.3
OCEAN BEACH	810	92.1
BEALE	508	91.9
FARNUM	390	91.8
ROLANDO PARK	450	91.8
LINDBERGH	988	91.7

1965-continued

BAYVIEW TERRACE	774	91.3
ADAMS	764	91.1
OAK PARK	622	91.0
ROWAN	356	90.4
DARNALL	416	90.1

TABLE III (Continued)

1970 SCHOOLS	TOTAL ENROLLMENT	% White
SCRIPPS	293	99.3
MIRAMAR RANCH	171	98.8
FOSTER	558	98.0
BIRD ROCK	330	97.9
DECATUR	515	97.4
TOLER	443	96.8
DEANZA	198	96.5
GAGE	525	96.4
RILEY	864	96.2
CLEVELAND	666	96.1
WEINBERGER	832	96.1
HEARST	742	96.0
MARVIN	845	95.6
SESSIONS	853	95.6
SPRECKELS	685	95.6
GREEN	678	95.5
MARCY	699	94.6
MISSION BEACH	149	94.0
GRANT	714	93.9
GRANTVILLE	300	93.0
FRANKLIN	452	92.9
HARDY	484	92.8
GERSHWIN	229	92.6
SUNSET VIEW	364	92.3
FORWARD	679	92.2
CLAY	352	92.0
LONGFELLOW	467	91.9
MUIR	261	91.9
TORREY PINES	393	91.9
HOLMES	464	91.6
FARNUM	330	91.5
PACIFIC BEACH	554	91.3
WIGGIN	358	91.3
WEGEFORTH	589	91.2
BENCHLEY	269	91.1
CURIE	976	91.0
CADMAN	796	90.9
LOMA PORTAL	641	90.6
MacDOWELL	797	90.6
JUAREZ	516	90.5
BEALE	415	90.4
JONES	946	90.4
BARNARD	373	90.1

1965: Number of white students in schools 90% or more white 34918/53821(district total)= 64.8%
1970: Number of white students in schools 90% or more white 23765/52207(district total)= 45.5%

TMcJ:ew

TABLE IV: Ethnic Composition OF ELEMENTARY AREAS, BASED ON 1965 AREAS (NOT INCLUDING ANY NEW SITES)

SCHOOL		ENROLLMENT	SPANISH SURNAME		OTHER WHITE		NEGRO		ORIENTAL		AMERICAN INDIAN		OTHER NONWHITE	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
AREA 1:	1965	7,262	339	4.7	6,782	93.4	60	0.8	56	0.8	NOT USED		25	0.3
	1966	7,460	351	4.7	6,957	93.2	67	0.9	65	0.9	4	0.1	16	0.2
	1967	7,421	388	5.2	6,844	92.2	69	0.9	64	0.9	5	0.1	51	0.7
	1968	7,486	360	4.8	6,959	93.0	76	1.0	84	1.1	7	0.1	NOT USED	
	1969	7,484	421	5.6	6,843	91.4	73	1.0	83	1.1	8	0.1	56	0.8
	1970	7,269	422	5.8	6,622	91.1	74	1.0	92	1.3	8	0.1	51	0.7
			+ 83	+1.1	-160	-2.3	+14	+0.2						
AREA 2:	1965	10,814	499	4.6	10,067	93.1	36	0.3	120	1.1	NOT USED		92	0.9
	1966	11,378	600	5.3	10,425	91.6	46	0.4	177	1.6	11	0.1	119	1.0
	1967	11,759	605	5.2	10,811	91.9	52	0.4	159	1.4	10	0.1	122	1.0
	1968	11,098	598	5.4	10,204	92.0	35	0.3	235	2.1	26	0.2	NOT USED	
	1969	10,762	613	5.7	9,767	90.8	31	0.3	184	1.7	26	0.2	141	1.3
	1970	10,192	627	6.2	9,174	90.0	45	0.4	194	1.9	17	0.2	135	1.3
			+128	+1.6	- 893	-3.1	+9	+0.1						
AREA 3:	1965	10,838	662	6.1	9,315	85.9	496	4.6	233	2.1	NOT USED		132	1.2
	1966	10,779	664	6.2	9,240	85.7	549	5.1	195	1.8	20	0.2	111	1.0
	1967	11,276	741	6.6	9,606	85.2	540	4.8	228	2.0	25	0.2	136	1.2
	1968	11,397	769	6.7	9,741	85.5	541	4.8	332	2.9	14	0.1	NOT USED	
	1969	10,945	741	6.7	9,083	83.0	614	5.6	224	2.1	52	0.5	231	2.1
	1970	10,567	813	7.7	8,589	81.3	644	6.1	235	2.2	39	0.4	247	2.3
			+151	+1.6	- 726	-4.6	+148	+1.5						
AREA 4:	1965	7,797	173	2.2	7,565	97.0	5	0.1	30	0.4	NOT USED		24	0.3
	1966	7,979	175	2.2	7,734	96.8	20	0.3	28	0.4	4	0.1	18	0.2
	1967	8,456	207	2.5	8,141	96.2	41	0.5	42	0.5	4	0.1	21	0.2
	1968	8,112	273	3.4	7,669	94.5	95	1.2	67	0.8	8	0.1	NOT USED	
	1969	8,276	269	3.3	7,802	94.3	112	1.3	59	0.7	8	0.1	26	0.3
	1970	8,437	262	3.1	7,935	94.0	126	1.5	78	0.9	5	0.1	31	0.4
			+39	+0.9	+370	-3.0	+121	+1.4						
AREA 5:	1965	8,347	948	11.4	6,951	83.3	248	3.0	141	1.7	NOT USED		59	0.7
	1966	8,576	1,094	12.8	6,935	80.9	313	3.6	146	1.7	15	0.2	73	0.8
	1967	8,912	1,286	14.4	6,952	78.0	431	4.9	153	1.7	15	0.2	75	0.8
	1968	8,862	1,158	13.1	6,977	78.7	517	5.8	201	2.3	9	0.1	NOT USED	
	1969	8,841	1,364	15.4	6,573	74.3	618	7.0	148	1.7	14	0.2	124	1.4
	1970	8,503	1,477	17.4	6,173	72.6	607	7.1	123	1.4	16	0.2	107	1.3
			+ 529	+6.0	-778	-11.0	+359	-4.1						

SCHOOL		ENROLLMENT	SPANISH SURNAME		OTHER WHITE		NEGRO		ORIENTAL		AMERICAN INDIAN		OTHER NONWHITE	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
AREA 6:	1965	10,353	1,141	11.0	5,845	56.5	2,949	28.5	247	2.4	NOT	USED	171	1.7
	1966	10,732	1,223	11.4	5,749	53.5	3,301	30.8	211	2.0	4	0.1	244	2.2
	1967	11,150	1,357	12.2	5,622	50.4	3,675	32.9	232	2.1	8	0.1	256	2.3
	1968	11,243	1,385	12.3	5,695	50.7	3,794	33.7	356	3.2	13	0.1	NOT	USED
	1969	11,845	1,616	13.6	5,261	44.4	4,323	36.5	272	2.3	16	0.2	357	3.0
	1970	11,560	1,559	13.5	4,927	42.6	4,325	37.4	271	2.4	15	0.1	463	4.0
			+418	+2.5	-918	-13.9	+1,376	+8.9						
AREA 7:	1965	7,226	2,085	28.9	616	8.5	4,281	59.2	106	1.5	NOT	USED	138	1.9
	1966	7,002	2,161	30.9	434	6.2	4,194	59.8	71	1.0	3	0.1	139	2.0
	1967	7,522	2,303	30.5	526	7.0	4,473	59.4	82	1.2	5	0.1	133	1.8
	1968	7,580	2,397	31.6	580	7.7	4,364	57.6	222	2.9	17	0.2	NOT	USED
	1969	7,474	2,534	33.9	586	7.8	4,082	54.6	81	1.1	7	0.1	184	2.5
	1970	6,885	2,319	33.7	572	8.3	3,731	54.2	70	1.0	5	0.1	188	2.7
			+234	+4.8	-44	-0.2	- 550	-5.0						
AREA 8:	1965	7,538	537	7.1	6,658	88.3	93	1.2	131	1.7	NOT	USED	119	1.6
	1966	7,615	664	8.7	6,604	86.7	95	1.3	146	1.9	14	0.2	92	1.2
	1967	7,542	671	8.9	6,414	85.1	105	1.4	138	1.8	15	0.2	199	2.6
	1968	7,631	726	9.5	6,520	85.4	206	2.7	171	2.3	8	0.1	NOT	USED
	1969	7,297	732	10.1	6,044	82.8	241	3.3	154	2.1	9	0.1	117	1.6
	1970	6,950	719	10.3	5,735	82.5	239	3.4	142	2.1	6	0.1	109	1.6
			+182	+3.2	- 923	-5.8	+146	+2.2						

TABLE V

PERCENTAGE POINT CHANGES BETWEEN 1965 and 1970 IN ETHNIC POPULATIONS (ELEMENTARY)

AREA*		1965	1970	Enrollment CHANGE (+ or -)	Percentage Pt. CHANGE (+ or -)
AREA 1:					
	Spanish Surname	4.7	5.8	+ 83	+ 1.1
	Other White	93.4	91.1	- 160	- 2.3
	Negro	0.8	1.0	+ 14	+ 0.2
AREA 2:					
	Spanish Surname	4.6	6.2	+ 128	+ 1.6
	Other White	93.1	90.0	- 893	- 3.1
	Negro	0.3	0.4	+ 9	+ 0.1
AREA 3:					
	Spanish Surname	6.1	7.7	+ 151	+ 1.6
	Other White	85.9	81.3	- 726	- 4.6
	Negro	4.6	6.1	+ 148	+ 1.5
AREA 4:					
	Spanish Surname	2.2	3.1	+ 89	+ 0.9
	Other White	97.0	94.0	+ 370	- 3.0
	Negro	0.1	1.5	+ 121	+ 1.4
AREA 5:					
	Spanish Surname	11.4	17.4	+ 529	+ 6.0
	Other White	83.3	72.6	- 778	- 11.0
	Negro	3.0	7.1	+ 358	- 4.1
AREA 6:					
	Spanish Surname	11.0	13.5	+ 418	+ 2.5
	Other White	56.5	42.6	- 918	- 13.9
	Negro	28.5	37.4	+1376	+ 8.9
AREA 7:					
	Spanish Surname	28.9	33.7	+ 234	+ 4.8
	Other White	8.5	8.3	- 44	- 0.2
	Negro	59.2	54.2	- 550	- 5.0
AREA 8:					
	Spanish Surname	7.1	10.3	+ 182	+ 3.2
	Other White	88.3	82.5	- 923	- 5.8
	Negro	1.2	3.4	+ 146	+ 2.2

* Based on 1965 Geographic Areas

NOTE: Area 1 total enrollment rose to peak in 1968 then declined 1969 and 1970
Area 2 total enrollment rose to peak in 1967 then declined each year since
Area 3 total enrollment rose to peak in 1968 then declined each year since
Area 4 total enrollment peaked in 1967, declined '68, rose in '69 and '70
Area 5 total enrollment peaked in 1967, declined each year since
Area 6 total enrollment peaked in 1969, declined in 1970
Area 7 total enrollment peaked in 1968, declined each year since
Area 8 total enrollment peaked in 1968, declined each year since

TMcJ:cw
4-15-71

TABLE VI

TABLE VI presents an exact picture of what is happening in all schools in the district in the five year period between 1966 and 1970.

All six categories of the ethnic survey are used in this table and the increase or decrease is indicated by the plus or minus sign, e.g. an increase of one percentage point would be indicated by + 1.0.

This table, while being exact, is too detailed to show significant trends. It is included so that changes at individual sites might be noted.

TMcJ:ew
4-9-71

SCHOOL	SPANISH SURNAME	OTHER WHITE	NEGRO	ORIENTAL	AMERICAN INDIAN	OTHER NONWHITE
AREA A-1:						
BAY PARK	- .1	+ .1	- .3	-.7	- .3	+ 1.2
BAYVIEW TERRACE	+ .5	-4.8	+ .5	+1.5	+ .6	+ 1.7
BIRD ROCK	- .8	+ .7	nc(0)	nc(.3)	nc(0)	+ .1
CROWN POINT	+2.8	-4.2	- .2	+ .2	- .1	+ 1.5
DECATUR	- .8	- .3	+ .4	+ .3	+ .2	+ .2
FARNUM	+ .8	-1.1	+ .1	- .4	+ .3	+ .3
LA JOLLA	+1.2	- .1	+1.0	nc(.6)	nc(0)	- .1
LONGFELLOW	+3.1	-4.6	- .2	+ .6	nc(0)	+ 1.1
MISSION BEACH	+3.7	-2.9	+ .7	-2.1	nc(0)	+ .6
PACIFIC BEACH	+4.5	-5.1	+ .5	+ .4	+ .2	- .5
SCRIPPS	nc(0)	- .3	nc(0)	+ .7	nc(0)	- .4
SESSIONS	nc(1.9)	-1.5	+ .5	+ .9	nc(0)	+ .1
TOLER	+ .9	-1.3	- .1	+ .5	nc(0)	nc(0)
TORREY PINES	+2.1	-5.1	+1.0	+1.5	nc(0)	+ .5
WHITTIER	+3.3	-6.2	+1.0	+1.1	nc(0)	+ .8
AREA A-8:						
BARNARD	- .2	-1.4	+ .8	+1.0	nc(0)	- .2
CABRILLO	+8.9	-9.7	+ .9	+ .5	nc(0)	- .6
LOMA PORTAL	+4.2	-4.1	+ .4	-1.1	- .4	+ 1.0
OCEAN BEACH	+1.7	-2.2	+ .5	+ .1	- .3	+ .2
SILVER GATE	nc(2.2)	-10.7	+11.2	+ .3	- .6	- .2
SUNSET VIEW	+1.4	-4.7	+ .5	+ .8	+ .1	- .1
AREA B-2:						
ALCOTT	+3.9	-4.6	nc(.1)	+ .1	nc(0)	+ 1.1
ANDERSEN	+1.1	- 2.8	+ 1.3	-0.5	+0.2	+ 0.7
CADMAN	+2.4	- 3.5	+ 0.2	+0.6	-0.3	+ 0.6
CURIE	+1.4	- 3.7	+ 0.2	+2.4	+0.3	- 0.6
FIELD	-2.4	+ 4.9	+ 0.3	-1.7	nc(0)	- 1.1
HAWTHORNE	-3.4	+ 0.1	+ 0.7	+1.5	+0.1	+ 1.0
MACDOWELL	-2.0	+ 1.7	+ 1.4	-0.6	+0.2	+ 1.2
MARCY	+1.8	- 1.5	nc(0)	nc(1.4)	nc(0)	- 0.3
SEQUOIA	+2.9	- 6.1	- 0.2	+2.3	+0.1	+ 1.0
STEVENSON	+1.9	- 1.0	- 0.5	+0.6	+0.1	- 1.1
WHITMAN	+4.1	- 4.3	+ 0.2	-0.7	+0.1	+ 0.6
WIGGIN	+2.2	- 2.2	- 1.7	+1.1	-0.6	+ 0.5
AREA B-3:						
BARTON	+5.8	- 14.6	+ 0.5	+1.4	-0.4	+ 7.3
BEALE	+2.7	- 4.9	- 0.2	+0.5	+0.2	+ 1.7
CARSON	+1.2	+ 1.7	- 3.4	+0.4	-0.4	+ 0.5
CHESTERTON	+3.1	- 13.6	+ 4.1	+1.0	+0.1	+ 5.3
HOLMES	+1.4	- 1.4	- 0.3	-0.6	+0.6	+ 0.3
LAFAYETTE	-1.6	- 2.7	+ 1.1	+1.2	-0.4	+ 2.4
LINDA VISTA	+4.3	- 5.0	+ 0.3	-0.9	+0.3	+ 1.2
LINDBERGH	+0.9	- 2.0	nc(0.9)	+0.5	+0.3	+ 0.3
RILEY	-1.5	+ 1.9	+ 0.1	-0.3	nc(0)	- 0.2
ROSS	-1.2	- 3.3	+ 1.8	+0.6	-0.1	+ 2.2
SUNSHINE	-0.3	- 1.7	+ 0.8	+0.7	-0.9	+ 1.4

AREA C-4:	(S.S.)	(O.W.)	(N)	(O)	(A.I.)	(O.N.W.)
ANGIER	+ 0.9	+ 1.2	- 1.9	+ 0.6	- 0.5	- 0.3
CLEVELAND	+ 1.0	- 1.3	- 0.2	+ 0.5	(nc(0)	nc(0)
CUBBERLEY	+ 1.2	- 3.8	+ 1.7	- 0.1	nc(0.4)	+ 0.8
FLETCHER	+ 3.6	-11.5	+ 3.0	- 0.1	+ 4.2	+ 0.6
FORWARD	+ 2.1	- 2.8	+ 0.5	+ 0.5	- o.1	- 0.2
FOSTER	+ 0.2	- 0.6	+ 0.2	- 0.7	+ 0.5	+ 0.4
GAGE	+ 0.6	- 0.6	+ 0.1	+ 0.1	nc(0)	- 0.2
GRANTVILLE	- 0.4	- 1.9	+ 2.0	+ 2.3	- 0.6	- 1.4
JONES	+ 0.3	- 3.1	+ 0.3	+ 0.3	nc(0)	+ 2.2
JUAREZ	+ 3.9	- 6.3	+ 1.2	+ 0.6	+ 0.2	+ 0.4
MARVIN	- 0.3	- 1.2	+ 0.3	+ 0.6	(nc(0)	+ 0.6
WEGEFORTH	+ 0.6	- 0.5	+ 0.9	- 1.2	nc(0)	+ 0.2
WEINBERGER	+ 0.4	- 2.5	+ 1.0	+ 1.1	nc(0)	nc(0)
AREA C-5:						
ADAMS	+ 1.3	- 0.8	nc(0)	- 0.4	+ 0.1	- 0.1
BIRNEY	+ 5.3	- 4.3	+ 0.4	- 0.2	- 0.4	- 0.8
FLORENCE	+ 3.6	- 4.7	+ 0.6	nc(1.6)	nc(0)	+ 0.5
FRANKLIN	- 1.4	+ 2.5	- 0.1	- 1.9	nc(0)	+ 0.9
GARFIELD	- 1.7	- 0.4	nc(0)	nc(2.4)	+ 0.4	+ 2.0
GRANT	+ 0.1	- 1.7	+ 0.6	+ 1.0	+ 0.1	- 0.1
HARDY	- 0.6	- 5.0	+ 4.4	+ 1.0	nc(0)	+ 0.2
HEARST	+ 1.8	- 2.8	+ 0.5	+ 0.5	+ 0.1	- 0.1
MONTEZUMA	+ 1.2	- 9.3	+ 5.8	+ 1.9	+ 0.3	nc(0)
MUIR	- 1.4	- 2.9	+ 0.8	+ 1.2	nc(0)	+ 2.3
TWAIN	+ 0.5	- 7.9	+ 1.2	+ 4.7	nc(0)	+ 1.5
AREA D-9:						
BAKER	- 3.3	- 0.6	+ 2.5	- 2.7	nc(0)	+ 2.9
BALBOA	+ 5.4	+ 0.1	- 6.7	+ 0.5	+ 0.2	+ 0.5
BANDINI	- 2.3	+ 3.8	- 2.0	+ 0.5	nc(0)	nc(2.8)
BROOKLYN	+ 2.8	- 3.0	+ 0.2	- 0.3	+ 0.6	- 0.3
CENTRAL	+11.7	- 6.4	- 6.9	+ 0.2	+ 0.3	+ 1.1
CHOLLAS	+ 2.5	- 3.5	+ 1.5	- 1.0	+ 0.2	+ 0.3
DEWEY	- 0.4	+ 0.4	- 1.5	+ 0.6	+ 0.4	+ 0.7
EMERSON	- 1.7	+ 1.7	- 0.1	+ 0.2	nc(0)	- 0.1
FREMONT	-29.8	+12.1	+18.0	+ 0.8	nc(0)	- 1.1
HORTON	- 3.2	- 8.9	+ 9.0	- 1.3	+ 0.5	+ 3.9
JOHNSON	+ 5.3	- 0.3	- 4.6	nc(0)	nc(0)	- 1.0
KENNEDY	- 0.5	+ 3.1	- 1.5	+ 0.5	+ 0.1	- 1.7
KNOX	- 5.7	- 0.7	+ 5.2	+ 0.6	nc(0)	- 0.8
MEAD	+ 4.8	+ 6.0	- 3.4	- 0.5	+ 0.3	+ 2.8
PERRY	- 0.5	- 7.1	+ 0.5	+ 1.1	- 0.1	+ 6.1
STOCKTON	+ 0.3	+ 2.5	- 3.4	- 0.2	nc(0)	+ 0.1
VALENCIA PARK	+ 0.9	- 0.9	nc(88.2)	+ 0.2	nc(0)	- 0.2
WASHINGTON	+ 5.7	- 5.4	+ 1.0	- 0.8	nc(0)	- 0.5
AREA D-10:						
BURBANK	+ 1.4	+ 7.1	-11.1	+ 1.3	nc(0)	+ 1.3
CROCKETT	+ 2.1	+ 0.8	- 7.4	+ 0.2	nc(0)	+ 4.2
LOGAN	+ 2.6	+ 1.1	- 4.7	+ 0.9	- 0.1	+ 0.2
LOWELL	+ 3.9	- 0.2	- 4.2	+ 0.2	nc(0)	- 0.5
SHERMAN	+ 6.7	+ 0.9	- 8.3	+ 0.3	- 0.1	+ 0.5

	(S.S.)	(O.W.)	(N.)	(O)	(A.I.)	(O.N.W.)
AREA E-6:						
CARVER	+ 4.4	- 6.8	+ 2.4	nc(0.3)	- 0.5	+ 0.5
CLAY	+ 2.6	- 3.3	+ 0.7	nc(0.3)	nc(0)	nc(0)
DARNALL	+ 7.3	- 8.8	+ 1.7	+ 0.3	- 0.2	- 0.3
EDISON	+ 5.7	- 3.9	- 0.6	+ 0.4	nc(0)	- 1.6
EUCLID	+ 3.4	- 6.5	+ 2.9	- 0.7	- 0.6	+ 1.5
HAMILTON	+ 8.4	-10.7	+ 2.4	- 0.6	+ 0.1	+ 0.4
JACKSON	+ 2.3	-10.2	+ 5.2	+ 1.3	- 0.2	+ 1.5
JEFFERSON	- 1.8	+ 0.3	+ 1.0	- 0.9	nc(0)	+ 1.4
MARSHALL	+ 6.9	-12.9	+ 4.0	- 0.2	+ 0.2	+ 2.0
McKINLEY	+ 4.4	- 3.3	nc(0)	- 0.3	- 0.2	- 0.6
OAK PARK	+ 3.5	-15.7	+12.8	+ 1.0	nc(0)	+ 0.4
ROLANDO PARK	+ 2.0	- 4.5	+ 0.5	+ 0.9	- 0.5	+ 1.4
AREA E-7:						
AUDUBON	+ 7.1	-16.3	+ 6.8	+ 0.4	+ 0.4	+ 1.6
BOONE	+ 4.9	- 4.5	+ 8.2	+ 1.8	+ 0.1	- 0.5
ENCANTO	+ 3.5	-14.8	+11.9	- 1.0	+ 0.1	+ 0.3
FREESE	- 3.5	-19.0	+19.3	+ 0.5	+ 0.1	+ 2.6
FULTON	- 6.7	-36.4	+43.9	- 0.3	nc(0)	- 0.5
KEILLER	+ 0.9	-21.4	+19.1	- 1.1	nc(0)	+ 2.5
LEE	+ 7.2	-11.0	+ 2.0	+ 1.3	+ 0.1	+ 0.4
PARADISE HILLS	+ 9.2	-21.8	+ 2.1	+ 2.2	+ 0.1	+ 8.2
ROWAN	+ 8.7	-17.0	+ 3.9	+ 2.0	nc(0)	+ 2.4
WEBSTER	- 5.4	-44.4	+52.1	- 2.6	nc(0.3)	+ 0.3
DISTRICT TOTALS: ELEMENTARY:	+ 1.7	- 4.4	+ 1.6	+ 0.3	nc(0.1)	+ 0.8
JUNIOR HIGH: A						
EINSTEIN	+ 0.9	- 2.7	+ 0.3	+ 0.9	+ 0.3	+ 0.3
HALE	+ 0.5	- 2.2	+ 0.7	+ 0.2	nc(0.1)	+ 0.8
MARSTON	+ 0.2	- 1.6	nc(0.3)	+ 0.8	+ 0.1	+ 0.5
MONTGOMERY	- 0.2	- 5.5	+ 4.5	+ 0.3	+ 0.1	+ 0.8
MUIRLANDS	+ 0.3	+ 0.1	+ 0.1	- 0.2	- 0.3	nc(0.2)
TAFT	+ 0.8	- 2.9	+ 2.0	+ 0.5	- 0.1	+ 0.7
JUNIOR HIGH: B						
COLLIER	+ 2.7	- 7.2	+ 3.8	nc(0.8)	+ 0.1	+ 0.6
DANA	- 1.2	- 4.7	+ 5.7	- 0.2	nc(0)	+ 0.4
MEMORIAL	+ 7.1	- 0.3	- 4.3	- 0.9	- 0.2	+ 0.4
PACIFIC BEACH	+ 2.6	- 3.7	+ 0.7	+ 0.3	+ 0.1	nc(0.4)
ROOSEVELT	nc(17.1)	- 8.1	+ 7.1	- 0.2	+ 0.2	+ 1.0
WILSON	- 0.8	- 6.3	+ 5.1	+ 1.2	+ 0.2	+ 0.6
JUNIOR HIGH: C						
BELL (NOT in 1966)						
GOMPERS	- 1.2	- 4.1	+ 6.4	+ 1.0	+ 0.3	- 0.4
LEWIS	+ 0.1	- 2.0	+ 1.6	+ 0.1	+ 0.2	nc(0.1)
MANN	+ 2.6	-13.2	+10.0	+ 0.2	+ 0.1	+ 0.3
O'FARRELL	+ 4.0	-25.7	+21.6	- 0.2	nc(0.1)	+ 0.3
PERSHING	- 0.5	+ 4.0	- 0.6	- 1.5	- 0.2	- 0.4

	(S.S.)	(O.W.)	(N.)	(O.)	(A.I.)	(O.N.W.)
SENIOR HIGH: A						
CLAIREMONT	+ 1.9	- 2.4	nc(0.3)	- 0.3	+ 0.2	+ 0.4
KEARNY	+ 0.6	- 1.4	+ 0.5	- 0.4	+ 0.1	+ 0.6
LA JOLLA	+ 1.3	- 0.8	- 0.3	- 0.4	nc(0)	+ 0.2
MADISON	+ 3.5	- 4.6	+ 0.3	+ 0.2	+ 0.2	+ 0.4
SENIOR HIGH: B						
HOOVER	+ 3.2	-10.5	+ 6.6	+ 0.5	+ 0.2	nc(0.5)
MISSION BAY	- 0.3	- 0.7	+ 0.7	- 0.1	+ 0.2	+ 0.2
POINT LOMA	- 1.4	- 1.4	+ 2.2	+ 0.6	- 0.1	+ 0.1
SAN DIEGO	+ 8.0	- 6.1	- 1.1	- 0.6	+ 0.2	- 0.4
SENIOR HIGH: C						
CRAWFORD	+ 3.4	-11.2	+ 6.9	+ 1.1	+ 0.1	- 0.1
HENRY (NOT HERE 1966)						
LINCOLN	- 2.3	- 0.6	+ 4.8	- 3.1	+ 0.1	+ 1.1
MORSE	+ 2.7	-13.0	+11.0	- 1.6	nc(0.2)	+ 0.9
CONT/ADJ:						
MIDWAY	- 5.9	+ 6.5	+ 0.4	+ 0.3	nc(0)	+ 1.3
SNYDER	- 3.7	+ 6.3	-10.9	+ 0.6	nc(0)	+ 0.3
WRIGHT BROS.	- 2.4	-10.8	+14.2	nc(0)	- 1.8	+ 0.8
SECONDARY TOTALS:						
JUNIOR HIGH:	+ 0.5	- 3.2	+ 2.2	nc(1.2)	+ 0.1	+ 0.4
SENIOR HIGH:	+ 1.0	- 1.8	+ 0.8	- 0.3	nc(0.1)	+ 0.3
CONT/ADJ:	- 1.0	+ 5.7	- 4.6	+ 0.4	- 0.3	- 0.2
DISTRICT TOTALS: K-12	+ 1.3	- 3.4	+ 1.5	+ 0.3	nc(0.1)	+ 0.8
ADULT SCHOOLS:	+ 0.6	- 4.7	+ 2.1	+ 2.1	- 0.1	+ 1.0
JUNIOR COLLEGES:	+ 0.3	- 2.5	+ 1.6	+ 0.1	nc(0.1)	+ 0.5

TABLE VII

DATA ON RACIAL/ETHNIC TRANSFER PROGRAM:

	1966-67	1967-68	1968-69	1969-70	1970-71
Total number of pupils on R/E transfer by year:	236	492	682	875	911

Number of students presently attending schools under R/E transfer: 1697

(as of March 19,'71)

Number of pupils being furnished transportation under R/E transfer:	-	-	709	1105	1358

TABLE VIII

ETHNIC DISTRIBUTION BY YEARS

San Diego City Schools: Pre-Kgn. through 12th

ELEMENTARY

	1965	1966	1967	1968	1969	1970
NEGRO	11.6	12.0	12.7	12.9	13.5	13.6
SPANISH SURNAME	9.1	9.7	10.2	10.3	11.1	11.4
WHITE	76.6	75.6	74.2	74.4	71.8	71.2

JUNIOR HIGH

	1965	1966	1967	1968	1969	1970
NEGRO	9.5	9.8	10.5	10.6	11.5	12.0
SPANISH SURNAME	8.3	9.2	9.4	9.8	9.8	9.7
WHITE	79.9	79.0	78.1	77.9	76.5	75.8

SENIOR HIGH

	1965	1966	1967	1968	1969	1970
NEGRO	8.6	8.6	8.6	8.7	8.7	9.4
SPANISH SURNAME	7.4	8.1	9.1	9.5	9.3	9.1
WHITE	82.2	81.2	80.0	80.0	79.8	79.4

MeJ

ETHNIC DISTRIBUTION BY YEARS

DISTRICT TOTALS (Preschool - 12)

	1965	1966	1967	1968	1969	1970
NEGRO	9.3	11.0	11.6	11.6	12.2	12.5
SPANISH SURNAME	8.0	9.3	9.8	10.1	10.5	10.6
WHITE	80.6	79.6	76.0	76.1	74.3	73.8

APPENDIX II

The following definitions for selected terms were used as a frame of reference for this report:

1. Desegregation: The process of mixing majority and minority group pupils in schools that were previously homogeneous in racial/ethnic composition

2. Integration: The process following desegregation which makes the school community one in which racial/ethnic discrimination is reduced.

3. Racial/ethnic imbalance: A situation in which the ratio of an ethnic or racial group in a school is markedly disproportionate to the ratio of such groups in the district(formerly 15 percentage points)

4. Educational park: A concept representing a cluster of schools or grade levels sharing common facilities and a central administration

5. Field Act(1933): Legislation requiring school districts to show evidence that school buildings built prior to 1933 (1) meet current engineering standards for earthquake safety or (2) plans are being made for replacement

6. The 1-4-7-10 Plan: A plan which would reassign all students in the district in Grades 1, 4, 7, and 10 in such a manner as to create ethnic balance. Assignment in these grades would be made every year. Since these assignments would be permanent, complete desegregation would be achieved in three years. A variation of this plan would not include the 1st grade

7. "Tipping Mechanism": The operation of a principle whereby as schools or neighborhoods change from white to minority a point is reached after which no new whites will opt to enter the school or neighborhood

8. Tip point: A point defined by ethnic distribution (usually approximately double the district percentage for blacks) at which the tipping mechanism begins to operate

9. Segregation: A situation wherein one population type is the sole occupant of a given location (school or neighborhood)

10. Invasion: A situation wherein a school or neighborhood previously segregated experiences the admission of population different from the one previously in occupancy

11. Succession: A situation wherein a school or neighborhood previously segregated and later invaded becomes resegregated, being occupied solely by the invading population