

F I L E D  
Robert D. Zumwalt, Clerk

SEP 20 1979

BY S. TA BOTT  
DEPUTY

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

KARI CARLIN, et al., )  
 )  
Plaintiffs, )  
 )  
v. )  
 )  
BOARD OF EDUCATION OF THE SAN )  
DIEGO UNIFIED SCHOOL DISTRICT, )  
 )  
Defendant. )

Case No. 303800

CHARGE TO THE  
INTEGRATION TASK FORCE  
1979-1980 SCHOOL YEAR

To the Chairman, Vice Chairman and Members of the INTEGRATION TASK  
FORCE.

GREETINGS:

The Task Force is specifically charged to:

1. 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



1 inspired to achieve. To this end, a sub-  
2 committee of the whole under chairmanship  
3 of the Vice Chairman of the Task Force is  
4 formed. It shall be known as the Minority  
5 Education Task Force.

- 6 2. Evaluate the human/race relations programs  
7 in various schools, identify the successful  
8 techniques and recommend which programs or  
9 portions thereof should be used throughout  
10 the district.
- 11 3. Monitor, analyze and evaluate the Secondary  
12 Instructional Exchange Program.
- 13 4. Monitor, analyze and evaluate the Elementary  
14 Exchange Program (pairing and clustering).
- 15 5. Accumulate data and investigate the causes  
16 for violence in the schools and recommend  
17 procedures for reducing violence and punishing  
18 offenders.
- 19 6. Evaluate the overall plan as to whether mean-  
20 ingful progress to alleviate segregation is  
21 being made.
- 22 7. **Report to the Court** its activities on or  
23 before March 14, 1980 and June 6, 1980.

24 To carry out this charge, the Task Force is authorized to  
25 engage the services of monitors and necessary experts and advisors.

26 ///



1 Stipends paid to such persons must be approved by the Court.

2  
3 Dated: September 20, 1979

LOUIS M. WELSH

Judge of the Superior Court

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1 In such programs. As a result of magnet programs that attracted  
2 white students to minority communities, two court designated magnet  
3 isolated schools, Webster and Valencia Park, were desegregated.

4 2. Elementary magnet school applications for the 1977-78  
5 school year, as of 3/30/78, were 100% above the number of applications  
6 received by 1977-78.

7 3. In the 1977-78 school year, 3,988 minority students enrolled  
8 in the SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO  
9 year, 1,944 minority students participated in the program. Of that  
10 total, 1,077 were from the Webster Park and Valencia Park schools.

11 KARI CARLIN, et al., )  
12 Plaintiffs, ) Case No. 303800  
13 v. )  
14 BOARD OF EDUCATION OF THE SAN ) FINDINGS OF FACT AND  
15 DIEGO UNIFIED SCHOOL DISTRICT, ) CONCLUSIONS OF LAW  
16 Defendant. )

17 The Court, having heard and considered the evidence, the law,  
18 the arguments of counsel, and having reviewed and considered the  
19 revised plan as amended and being fully advised in the matter, hereby  
20 makes the following findings of fact and conclusions of law.

21 FINDINGS OF FACT

22 1. Enrollment in elementary school magnet programs reached  
23 98% of the 1978-79 desegregation plan's projected goals. 6,401  
24 elementary students participated. In the 1977-78 school year, 641  
25 minority isolated students participated in these magnet programs. In  
26 the 1978-79 school year, 1,442 minority isolated students were enrolled



1 in such programs. As a result of magnet programs that attracted  
2 white students to minority communities, two court designated minority  
3 isolated schools, Webster and Valencia Park, were desegregated.

4 2. Elementary magnet school applications for the 1979-80  
5 school year, as of June 1979, were 30% above the number of applications  
6 received by June 1978.

7 3. In the 1977-78 school year, 2,988 minority students enrolled  
8 in the Voluntary Ethnic Enrollment Program. During the 1978-79 school  
9 year, 3,344 minority students participated in the Program. Of this  
10 total, 3,077 came from one of the court identified minority isolated  
11 schools.

12 4. In the 1977-78 school year, the total minority enrollment  
13 in all elementary schools was 23,658 of which 9,041 were enrolled in  
14 court designated isolated schools. In 1978-79, the total elementary  
15 minority enrollment had increased by 1,394 to 25,052, but those  
16 enrolled in minority isolated schools had increased only 29, to 9,070.

17 5. Enrollment in magnet programs located in minority isolated  
18 secondary schools reached only 33% of the 1978-79 desegregation plan's  
19 projected goals.

20 6. The secondary school magnet program for the 1979-80 school  
21 year forecasts a non-resident white student enrollment of only 225  
22 for all four minority isolated secondary schools (San Diego, Morse  
23 and Lincoln High Schools and Memorial Junior High School). These  
24 white students are scheduled to attend classes with 115 minority  
25 students, a small fraction of the 5,823 resident students in the  
26 four schools.



1           7. In the 1978-79 school year, the Voluntary Ethnic Enrollment  
2 Program included 1,998 minority junior high school students and 1,057  
3 minority senior high school students.

4           8. School-within-school magnet programs do not provide non-  
5 enrolled students of such schools with significant integrated  
6 educational experiences.

7           9. Isolation of minority children will be more rapidly reduced  
8 if the School District:

9           a) Expands the Secondary Instructional Exchange  
10 Program to attract at least 800 students from  
11 both junior and senior high schools.

12          b) Revises the elementary exchange programs  
13 (pairing and clustering) as follows. At  
14 least one such program shall be implemented  
15 this autumn and two more next February.  
16 Each school involved in an exchange must  
17 have a minority or majority population in  
18 excess of 69%. The programs must be at  
19 least nine weeks in length and they shall  
20 be enlarged to a semester or full-year  
21 program as soon as possible. The program  
22 shall be supervised by Dr. Jimmie Craig with  
23 assistance from the principals of Kennedy,  
24 Curie, Boone and Jones Elementary Schools.

25          10. It is not possible to open the planned University of  
26 California Laboratory School at the Emerson Elementary site during



1 the 1979-80 school year. In its place, the District will provide  
2 enriched educational opportunities at Emerson and a magnet school will  
3 be established during the 1980-81 school year.

4 11. It will be useful for the District and the University of  
5 California at San Diego to continue exploration of those areas where  
6 cooperation can result in greater educational opportunities for  
7 minority students.

8 12. The Court has inadequate information concerning the  
9 educational programs offered in minority isolated schools and whether  
10 such programs are those best suited to inspire the children to achieve,  
11 to learn to read, write and understand standard English and to other-  
12 wise be prepared to successfully enter the world of commerce, the  
13 trades, professions, the arts and sciences.

14 13. It is true that defendant has designated areas in which  
15 students may elect to attend either of two schools. It is not true  
16 that the election of these options create, foster and perpetuate  
17 racial segregation for the following reasons:

18 a) Gompers/Memorial. Both schools are minority.

19 There are 48 students who reside in the optional  
20 zone, 3 are white, 45 minority. 23 students now  
21 choose Memorial, 25 Gompers. If all are required  
22 to attend Memorial, the school will remain 96%  
23 minority, 4% white. If all must attend Gompers,  
24 the ratio changes from 88% minority to 85% minority.

25 b) Gompers/O'Farrell. Both schools are minority.

26 There are 35 students who reside in the optional



1 minority. If all students are sent to Bell,  
2 the white population there will increase from  
3 31.5% to 33% and if all are assigned to  
4 O'Farrell, the white population will decrease  
5 from 14.5% to 13.5% and 70 minority students  
6 will be more isolated than before.

7 f) Roosevelt/Wilson. There are 237 students in  
8 the optional zone, 169 white, 68 minority.  
9 159 choose Wilson, 78 Roosevelt. Roosevelt  
10 has 61% white, Wilson 54% white. Reassignment  
11 of all students to either school will increase  
12 the white percentage one point (62% and 55%  
13 respectively).

14 g) San Diego/Point Loma-Hoover. In the San Diego/  
15 Point Loma option there are 79 students, 62  
16 white, 17 minority. 60 choose Point Loma and  
17 19 San Diego. In the San Diego/Hoover zone  
18 there are 182 students, 133 white, 49 minority.  
19 149 choose Hoover, 33 San Diego. If all students  
20 in each zone are required to attend San Diego  
21 High, the percentage of minorities will be  
22 reduced from 80% to 73%.

23 14. The Integration Task Force, an independent arm of the  
24 Court, has made a significant contribution toward the process of  
25 evaluating the effectiveness of the desegregation program. To defray  
26 necessary expenses during the 1979-80 school year, the Integration



1 Task Force will need the sum of \$75,000.

2 15. The effectiveness of race/human relations programs at  
3 various schools varies widely. In some schools the programs are  
4 excellent, in others they are practically non-existent. Successful  
5 techniques must be identified and used in each school throughout the  
6 District.

7 16. The number and percentage of race related violent confron-  
8 tations between students and between students and faculty varies  
9 greatly from school to school. Analysis of the cause of these varia-  
10 tions will enable concrete recommendations to be made to the Court  
11 for eliminating or reducing such incidents.

12 17. Mandatory pupil reassignment plans in comparable urban  
13 school districts in California and elsewhere have caused substantial  
14 withdrawal of middle class students (most of whom are white) from  
15 district schools. This has frequently resulted in resegregation.

16 18. City-wide mandatory pupil reassignment in San Francisco  
17 and Pasadena has resulted in resegregation in both cities; there was  
18 a marked loss of whites in Inglewood following the desegregation order  
19 and there has been a substantial loss of white enrollment in those  
20 Los Angeles schools affected by mandatory pupil reassignment. In Los  
21 Angeles, white enrollment in the district was reduced by 29,400  
22 students. Of this group, 10,500 to 13,800 (5.2% to 7.1% of the total)  
23 left the district as a direct result of court ordered busing.

24 19. In San Diego, a form of "white flight" is illustrated by  
25 the exodus of white students from O'Farrell Junior High, the movement  
26 of white families from Emerald Hills to Allied Gardens and the



1 "tipping" of certain schools illustrated in Exhibit 10.

2 20. Communities surrounding the San Diego Unified School  
3 District within easy commuting distance of San Diego provide adequate  
4 facilities to accommodate thousands of families who now live within  
5 the School District.

6 21. A mandatory pupil reassignment program in San Diego, at  
7 this time, would probably cause a substantial loss of middle class  
8 students and could ultimately result in resegregation of the District.

9 22. The resident students in the area where University City  
10 High School will be constructed are 87% to 91% white.

11 23. Although the projected student population for this area  
12 does not support the need for this additional high school, the funds  
13 available for the construction of University City High School cannot  
14 be diverted for other purposes or for construction of a high school  
15 elsewhere in the District.

16 24. The present site of Belle Benchley primary magnet school  
17 at 7207 Princess View Drive provides a small, self-contained and  
18 personal environment which is an integral part of the unique magnet  
19 program offered at Benchley. The campus, nestled under a hill, walls  
20 out the residential neighborhood and provides a protected atmosphere.

21 25. To place Benchley's program at the Grantville site, side-by-  
22 side with the Learning Center, will create confusion, destroy the quiet  
23 atmosphere and divert the attention of administrators and staff.

24 26. The attorneys for the plaintiffs are entitled to reasonable  
25 attorneys' fees in an amount to be determined by the Court.

26 ///



CONCLUSIONS OF LAW

1  
2 1. The 1978-79 desegregation program as a whole has produced  
3 meaningful progress toward the alleviation of segregation in the San  
4 Diego schools.

5 2. The elementary magnet programs were generally successful  
6 and significantly contributed toward the alleviation of minority  
7 isolation.

8 3. The Voluntary Ethnic Enrollment Program significantly  
9 contributed toward the alleviation of minority isolation.

10 4. Magnet programs at San Diego, Lincoln and Morse High Schools  
11 and Memorial Junior High School have not produced meaningful progress  
12 toward the alleviation of segregation.

13 5. Existing optional zones do not create, foster or perpetuate  
14 racial segregation.

15 6. The Secondary Instructional Exchange Program and the  
16 Elementary Exchange Program (pairing and clustering) must be expanded.

17 7. A mandatory pupil reassignment program in San Diego, at  
18 this time, would probably cause a substantial loss of middle class  
19 students and could ultimately result in resegregation of the District.

20 8. The educational programs offered in all minority isolated  
21 schools must be re-evaluated by experts, both within and without the  
22 District, to make certain that such programs are those best suited to  
23 inspire the children to achieve, to learn to read, write and understand  
24 standard English and to otherwise be prepared to successfully enter  
25 the world of commerce, the trades, professions, the arts and sciences.

26 9. The construction of University City High School will not

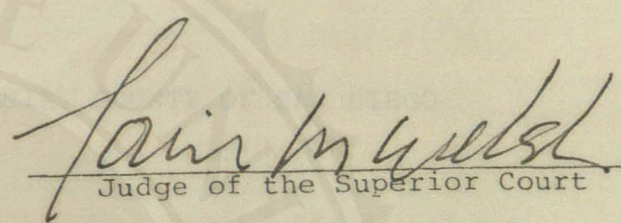


1 increase racial segregation in San Diego or materially affect the  
2 desegregation program.

3 10. Belle Benchley primary magnet school will be adversely  
4 affected and in peril of closing if it shall be moved from its present  
5 site at 7207 Princess View Drive to Grantville Elementary School.

6 11. The attorneys for the plaintiffs are entitled to reasonable  
7 attorneys' fees.

8  
9 Dated: October 2, 1979

  
Judge of the Superior Court



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8 SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO  
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11 KARI CARLIN, et al., )

12 Plaintiffs, )

13 v. )

14 BOARD OF EDUCATION OF THE SAN )  
15 DIEGO UNIFIED SCHOOL DISTRICT, )

16 Defendant. )

Case No. 303800

ORDER RE INTEGRATION PLAN 1979-82

17 In compliance with the court order of July 27, 1978, the  
18 defendant submitted on June 5, 1979 both its "Evaluation of the San  
19 Diego Plan for Racial Integration 1978-79" and "The San Diego Plan  
20 for Racial Integration 1979-82 Revised." On June 7, 1979, the  
21 Integration Task Force submitted its final report evaluating the  
22 defendant's voluntary integration program for the 1978-79 school year.  
23 On June 19, 1979, plaintiffs filed their objections to defendant's  
24 Evaluation and Revised Integration Plan; and on June 22, 1979, defen-  
25 dant filed its response to the Integration Task Force report.

26 Hearings were held in Department 21 of the San Diego Superior



1 Court before the Honorable Louis M. Welsh, Judge presiding, on  
2 June 25, 26 and 28 and on July 2 and 3, 1979.

3 On July 12, 1979, the Court in the company of counsel for both  
4 sides and a court reporter visited the Grantville, Benchley and  
5 Marvin Elementary School sites. On the same day, the Court issued an  
6 order dissolving its preliminary injunction denying a permanent  
7 injunction against construction of University City High School.

8 On July 17, 1979, the Court and counsel for both sides con-  
9 ferred with representatives of the School District and the University  
10 of California at San Diego concerning forthcoming plans for the  
11 Emerson Elementary School magnet. On the same day, the Court issued  
12 an order directing that the Benchley primary magnet school continue  
13 at its present site for school year 1979-80 and that all future  
14 decisions to close schools or educational programs, to construct new  
15 schools or substantially expand the present school facilities, or to  
16 change the location of educational programs had to be reported to the  
17 Court at least thirty (30) days prior to implementation.

18 On July 18, 1979, the Court and counsel for both sides conducted  
19 informal conferences with the principals, teachers and parent repre-  
20 sentatives from the Bird Rock-Brooklyn, Curie-Kennedy and Boone-Jones  
21 voluntary pairing and clustering programs. On July 19, 1979, the  
22 Court, counsel for both sides and representatives of the School  
23 District viewed video tapes of activities at the Curie-Kennedy volun-  
24 tary pairing program and at the School of Performing Arts magnet.

25 In addition to the above matters, brief hearings were also  
26 held on July 10 and July 27, 1979.



1 On August 13, 1979, the defendant submitted proposed amend-  
2 ments to the San Diego Plan for Racial Integration 1979-82 in  
3 response to the Court's Memorandum Decision issued July 27, 1979.

4 Plaintiffs appeared by their attorneys, Veronica A. Roeser,  
5 William F. Gavin and Mary E. Harvey. Defendant appeared by its attor-  
6 neys, Ralph D. Stern, Schools Attorney, and Donald R. Lincoln of  
7 Jennings, Engstrand & Henrikson, A Professional Law Corporation.

8 Amicus Curiae Dr. John Anthony, et al., appeared by Gerald S.  
9 Davee of Luce, Forward, Hamilton & Scripps. Amicus Curiae Friends  
10 of University City appeared by William H. Hitt of Hitt & Hartwell and  
11 Joseph A. Bradley III. Amicus Curiae Groundswell, et al., appeared  
12 by Elmer Enstrom, Jr.

13 The Court, having heard and considered the evidence, the law,  
14 the arguments of counsel, and having reviewed and considered the  
15 revised plan as amended and being fully advised in the matter, hereby  
16 makes the following orders:

17 IT IS ORDERED, ADJUDGED AND DECREED that:

18 The San Diego Plan for Racial Integration 1979-82 is approved  
19 subject to the following conditions:

- 20 1. In advertisements or public relations programs,  
21 the slogan "It's Working" shall not be used in  
22 reference to the desegregation program.
- 23 2. The School District will prepare and present to  
24 the Court its plan to implement the Secondary  
25 Instructional Exchange Program and elementary  
26 pairing and clustering as directed by the Court



1 in its Memorandum Decision filed July 27, 1979,  
2 copy of which is attached hereto as Exhibit "A."  
3 Said plan shall be presented no later than  
4 November 15, 1979.

5 3. The School District will describe in detail the  
6 actual operation of the "Pride in Excellence"  
7 program at Lincoln High School and submit such  
8 description to the Court no later than October 19,  
9 1979.

10 4. The District shall implement an expanded bilingual  
11 and Direct Instructional Model Program (DISTAR)  
12 at Emerson during the 1979-80 school year and offer  
13 a fundamental magnet school with a bilingual com-  
14 ponent at Emerson next year.

15 5. The District and the University of California at  
16 San Diego shall continue to explore areas where  
17 cooperation can result in enriched educational  
18 experiences for minority students. The District  
19 is directed to report to the Court the results of  
20 such discussions no later than December 14, 1979.

21 6. The District shall study and analyze the variations  
22 among schools in the incidents of violence and  
23 shall make concrete recommendations to the Court  
24 for controlling such violence no later than  
25 October 19, 1979.

26 7. On or before October 19, 1979, the District shall



report the specific steps it will take to monitor each race/human relations program and assure implementation of effective programs in each school.

8. The District shall study and analyze why the VEEP program attracts more junior high school students than senior high school students and report to the Court, no later than December 14, 1979, steps that may result in additional participation at the senior high school level.

IT IS FURTHER ORDERED, ADJUDGED AND DECREED that:

The District shall deposit with United Way, as trustee for the Integration Task Force, on or before August 15, 1979, the sum of \$75,000 to defray expenses of the Integration Task Force during the 1979-80 school year.

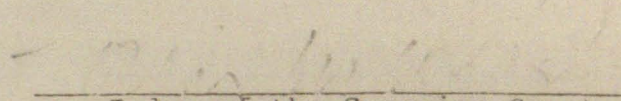
All optional zones shall remain as they have in the past.

Applications for special attendance permits shall be closely scrutinized and shall be granted only when there are compelling reasons to do so.

The District will furnish to court-appointed experts all information that they request and cooperate fully with such experts so that they may fairly and accurately evaluate the quality of education that is offered to students in minority isolated and tipping schools.

W/dc

Dated: October 2, 1979

  
Judge of the Superior Court



SAN DIEGO INTEGRATION TASK FORCE

October 17, 1980

TO: Dr. Marvalene Styles, Chair  
ITF Race/Human Relations Committee

FROM: Harold K. Brown, Chairman *HKB*  
San Diego Integration Task Force

SUBJECT: COMMITTEE CHARGE

The ITF asks that you evaluate the school district's race/human relations program for its effectiveness towards increasing a positive racial atmosphere in the schools which allows minority and majority students the opportunity to pursue an education free from penalties caused by racial attitudes.

The committee is asked to submit an interim written report to the ITF by January 1, 1981. A final written report should be submitted by April 1, 1981.

Because the area of race/human relations is considered a high priority in the Charge from Judge Louis Welsh, a subcommittee of the ITF and a group of ITF monitors will be at your disposal to assist your committee. The monitors will be assigned to your committee and they will receive their assignments from you in regards to race/human relations matters. The monitors will also be assigned other tasks by the ITF. The ITF subcommittee will work along with your committee on a regular basis, but will not be members of your committee in a voting sense. The same applies to the monitors pertaining to voting.

Your committee will have the clerical assistance of the ITF's secretary and will be provided with supplies and materials as requested by you. Your committee will be compensated for automobile usage at the rate of twenty cents a mile and will be reimbursed for reasonable expenses associated with committee work. These expenses should have the prior approval of the ITF Chairman or his designee and yourself. Forms will be provided to you for this purpose.

The ITF extends its deep appreciation to you and the members of your committee for your acceptance of this invitation to participate in this most important and urgent issue.

HKB:amc



1 classes at the earliest practicable time consistent with their  
2 abilities to understand the English language, (b) provide  
3 adequate instruction in native languages to enable non-English  
4 speaking students to remain abreast of their English speaking  
5 peers in all basic subjects, and (c) cope with the problem of  
6 illiteracy in the primary language.

7 3. Monitor the Voluntary Ethnic Enrollment Program (VEEP)  
8 noting 1. SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO  
9 Decision dated August 12, 1982.

10 4. Monitor and evaluate the regular school programs to

11 KARI CARLIN, et al., being admitted in a manner consistent  
12 Plaintiffs, ) CASE NO. 303800  
13 vs. ) CHARGE TO THE INTEGRATION  
TASK FORCE 1982-1983  
14 BOARD OF EDUCATION OF THE SAN ) SCHOOL YEAR  
DIEGO UNIFIED SCHOOL DISTRICT, )  
15 Defendants. ) the Task Force is authorized to  
16 engage the services of monitors and necessary experts and advisors.

17  
18 TO THE CHAIRMAN AND MEMBERS OF THE INTEGRATION TASK FORCE.

19 GREETINGS:

20 The Task Force is specifically charged to:

21 1. Monitor, analyze, and evaluate the Race/Human Relations  
22 Programs now being developed and tested in the District to be  
23 implemented at the start of the school year 1983-1984, with par-  
24 ticular emphasis on the substance of the programs and their  
25 capabilities for providing uniformity of instruction throughout  
26 the District.

27 2. Monitor the bilingual programs to determine if all  
28 efforts are being made to (a) place students in English speaking



1 classes at the earliest practicable time consistent with their  
2 abilities to understand the English language, (b) provide  
3 adequate instruction in native languages to enable non-English--  
4 speaking students to remain abreast of their English speaking  
5 peers in all basic subjects, and (c) cope with the problem of  
6 illiteracy in the primary language.

7 3. Monitor the Voluntary Ethnic Enrollment Program (VEEP)  
8 noting the shortcomings set forth in the Notice of Intended  
9 Decision dated August 12, 1982.

10 4. Monitor and evaluate the magnet school programs to  
11 assure that they are being administered in a manner consistent  
12 with their original intent and purpose of furthering integration.

13 5. Report to the Court its activities on or before  
14 May 15, 1983.

15 To carry out this charge, the Task Force is authorized to  
16 engage the services of monitors and necessary experts and advisors.  
17 Stipends paid to such persons must be approved by the Court.

18 DATED OCT 8 1982

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20 **FRANKLIN B. ORFIELD**  
21 **JUDGE OF THE SUPERIOR COURT**  
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F Robert D. Zimwisk, Clerk D

AUG 6 1981

BY K. WEBSTER DEPUTY

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

KARI CARLIN, et al., )

CASE NO. 303800

Plaintiffs, )

CHARGE TO THE  
INTEGRATION TASK FORCE  
1981-1982 SCHOOL YEAR

vs. )

BOARD OF EDUCATION OF THE  
SAN DIEGO UNIFIED SCHOOL  
DISTRICT, )

Defendant. )

To the Chairman, Vice Chairpersons and Members of the  
INTEGRATION TASK FORCE.

GREETINGS:

The Task Force is specifically charged to:

1. Monitor, analyze and evaluate the human/race relations program used throughout the district, with particular emphasis upon the effectiveness of such program in those schools that receive VEEP students.
2. Monitor classroom activity to determine whether there is instruction in oral



1 communication and of what such  
2 instruction consists.

3 3. Monitor classroom activity to determine  
4 whether individual classes are appro-  
5 priately desegregated or whether there  
6 is a pattern of segregating races within  
7 a school.

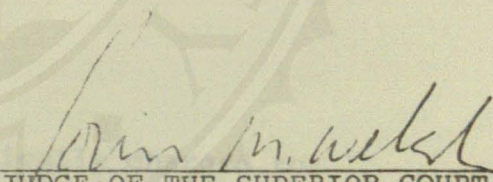
8 4. Monitor, analyze and evaluate any other  
9 program or activity which is a portion  
10 of the desegregation plan and which, in  
11 the opinion of the Task Force requires its  
12 attention.

13 5. Report to the Court its activities on or  
14 before May 10, 1982.

15 To carry out this charge, the Task Force is authorized to  
16 engage the services of monitors and necessary experts and  
17 advisors. Stipends paid to such persons must be approved by  
18 the Court.

AUG 6 1981

19 DATED: \_\_\_\_\_

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22 JUDGE OF THE SUPERIOR COURT  
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communication and of what such  
instruction consists.

Robert D. Zimwara, Clerk

AUG 6 1981

BY K. WEBSTER DEPUTY

3. Monitor classroom activity to determine  
whether individual classes are  
properly desegregated or whether there  
is a pattern of segregating races within  
a school.

SUPERIOR COURT OF CALIFORNIA, COUNTY OF SAN DIEGO

KARI CARLIN, et al.,  
Plaintiffs,  
vs.  
BOARD OF EDUCATION OF THE  
SAN DIEGO UNIFIED SCHOOL  
DISTRICT,  
Defendant.

CASE NO. 303800  
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1981-1982 SCHOOL YEAR

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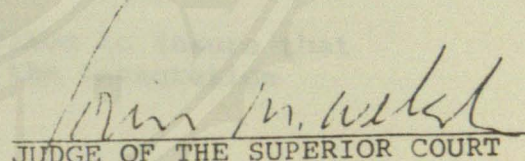
1 communication and of what such  
2 instruction consists.

- 3 3. Monitor classroom activity to determine  
4 whether individual classes are appro-  
5 priately desegregated or whether there  
6 is a pattern of segregating races within  
7 a school.  
8 4. Monitor, analyze and evaluate any other  
9 program or activity which is a portion  
10 of the desegregation plan and which, in  
11 the opinion of the Task Force requires its  
12 attention.  
13 5. Report to the Court its activities on or  
14 before May 10, 1982.

15 To carry out this charge, the Task Force is authorized to  
16 engage the services of monitors and necessary experts and  
17 advisors. Stipends paid to such persons must be approved by  
18 the Court.

AUG 6 1981

19 DATED: \_\_\_\_\_

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22 JUDGE OF THE SUPERIOR COURT  
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INTEGRATION TASK FORCE

Agenda

Meeting of November 9, 1981, 4 p.m.  
Junior League Offices, Balboa Park

1. Introductions
2. Review of case by Plaintiffs
3. Establish program to monitor District race/human relations effort.
4. Establish program to monitor instruction in oral language.
5. Establish program to evaluate desegregation of classroom.
6. Establish programs to evaluate other areas of interest to the Task Force.  
Example: Implementation and maintenance of the Magnet Program.
7. What steps need to be taken to insure that the long term goals of the Integration Program are fulfilled?

Next Three Meetings: November 23, 1981

December 7, 1981

January 4, 1982

Times and places to be announced.