[MS-0426.002.006.002]

SAN DIEGO INTEGRATION TASK FORCE

June 16, 1980

The Honorable Louis M. Welsh
Superior Court - Department 21
220 West Broadway
San Diego, California 92101

SUBJECT: INTEGRATION TASK FORCE REPORT

Dear Judge Welsh:

During the past two years, the San Diego Unified School District has been operating under a court approved voluntary integration plan. The Task Force looks at these efforts as incomplete. Integration is a legal mandate. What follows are our overall impressions; they are based on observations by Task Force members and monitors, the responses to the teacher questionnaire, the report of Dr. Green, Dr. Cazden, and Mr. Rosen, and input shared with Task Force members by persons involved in all aspects of the integration program.

For two years, there has been some mixing of students of different ethnic/racial backgrounds and that has not led to an increase in violence. The number of incidents of violence seem directly related to the attitude of the principal and his/her commitment to a strict discipline code. We do not find evidence that would indicate integration itself leads to violence; rather most incidents are non-racial and curtailed by staffs which are committed to discipline.

Overall, the quality of education has not been diminished by the integration plan. Fears that students' achievement would be diminished by busing do not appear to be warranted. On the contrary, most schools involved have recognized the need to assure quality education along with the integration program. Thus, of those schools involved in the integration program, we have seen some strong efforts by some principals, certified and classified staff members. In some schools, staffs faced problems of attendance, educational achievement, language difficulties, which were complicated by busing; yet, the staffs rose to the challenge and gave students a good educational experience and a sensitive human relations experience.

It is noteworthy that the current plan gives students educational choices they previously have not had: The School of Creative and Performing Arts, language programs, and math and science programs. Funds have been spent to develop outstanding curriculum and to obtain superb educational tools.

Magnet schools in the minority isolated schools are providing an interesting array on education choices. Participation of majority students at Knox (French), Lowell (bilingual), Sherman (4-6 individual instruction), and Johnson (academic academy) needs increasing.

Many principals have developed imaginative programs to get parents re-involved with the school. There are mini-schools for three and four year olds available to parents who are willing to devote four hours a week as a classroom aid; further, there are programs where parents are taught how to effectively tutor their youngsters.

Overall, it is our perception that in most schools students are more aware of cultural distinctions, cultural contributions, and the racial/ethnic make-up of our community.

Despite all of these accomplishments, there remain a number of problems which the Integration Task Force believes must be identified and addressed.

There remain a very large number of minority and majority students who are not involved. Because of the small number of students involved in the integration plan, we feel the last two years only properly can be characterized as a pilot program. If integration is the goal, we must have more students involved. For example, there were five designated minority isolated secondary schools and at this time only one, Gompers, has desegregated. A plan must be developed which will set forth when and how these schools will be integrated. We feel the school district must have a three, four, or five year plan which is rigidly enforced by the Court.

The absence of long-range planning has caused numerous problems. The School of Creative and Performing Arts has begun on a campus with another school. Now, it is not able to grow as efficiently and rapidly as possible due to space limitations. The magnet at Gompers has grown successfully; now the question is what happens to the resident students. Both incidents should have been foreseen and alternative plans developed; appropriate planning takes time and abrupt changes cause unnecessary frustration and confusion within the community. Long range planning may also allow integrated elementary students who have attended school together to funnel into the same junior/senior high schools.

A lot of time, effort and money has gone into developing the learning centers. Although for a few hours a week students are mixed in a generally enriched educational environment, the Task Force questions whether this is worth the money expended. Complaints are heard from both majority and minority schools about the interruption of instruction time. In the necessary long range planning referred to above, it might be possible to capitalize on the existing linkages of schools involved in learning centers and expand them into more comprehensive exchange programs, patterned after the three existing elementary exchange programs.

Dr. Guthrie's report, which will be available on July 28, may help determine for each secondary school the strengths and weaknesses of their existing Race/Human Relations Program. It is our sincere hope that the schools will use this report plus input from the community to tailor even more meaningful human relations programs that meet the specific needs of each school. Too often we sense resentment to token race/human relations programs. Too many are mandatory, boring, repetitive and hence counter-productive. Staff has to believe the race/human relations activities are important for them to be meaningful; students must not only hear the "upbeat" aspects of cultural/ethnic exchange, but feel they can complain if they have a problem which they feel is racial or ethnic in origin.

Many citizens seem to feel that because mandatory busing is not imminent they can be complacent about the voluntary integration program. In particular, we have noted an absence of involvement by both minority and majority parents. Religious, civic, social, and business organizations, majority and minority, need to appreciate the unique opportunity we have in San Diego to create an imaginative integration program. Integration is a legal mandate; we must, by law mix our ethnic/racial community. But we have a chance to do it by creating attractive and educationally enriched programs. However, the bottom line is mixing and unless we do get more students involved in the program we may lose a healthy option.

One approach for increasing the knowledge and participation might be to have groups adopt a minority isolated school. If for example, majority and minority organizations adopt a school and work with it, they will have a chance to become acquainted with the school, and thus dispel myths and be advocates for the programs developing in the school.

Despite its large population, San Diego is a relatively easy city in which to implement voluntary integration. We still have a substantial number of majority students in the city schools. Our inner-city does not reflect the decay of other areas. We do not have a history of violence. Our traveling distances are not large and not complicated by weather. Our school facilities, though disparate, are relatively well-maintained. The fears which might contribute

to white flight are not supported by the experience of the last two years. Thus, the Integration Task Force ends this year's report by urging a more comprehensive integration program. Please accept this statement as our response to Charge Six.

CHARGE ONE: "Monitor, analyze and evaluate the quality and methods of education in all minority isolated schools and recommend steps that should be undertaken to make certain that in all such schools, the quality of education is at a superior level and that all children are inspired to achieve."

The Minority Education Task Force focused on the quality of education in the 23 minority isolated schools as the most important step in the process of integrating San Diego City Schools. We feel that any discussion of integration must take seriously the pre-requisite of quality education being provided in the 23 racially isolated schools. The Committee spent the year collecting and analyzing information to develop recommendations in response to the Court's charge to "monitor, analyze and evaluate the quality and methods of education in all minority isolated schools and recommend steps that should be undertaken to make certain that in all such schools, the quality of education is at a superior level and that all children are inspired to achieve." (Attachment A) This report contains those recommendations. We want it to be clear to the Court that embodied in each recommendation is the feeling that the task of improving the image of the minority isolated schools relative to quality education can be achieved.

It is important to note that the METF describes quality education somewhat differently from what is normally heard. It is our conclusion that the staffs at the minority isolated schools are doing just as good a teaching job as staffs at non-isolated schools; in some instances they are probably doing a better job. However, the needs of the students at the minority isolated schools differ somewhat from the needs of students at the non-isolated schools. We find that it is the needs that must be identified and understood and the teaching process directed toward those needs. Therefore, we describe quality education in the context of the curriculum, teachers, teaching methods and other resources, and their use in meeting the needs of the students. Identification of those needs might show that certain students need remedial instruction in reading and math, or that additional hours during the school day spent on reading and math are needed. It might also be revealed that parental and home contact are needed or that more and better motivational techniques are needed. It needs to be determined whether those things presently being done by the district should be increased, modified, or eliminated. We are making reference to students' readiness level when they enter school--the amount of exposure to materials and situations during

the pre-school years that prepare some children for school better than others.

We find that in measuring quality education in a given school, the achievement test score is much too narrow a measure of staff competence and commitment. The most competent and committed school staff could be producing a majority of students who achieve low test scores if the majority of students attending that school need to develop the fundamental skills of reading, math and communications. The reason we are so upset with the low test scores is that they reflect the failure of our schools to fulfill the primary responsibilities for which they were hired.

Our statement earlier in reference to improving the image of the minority isolated schools relative to quality education was phrased in that manner intentionally. We purposely avoided language which spoke to the improvement of quality education. We discovered that, when speaking of racially isolated schools, quality education means to most San Diegans that children cannot receive a "good" education at those schools. We conclude that that is more fiction than fact and is the result of a negative and inaccurate perception of Southeast San Diego schools. This perception is created by test score results and the image of violence. We have found that the incidents of violence in the schools show no relationship to school integration.

We have also found that there are some students attending schools in Southeast San Diego who score high on the achievement tests. The irony of some students achieving high test scores while others score very low shows that we have dual systems operating at some of our racially isolated schools, if not all of them. Yet the one system, that which produced low test scores, is the one that is widely known and accepted by the public. So, the image of racially isolated schools is of much concern to us. The METF, in its interim report, expressed its anger and dissatisfaction with the disparity in test scores among the racially isolated schools and the non-racially isolated schools. We still feel just as angry and dissatisfied. However, the METF is very confident that the disparity can be removed with the implementation of an ambitious plan directed at achieving that purpose.

The following recommendations, based on the above remarks, are respectfully submitted with the confidence that their adoption will contribute to a more positive perception of the racially isolated schools.

RECOMMENDATIONS:

1. The concept of the METF should be continued. We have found widespread support for pursuing the subject of quality education in the racially isolated schools and this should be a part of the charge to the Integration Task Force for the next year.

2. A report is to be submitted to the Court by the district, due August 1, 1980, listing the number of students ranked by school at the various levels of the achievement tests in reading and math in grades K through Six.

3. The district will submit to the Court by September 1, 1980, a plan which contains the study and methods of approach to a solution that addresses the needs of those students ranked below the national reading and math averages. The plan is to focus at the K through Sixth grades.

4. A report of each major incidence of violence that could be interpreted as harmful to the integration program is to be sent to the Integration Task Force for investigation. There is to be continuation and strong enforcement of the discipline code.

5. A plan is to be developed and implemented in the Fall of 1980 that projects the positive aspects of racially isolated schools. This plan should be submitted to the Court by September 1, 1980.

6. The Court should invite major companies and universities to adopt one or more of the 23 isolated schools. The business firms and the universities would work with the schools to assist in developing new programs or maintaing current ones in moving toward the goal of integration and a higher quality education. The business firms and universities would develop instruments or methods to evaluate the schools' progress with the various programs.

SUMMARY:

The METF feels strongly that the School Board should be responsible for installing a mechanism that establishes superior and objective improvements in the minority isolated schools. As a corollary, those who set policy must be responsible for the success or failure of those policies. The METF is very concerned about the School Board. The Committee feels that the Board is more concerned with the integration law suit than it is with integrating the schools and providing quality education to the district's students. In our interm report we expressed the feeling that the Board members were beginning to

cooperate with the ITF and a closer relationship between the two was developing. At this writing the Committee has no evidence to support that judgment. In the interim report the Committee was concerned with the district's low credibility in the minority communities and the use of its pollster. At the time of this writing the Committee has received little evidence from the Board that it is seriously giving thought to any of the above concerns.[1] There is a deep concern and agonizing frustration with the lack of Board and administration leadership and enthusiasm in integration and quality education efforts.

CHARGE TWO: "Evaluate the human/race relations programs in various schools, identify the successful techniques and recommend which programs or portions thereof should be used throughout the district."

Due to the fact that the decision to carry out a survey of the race/human relations program was delayed, the entire timetable for the survey has been advanced. Current projections indicate that we will be unable to submit a report to the Court until the end of July. Because we were unable to keep to our projected timeline, the entire research plans were also revamped.

Plans to administer the questionnaires in randomly selected classrooms were scrapped and we had to change to a mail-out and send-back method. City schools helped in mailing through the provision of randomly selected student address mailing labels. This was completed by June 2. A total of 9750 questionnaires were sent out to the students and parents. Ethnic proportions were representative of the district racial compositions. Questionnaires will be collected for Dr. Guthrie with a cut-off date of June 13.

Plans to use optical scanning for coding were also cancelled. This means another week's delay because each return will have to be keypunched. Dr. Guthrie expects to have a preliminary analysis of the computer runs by the end of June. The Task Force will meet with Dr. Guthrie to discuss preliminary findings, and make suggestions for analysis. A report will be completed by July 28, 1980. Enclosed are copies of the parent/student questionnaires. (Attachment B)

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[1]There was, however, a reaction to those concerns by one of the Board members. The ITF was pleased to receive from the Board member his written ideas as to how our concerns might be translated into constructive action. There was overwhelming support for those ideas among the ITF members and a response to the Board member reflecting that feeling was being considered. That action was subsequently reconsidered and postponed until the Board had an opportunity to respond to the recommendations. The intent of the postponement was to prevent giving the impression that we were attempting to pressure the Board. At a Board meeting held June 3, 1980, the Board member presented his three recommendations to the Board and all three were defeated by a 3-2 vote.

CHARGE THREE: "Monitor, analyze and evaluate the Secondary Instructional Exchange Program."

In the brief period of its existence, the Secondary Instructional Exchange Program has successfully provided students a mechanism for getting acquainted and for altering the negative perceptions regarding each other's ethnicity. This is especially true of white perceptions of black students.

The program does not, however, give students a chance for non-classroom interaction. To be more successful, the program must increase on-campus participation of students on a peer basis. The two-hour class period seems to be insufficient to bring about a meaningful integration experience.

There continues to be some conern about the bright students in the program suffering a loss of academic momentum. It is true that some students are brighter than others; the difference in readiness levels of students does affect the growth of the potentially more successful students--regardless of ethnicity. This parental concern affects the voluntary process in the program.

Several students criticized the strong human relations thrust in the program as non-essential. They felt that with a positive effort to cultivate peer relationships that in their own time human relations will evolve. A large number of students requested a de-emphasis in human relations training.

Students who experience busriding as their only form of transportation to and from classes complained that (1) buses are late arriving at their destinations; (2) they are required to wait for long periods because of poor bus scheduling; (3) bus drivers play their radios at high volume levels. Students of driving age prefer to drive to school.

Students praised the field trips as relevant to their learning experience; they asked that their academic training be enhanced by the addition of more field trips.

CHARGE FOUR: "Monitor, analyze and evaluate the Elementary Exchange Program (pairing and clustering)."

The Task Force report on the Elementary Exchange Program is limited because the Task Force member in charge dropped out. However, it can be said that from all reports, including those from the monitors of the Mead/Dailard, Boone/Jones program, and interviews with teachers

this program has been a positive experience for those involved. Each school pair has worked out their plan differently, that is how the exchange is actually accomplished, and should be encouraged to meet and discuss strengths and weaknesses of varying plans. However, there is little communication among schools in the program; that is, Mead/Dailard have not shared their experiences with Kennedy/Curie staff. One teacher at Jones specifically suggested such a meeting.

There are some problems identified, but none of them seem insurmountable. It is obvious that the same reading and math programs would make instruction easier. There are some coordinating problems, such as when a year-round school is paired with a conventional one. Most everyone stated they could have benefitted from more planning time.

Nine weeks of daily interaction does provide some meaningful integrating experiences. The exchanges require considerable planning time, but with an additional teacher added, as a resource, it is feasible. In fact, one teacher said he loves it--"It is my baby; I can plan what I think would work to get these kids together and I can get all the help and equipment I need."

Opting out of the exchange is not significant to date; only a few students did. The exchange has been accomplished in grades 1, 2, 3-4, and 5; the age of the youngsters does not seem to impact their participation. If these exchanges are carried on throughout a youngster's elementary school career, some lasting understanding and/or friendships can develop.

We have watched for parents; reactions as it is our perception that parents of toddlers are moreprotective and hence more likely to state their true feelings. Of a survey done at Mead/Dailard the only negative comments involved time spent on the bus. Generally, parents were supportive of staff and teaching methods, and the education their children received.

This program has merit, can be expanded, and although costly, can provide meaningful integration.

CHARGE FIVE: "Accumulate data and investigate the causes for violence in the schools and recommend procedures for reducing violence and punishing offenders."

The Integration Task Force was instruction to "Accumulate data and investigate the causes for violence in the schools and recommend procedures for reducing violence and punishing offenders." After consideration, our Task Force recognized that Judge Welsh was interested in the violence phenomena throughout the Unified School District, and not simply in the 23 racially isolated schools.

Therefore, the scope of our activities has been oriented on the city-wide situation.

The following is a summary of the reported acts of violence in the San Diego Unified School District during 1977-78; 1978-79; and 1979-April 30, 1980. Following our interim report which noted that the Police Department observed an 8% drop in violence in the schools, and yet the School Security Task Force reported an increase, we met with all interested parties to reconcile the differences. Basically, both groups used the same definition of violence, but were reporting for different time periods (Security used July 1 as their starting date, while the Police Department used September 10), and different hours of the day, (Security reporting all acts of violence on school property regardless of the hour, Police Department reporting activities during actual school hours). The following figures were collected by the School Security Task Force:

1977-1978	Cases Reported	Cases Resolved	Arrests
71 P.C. Threat of Injury to School Employee	60	45	53
Assault W/Deadly Weapon			
Student	20	14	18
Teacher	3	2	2
Other	9	6	9
Assault with Intent to Commit Murder	1	1	1
Battery			
Student	92	67	81
Teacher	12	12	12
Peace Officer	1	1	1
Other	1	0	0
TOTALS	199	148	177
1978-79			
71 P.C. - Threat of Injury to School Employee	57	56	60
Assault W/Deadly Weapon			
Student	45	40	44
Teacher	23	16	16
Other	1	1	1
Attempt	1	1	1

1978-79 (Continued)	Cases Reported	Cases Resolved	Arrests
Battery			
Student	120	108	101
Teacher	36	36	36
Peace Officer	4	3	3
Other	15	14	13
TOTALS	302	275	275
1979-April 1980			
71 P.C. - Threat of Injury to School Employee	59	56	49
Assault W/Deadly Weapon			
Student	34	27	30
Teacher	4	4	1
Other	1	0	0
Battery			
Student	118	107	121
Teacher	20	19	17
Peace Officer	4	4	4
Other	8	6	6
TOTALS	248	223	228

OBSERVATION:
Generally, the number of violent incidents reported during the current school year are similar to the previous year. However, more vigilant supervision by Administrators has been noted along with a tendency to move quicker than might have been the case in the past. Also, we believe that the system of reporting violent incidents has been improved because of School Board interest. This should result in an increase in the number of "threats" reported, but concurrently a lessening in actual assaults.

At the present time, school violence problems are minor and very much under control. During the school day, almost all acts of violence are spontaneous and consist of one-on-one mutual combat situations.

(1) PROGRESS ON SCHOOL DISTRICT'S DISCIPLINE
Program: On July 12, 1979, the Board of Education adopted a firm policy relating to the prevention and handling of school discipline problems. The policy has resulted in a strong effort to establish a high level of student conduct throughout the District and the creation of campus environments which aid the learning experience.

We believe that the continued active implementation of this policy and its refinement where appropriate, should be encouraged. We congratulate the District in their efforts to date.

Site Administrators now feel that they have a mandate to be firm in handling both threats and actual incidents of violence and this has enhanced their willingness and effectiveness in resolving these situations.

(2) SECURITY WORKSHOPS

Between March 19 and April 30, a series of four Security Workshops were held at various schools throughout the District, with 152 employees (from principals to secretaries) in attendance. The response has been excellent and we encourage the District to continue this program and increase its frequency as necessary.

(3) SCHOOL SECURITY TASK FORCE

Mr. Alex Rascon heads 51 personnel charged with providing security throughout the District. He has 24 site agents working during the day, and 14 patrol agents at night. An additional 4 positions were recently added to this force. This group is also supplemented by more than 100 CETA personnel working throughout the District. While the School Security Task Force is recognized as performing an excellent job, concern has been expressed over what will occur when the CETA program expires next school year. This issue must be addressed by the District as soon as possible.

Of special mention is the "pro-active" philosophy used by the Security Task Force. They have a reputation of moving quickly when rumors of a possible violent incident are heard, and also utilize a "rumor control" program. The San Diego Police Department notes that the Security Task Force is "solid" and "very helpful," and consideration should be given to increasing its size as necessary.

(4) POLICE DEPARTMENT SECONDARY SCHOOL TASK FORCE

This program consists of 2 Sergeants and 18 Officers working in close harmony with the School Security group. It is essential that the flow of information between the District and the Police Department be continued in the future and we recommend that a policy be adopted and a strategy implemented to assure this cooperation.

(5) STREET BAND DETAIL

This project of the San Diego Police Department consists of 1 Sergeant and 6 Officers who monitor, on a continuing basis, the activities of street "bands." It has been noted that these groups have increased from approximately 16 five years ago, to well over 50 today. It is imperative that this issue be addressed by both the San Diego Police Department and the City Schools in concert, to prevent the situation from getting out of hand in the future.

(6) PARKS
Several schools within the Southeast community are located in close proximity to neighborhood parks, including Baker, Memorial, Logan, Kennedy, Lincoln, Gompers and Wright Brothers. Increasingly, these areas have become the site of activities which impact the perception of safety on the campuses of the nearby schools, and potentially may impact the efforts to achieve integration at these schools. We encourage the increased supervision of these areas by the Police Department and an examination by City of San Diego and City School personnel, and neighbors in the affected areas, on ways to resolve these problems.

CONCLUSION:
As previously noted, at the present time, school violence problems are generally minor and are being effectively addressed by appropriate parties. Almost all acts of violence are spontaneous, and consist of one-on-one mutual combat situations. We support the strong disciplinary code which has been adopted by the School District, the effective methods employed by the School Security Task Force, and the close working relationship which has developed between the School District and the San Diego Police Department. We encourage all involved parties to address the points of concern we have raised to assure that the current situation does not deteriorate.

CONCLUSION OF ITF REPORT:

It is the feeling of the Integration Task Force that the work that has been done the past two years is important and that the Task Force in some form should be reconstituted next year. We believe that the integration of our schools is of primary importance to the overall quality of education in our city schools.

Each of us has received personal reward from being a part of this process.

Respectfully submitted,

WILLIAM B. KOLENDER, Chairman

HAROLD K. BROWN, Vice-Chairman

ATTACHMENT A

REPORT ON TEACHER RESPONSES TO THE MINORITY ISOLATED SCHOOL SURVEY BY SCHOOL SURVEY SUBCOMMITTEE

Pursuant to a vote by the Minority Education Task Force, a subcommittee dealing with school surveys arranged to have 1,050 surveys mailed to those teachers who had previously taught in minority isolated schools as well as those who are presently teaching in those schools. Of the 1,050 surveys sent to teachers, almost 30% were returned.

The responses were a cruious mixture of extreme interest as reflected by indepth answers juxtaposed by those teachers who seemed to have only a cursory motivation and answered yes or no to many questions which required answers which were descriptive and far more elaborate. A majority of the responses, however, did speak directly to the issues and were open and candid. Many of the responses appeared to reflect a definite frustration held by teachers and, at times, reflected a candid anger. Some teachers were moved to attach additional sheets to the initial survey form and make elaborate personal statements.

Curiously, in many schools, teachers would express entirely opposite opinions about the same issue (for example, while some felt that the educational and physical facilities at their school were more than adequate, others provided a long list of complaints about the same subjects). Most schools, in fact, fell into this mixed-opinion category. In the case of at least one school, Emerson, it appeared that the questionnaires were all turned in to the administrative office and then sent as a group to the Integration Task Force. One might question what effect, if any, this could have had on the nature and content of the responses.

There were an inadequate number of samples returned from the following schools: Logan (2), Burbank (2), Chollas (4). So negative were the responses from the teachers who had served or were serving at some of the schools that the Task Force believes the court should look at these specific problems.

Listed below are the most common responses of the teachers who responded to these surveys; the committee received no responses from San Diego High School.

1. Limit "pull out" programs as they tend to be disruptive and make it impossible to establish a schedule of consistent instruction for the students. Focus on the basics, the three R's.

2. There should be less shifting of students from teacher to teacher especially with those students who have difficulties. It is almost impossible to develop a rapport with students if they are shifted so frequently.

3. "Brain Drain." Many teachers believe that the "cream of the crop" leave the school in VEEP programs with no leaders left for other students to emulate. Such a "brain drain" appears to be discouraging for teachers as they believe they are left to teach only "slow" students.

4. Virtually all teachers agree that class size should be reduced.

5. A majority of the teachers stated that they were overburdened with paperwork which takes valuable time away from preparation and actual classroom teaching.

6. There should be a precise, explicit schoolwide procedure for discipline which should be expounded to all students.

7. Teachers emphasized the problem in dealing with truancy and asked that something be done about the inordinate number of students who are not in school on a regular basis.

8. Troublemakers and disinterested students should be removed from schools and provided with special programs if they cannot function in a regular class.

9. Many students are not ready for grade level material and many teachers strongly urge definite competency requirements for every grade level to ensure that students are not moved to higher grades before they have mastered their present material. The committee finds it impossible to understand why students who are unable to deal with the material they are already studying could be moved to the next grade. (We assign no blame although we find it negligent for teachers either to promote students or for administrators to urge teachers to "move students along" if they are unable to deal with the material they must know in order to function successfully at the next higher grade. The committee urges that the Minority Education Task Force and the Integration Task Force as a whole make a strong statement condemning what is obviously a practice in the minority isolated schools.)

10. Evaluate each child individually as to needs and capabilities. Some children should not be under the pressure of mastering two languages.

11. Stop giving courtesy grades. Fail students if necessary and retain them at their present grade level.

12. There is a need for "good" experienced teachers who are motivated to teach in minority school settings. Teachers who are "concerned" are vital in the motivation of students. Positive incentives should be provided for teachers willing to teach in minority school settings (for example, higher pay).

13. Train teachers in multiracial and multicultural philosophy and methods. (This factor leads to a conclusion which must be considered, i.e., we are making a mistake in assuming that all teachers can be trained in the same way. Teachers going into minority school settings should receive more intensive and specific training to prepare them for the environment in which they will work.)

14. There appears to be general concern regarding personal safety of teachers' possessions, especially automobiles in parking areas. There is a desire for greater overall security.

15. Many teachers expressed unhappiness with their respective principals and recommended removal in a number of cases. There is a desire for firm, consistent direction and support from school administrators. On a number of surveys, teachers clearly felt isolated and alone in dealing not only with students but with parents and community groups.

16. Many teachers requested more aides. However, there were a number of complaints that aides were unskilled, unprofessional and there were even complaints that aides used school almost as a social club. Some teachers complained that aides "put children down" calling them "stupid" as opposed to providing positive feedback and encouragement.

17. There is a definite need for more parental involvement and support. Teachers clearly seem to want greater parental involvement but are frustrated in knowing how to motivate parents to become interested in the educational process. Many teachers believe children are receiving little positive encouragement and motivation in the home. Many are coming to school not ready or willing to learn. There were comments from a number of teachers that students apparently stay up late, don't have breakfast and some appeared to be abused in the home. Teachers have mentioned that education apparently is not a priority for many parents. Some children, teachers have stated, work and have little time for school. Some students have to go home to babysit for younger brothers and sisters. In addition, many parents lack the skills and confidence with which to assist their children with homework.

18. Teachers urge that parents be involved in the school process and that some training be conducted to educate parents in how to assist their children to do better in school.

19. An overwhelming number of teachers seek increased contact with parents and urge that individuals in the community become involved with schools.

Within this survey there seems to be a great deal of frustration on the part of teachers. There are no villains in this story of frustration. Teachers are not consciously seeking to adversely affect the education of their students. Teachers apparently want to do well for their students but they also wish for students who are interested and committed to learning. That obviously will not always be the case. The frustration one feels in reading these surveys is that the teachers simply do not seem to know what additionally they must or should do to improve the educational process in their respective schools.

MC:amc
6/16/80

ATTACHMENT B

Robert V. Guthrie, Ph.D.
237 West Laurel Street
San Diego, California 92101

May 28, 1980

Mrs. Beverly Yip
Union of Pan-Asian Communities
2459 Market Street
San Diego, CA 92102

Dear Mrs. Yip:

The following information is a status report for the evaluation of the Race/Human Relations Program.

I. Three forms have been prepared

A. Student Questionnaire, English and Spanish
B. Parent Questionnaire, English and Spanish
C. Teacher and Principal Questionnaire, English Only

II. Printing, Collation, and Mailing Labels Prepared

A. Students & Parents
Hispanic: 1,441
White: 5,992
Black: 1,486
Asian American: 803
Indian: 28

Total: 9,750

B. Teachers & Principals:
Approx: 500

Total: 500

III. Completed mailings will be accomplished by June 2, 1980.

IV. Anticipated Returns: June 13, 1980*

V. Key Punching Completed: June 20, 1980*

VI. Analysis Computer Run: June 27, 1980*

VII. Draft Report Due: July 28, 1980*

* These dates are approximations.

Robert V. Guthrie, Ph.D.

Enclosures

COURT-APPOINTED INTEGRATION TASK FORCE
Room 5005 County Courthouse
220 West Broadway
San Diego, CA 92101

mayo de 1980

Estimados padres de familia y estudiantes:

El 12 de junio de 1978, el juez Louis M. Welsh nombró una comisión de integración con el propósito de que vigilara y evaluara los adelantos logrados por el plan de integración voluntaria del Distrito Escolar de San Diego.

Necesitamos su ayuda. La Comisión Especial de Integración quiere determinar la efectividad del Programa de Relaciones Raciales y Humanas en todas las escuelas secundarias y de nivel preparatorio. Con ese fin, les agradecemos llenar los cuestionarios anexos. Ademas, esperamos que cada escuela aproveche la información al desarrollar el Programa de Relaciones Raciales y Humanas. Sus respuestas beneficiarán directamente a su escuela.

Adjuntamos sendos cuestionarios: para padres y para estudiantes. Sus respuestas tienen carácter de voluntarias y anónimas y se usarán unicamente con fines estadísticos. Si están dispuestos a participar en esta encuesta, favor de completar los cuestionarios y de devolverlos en el sobre que también se adjunta a la presente. Les agradecermos contestar a la mayor brevedad posible.

Gracias por su ayuda.

Atentamente,

THE INTEGRATION TASK FORCE

Jefe de Policia William B. Kolender, Presidente
Harold Brown, Vicepresidente
James Anderson
Lic. Fred Castro
Irma Castro
Morris Casuto
Phil Del Campo, Ph.D.
Lee Grissom
Ann Hunsaker
Juez Napoleon Jones
Juez Judith Keep
Judy McDonald
Rev. George D. McKinney, Jr.
Dr. Ralph R. Ocampo
Clarence Pendleton
Hartwell Ragsdale
William B. Rohan
Vernon Sukumu
Beverly Yip

Anexos (1) Cuestionario para Padres
(2) Cuestionario para Estudiantes
(3) Sobre

NO ESCRIBIR SU NOMBRE EN ESTE CUESTIONARIO

INTEGRATION TASK FORCE
mayo de 1980

CUESTIONARIO PARA PADRES DE FAMILIA

Nombre de la escuela a que asiste su hijo(a): _____

1. Soy del siguiente grupo racial:

1 = Anglo _____ 4 = Asiático _____
2 = Negro _____ 5 = Indio Americano _____
3 = Hispánico _____

INSTRUCCIONES: Marque "Sí" o "No" para cada una de las preguntas a continuación:

2. ¿Ha participado usted en el programa de relaciones raciales y humanas de la escuela de su hijo(a)?

Sí _____ No _____

3. ¿Participa su hijo(a) en el Programa Voluntario de Inscripción Etnica (VEEP)?

Sí _____ No _____

4. ¿Considera usted que a su hijo(a) se le está enseñando lo positivo de todos los grupos raciales?

Sí _____ No _____

5. ¿Considera que las actitudes de su hijo(a) respecto a otras razas han mejorado durante este año escolar?

Sí _____ No _____

6. ¿Considera que las actitudes de su hijo(a) hacia sí mismo han mejorado durante el año?

Sí _____ No _____

7. ¿Considera que la integración racial de la escuela de su hijo(a) es un éxito?

Sí _____ No _____

8. ¿Se esfuerza al máximo la escuela de su hijo(a) para lograr la convivencia entre todas las razas?

Sí _____ No _____

9. ¿Considera que la integración racial de otras escuelas de San Diego es un éxito?

Sí _____ No _____

10. ¿Considera que a su hijo(a) se le trata con justicia en la escuela?

Sí _____ No _____

11. ¿Considera que los maestros de su hijo(a) tienen prejuicios raciales?

Sí _____ No _____

12. ¿Quiere que a su hijo(a) se le enseñe lo positivo de todos los grupos raciales?

Sí _____ No _____

NO ESCRIBAS TU NOMBRE EN ESTE CUESTIONARIO

INTEGRATION TASK FORCE
mayo de 1980

CUESTIONARIO PARA ESTUDIANTES

Nombre de tu escuela: _____

1. Niño _____ (1) Niña _____ (2); 2. Edad: _____; 3. Año (Marca uno con círculo) 7 (1) 8 (2) 9 (3) 10 (4) 11 (5) 12 (6)

4. ¿Has participado en el programa de relaciones raciales y humanas de tu escuela?
Sí _____ No _____

5. ¿Participas en el Programa Voluntario de Inscripción Etnica (VEEP)?
Sí _____ No _____

6. Soy de este grupo racial:
1 = Anglo _____ 4 = Asiático _____
2 = Negro _____ 5 = Indio Americano _____
3 = Hispánico _____

INSTRUCCIONES: Marca la respuesta que mejor complete cada oración.

7. Llevarme bien con mis maestros es (1) fácil ___; (2) a veces un poco difícil ___; (3) siempre difícil ___; (4) siempre muy difícil ___; (5) imposible ___.

8. Yo creo que la discriminación racial entre profesores (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

9. Creo que la discriminación racial entre estudiantes (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

10. Para mi, hacer nuevos amigos (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

11. La cantidad de estudiantes de distintas razas en mis clases (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

12. La atención que nuestra escuela da a las diferentes necesidades de cada grupo racial (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

13. Para mi, hablar con estudiantes de otras razas (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

14. Para mi, hacer preguntas en clase (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

15. En general mis actividades escolares con estudiantes de otras razas (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

16. El que me enseñan lo positivo de todos los grupos raciales (1) no es problema; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

17. La cantidad de amigos(as) de otras razas que tengo en la escuela (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

18. Que yo reciba un trato justo en esta escuela (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

19. El sentirme solo en la escuela (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

20. La cantidad de profesores de distintas razas en esta escuela (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

21. Mi opinion general de las personas de otras razas (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

22. Llevarme bien con personas del sexo opuesto (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

23. El sentirme discriminado fuera de la escuela (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

24. Para mi, el consumo de alcohol u otras drogas (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

25. Resolver mis problemas personales (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problemo serio ___; (5) representa una crisis ___.

26. Llevarme bien con personas de cualquier raza (1) no es problema ___; (2) es un pequeño problema ___; (3) es un problema de cierta importancia ___; (4) es un problema serio ___; (5) representa una crisis ___.

27. Mis calificaciones de comportamiento en esta escuela son buenas (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

28. Encuentro suficiente tiempo para estudiar (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

29. Aprovecho los servicios de los consejeros escolares (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

30. Uso la biblioteca de la escuela (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

31. Asisto a eventos deportivos de la escuela, como espectador o participante activo (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

32. Asisto a otras actividades de la escuela o participo en ellas (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

33. Me llevo bien con mis maestros (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

34. Mis maestros tienen prejuicos raciales (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

35. Me siento solo en esta escuela (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

36. Hay maestros de diferentes razas en esta escuela (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

37. Tengo buena opinion de la gente de otras razas (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

38. Tengo amigos(as) de otras razas (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

39. Tengo amigos(as) del sexo opuesto (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

40. Los estudiantes de mi escuela tienen prejuicios raciales (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

41. Mi escuela está ayudando a que convivan todas las razas (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

42. La integración racial en mi escuela es un éxito (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

43. La integración racial en otras escuelas de San Diego es un éxito (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

44. Mis actitudes hacia otras razas han mejorado durante este año escolar (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

45. Recibo trato justo en esta escuela (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

46. En mi escuela platicamos sobre las relaciones raciales y humanas (1) casi nunca ___; (2) a veces ___; (3) con frecuencia ___; (4) casi siempre ___.

COURT-APPOINTED INTEGRATION TASK FORCE
Room 5005 County Courthouse
220 West Broadway
San Diego, CA 92101

May 1980

Dear Parents and Students:

On June 12, 1978, Judge Louis M. Welsh appointed an integration task force for the purpose of observing and evaluating the progress of the San Diego Unified School District's voluntary integration plan.

We need your help. The Integration Task Force is attempting to determine the effectiveness of the Race/Human Relations Program in all secondary schools. In order to do that, we would appreciate it if you and your student would complete the enclosed questionnaires. In addition, we hope that each school will use the information as it develops the Race/Human Relations Program. Your responses will directly benefit your school.

Enclosed are a parent questionnaire and a student questionnaire. Your responses are voluntary and anonymous and will be used for statistical purposes only. If you are willing to participate, please complete the enclosed questionnaires and return them in the envelope that has been provided. It would be appreciated if you would respond as soon as possible.

Thank you for your assistance.

Sincerely

THE INTEGRATION TASK FORCE

Chief William B. Kolender, Chairman
Harold Brown, Vice-Chairman
James Anderson
Fred Castro, Esq.
Irma Castro
Morris Casuto
Phil Del Campo, Ph.D.
Lee Grissom
Ann Hunsaker
Honorable Napoleon Jones
Honorable Judith Keep
Judy McDonald
Rev. George D. McKinney, Jr.
Ralph R. Ocampo, M.D.
Clarence Pendleton
Hartwell Ragsdale
William B. Rohan
Vernon Sukumu
Beverly Yip

Enclosures (1) Parent Questionnaire
(2) Student Questionnaire
(3) Return envelope

DO NOT IDENTIFY YOURSELF ON THIS FORM

INTEGRATION TASK FORCE
May 1980

PARENT QUESTIONNAIRE

Name of school your student attends: _____

1. I am a member of this racial group:

   1 = White _____ 4 = Asian _____
   2 = Black _____ 5 = Alaskan/Indian _____
   3 = Hispanic _____

DIRECTIONS: Check "Yes" or "No" for each of the questions below:

2. Have you participated in your child's school race/human relations program?
   Yes _____ No _____

3. Is your child a participant in the Voluntary Ethnic Enrollment Program (VEEP)?
   Yes _____ No _____

4. Do you feel that your child is being taught positive things about all racial groups?
   Yes _____ No _____

5. Do you feel that your child's attitudes toward other races have improved in the past year?
   Yes _____ No _____

6. Do you feel that your child's attitudes toward self have improved in the past year?
   Yes _____ No _____

7. Do you feel that racial integration in your child's school is successful?
   Yes _____ No _____

8. Is your child's school doing the best it can to help all races get along with each other?
   Yes _____ No _____

9. Do you feel that racial integration in other San Diego City schools is successful?
   Yes _____ No _____

10. Do you feel that your child receives fair treatment at school?
    Yes _____ No _____

11. Do you feel that your child's teachers are racially prejudiced?
    Yes _____ No _____

12. Do you want your child to be taught positive things about all racial groups?
    Yes _____ No _____

DO NOT IDENTIFY YOURSELF ON THIS FORM

INTEGRATION TASK FORCE
May 1980

STUDENT QUESTIONNAIRE

Name of School: _____

1. Boy _____ (1) Girl _____ (2); 2. Age: _____; 3. Grade (Circle one) 7 (1) 8 (2) 9 (3) 10 (4) 11 (5) 12 (6)

4. Have you participated in your school's race/human relations program? Yes __ No __

5. Are you a participant in the Voluntary Ethnic Enrollment Program (VEEP)? Yes __ No __

6. I am a member of this racial group:

1 = White _____ 4 = Asian _____
2 = Black _____ 5 = Alaskan/Indian _____
3 = Hispanic _____

DIRECTIONS: Check the response which best completes each statement.

7. Getting along with my teachers is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (3) a major problem ___; (5) a crisis ___.

8. I feel that racial discrimination among teachers is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

9. I feel that racial discrimination among students is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

10. Making new friends for me is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

11. The number of students of different races in my classes is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

12. Recognition of our school for the different needs of each racial group is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

13. My being able to talk with students of other races is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

14. My being able to ask questions in classes is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

15. My overall school activities with students of other races is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

16. My being taught positive things about all racial groups is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

17. The number of my school friends of other races is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

18. My receiving fair treatment at this school is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

19. Feeling lonely at school is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

20. The number of teachers of different races at this school is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

21. My overall opinion of people of other races is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

22. My getting along with the opposite sex is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

23. My feelings of racial discrimination away from this school are (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

24. My use of alcohol or other drugs is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

25. Being able to solve my personal problems is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

26. My getting along with other people regardless of race is (1) not a problem ___; (2) a minor problem ___; (3) a moderate problem ___; (4) a major problem ___; (5) a crisis ___.

27. My citizenship grades in this school are good (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always___.

28. I can find enough time to study (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

29. I make use of my school counselors (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always.

30. I make use of the school library (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

31. I attend school sports, either as a spectator or participant (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

32. I attend or participate in other school sponsored events (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

33. I get along with my teachers (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

34. My teachers are racially prejudiced (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

35. I feel lonely at this school (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

36. There are teachers of different races at this school (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

37. I have good feelings about people of other races (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

38. I have friends of other races (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

39. I have friends of the opposite sex (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

40. There is racial prejudice among students at this school (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

41. My school is helping all races to get along with each other (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

42. Racial integration in this school is successful (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

43. Racial integration in other San Diego City schools is successful (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

44. My attitudes toward other races have improved in the past year (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always.

45. I receive fair treatment at this school (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.

46. There are discussions of race/human relations at this school (1) almost never ___; (2) sometimes ___; (3) often ___; (4) almost always ___.