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OFFICE OF
WM. B. KOLENDER
CHIEF OF POLICE

IN REPLYING
PLEASE GIVE
OUR REF. NO.

April 11, 1979

The Honorable Louis M. Welsh
Superior Court - Dept. 3
220 West Broadway
San Diego, California 92101

SUBJECT: INTEGRATION TASK FORCE REPORT

Dear Judge Welsh:

Since our last report we have gone from the organization phase to the evaluation phase of the Schools' Voluntary Integration Program.

We started with 124 monitors who were trained and assigned to various schools within the system as of February 5, 1979. We have had some problems in that there has been some turnover of the monitors; we have lost approximately 30 and have replaced about ten of those. It is evident to us that two things are needed: (1) a committee to interview and evaluate potential monitors; and (2) additional training of all monitors to assist them in accomplishing their objectives. Overall, we feel the monitors have performed in an excellent manner and are impressed with their involvement and the quality of their reports.

We are also pleased with the excellent cooperation we generally have received, not only from the school administrators, but from the staffs at the various schools where the monitors and Task Force members have observed. It was evident that nearly all schools did a good job in preparing their staffs for our presence on the campuses.

On January 2, 1979 you sent me a letter asking four questions; the following is the response to this letter:

1) Projected goal for this year (by district) (% Minorities or % White) - Please see ATTACHMENT A

2) Goal achieved (% Minorities, % White) - Please see ATTACHMENT A

3) If a "white school," % minorities from other "white schools" (75% + white) and % minorities from "desegregated schools" (60%-75% white) - Will be answered in the June Report.

4) If a "minority school," % whites from other minority schools (75% + minority) and % minorities from desegregated schools (60%-75% white) - Will be answered in June Report.

THE PROCESS

It seems to us that a report which evaluates the school integration plan without evaluating the process used to do the evaluation would be incomplete. Thus, some comments about the process.

At this point in our evaluation, there is some feeling that our monitors are experiencing a great deal of frustration and feel inadequate about their abilities to gather pertinent information. While the monitoring process is fine in theory, we find its implementation to be a monstrous task. While the monitors are relatively at ease and confident as far as gathering statistical data, it is quite another matter when it comes to measuring the quality produced by those data. The monitoring process needs to receive an in-depth evaluation. This will be done and included in our final report for this year. Concerns such as the number of task force members, the number of schools being monitored, the need for an executive staff, the amount of material being evaluated and the training and use of monitors will be part of the review.

HUMAN/RACE RELATIONS PROGRAM

Many of us consider this program to be the most important part of the integration plan because it is directed toward changing or modifying behavior in order to produce the atmosphere under which integration can flourish. Because of its complexity we were not surprised that we are finding it extremely difficult to evaluate. We are convinced that persons having a background in this area are better equipped to do this evaluation and therefore need persons who possess these special skills. We are in the process of developing such a team. This is taking some time to put together, so a complete evaluation will not be completed this year. However, our information thus far has produced some concerns regarding the effectiveness of this program which will be discussed in the next report. We do have some preliminary findings which are included in the remainder of this report.

MAGNET PROGRAMS

It is exceedingly difficult to generalize about the so-called magnet programs in the San Diego City Schools without running the risk of seriously misleading any unwary reader. Magnet types run the gamut from fundamental schools that stress the three R's, discipline, homework and even dress codes to an alternative school that emphasizes a very open education philosophy. Along the way are stops at individualized instruction programs, university lab schools, bilingual programs, intercultural language magnets, career awareness elementary magnet, a career high school, urban studies, and a math, science, health computer technology program to mention only some of the varied programs being offered. There are about 14 operating elementary magnets and 7 in secondary schools. Magnets are found in 3 of the secondary schools and 5 of the elementary schools that are defined as "isolated." The majority of the magnet programs are a school within a school operation, but some of them are total school magnets where everyone at the site is a participant in the magnet program.

Goals - In terms of numerical goals, some programs have easily reached them and some have fallen appreciably short. We believe that total school magnets have more generally met their goals than school within a school programs and that elementary magnets have more generally achieved their goals than have secondary magnets. We think that of the 8 operating magnets in schools that had been found to be racially isolated, only 2 reached their goal. Both of these were elementary and total school magnets. One was a fundamental school and one was a University Lab school.

Problems - Transportation has at some sites been a problem, but progress seems to be being made in solving these problems. A larger and more difficult problem is actual or perceived "elitism" in the case of some school within a school programs. This can be especially acute where the magnet program has highly visible physical equipment or surroundings that are newer and better than similar equipment or surroundings for the regular program. Getting parent involvement is almost always a problem, and it becomes even more difficult in the case of non-resident students in magnet programs.

Suggestions for Improvement - Re-study and where possible re-vamp eligibility rules for magnet programs so that they don't have counter-productive results on the integration program as a whole or on desires of deserving individuals to participate in a certain magnet program. Strive to have all administrators and staff in magnet programs be dedicated advocates for that particular type of education.

Some "colorblindness" is becoming more common in certain programs at certain sites. Some progress is being made in socializing and play between racial groups during free time. Some slight progress is being made at drawing majority students into minority isolated schools in the southeast area.

There is some evidence that poorly planned programs may be counter-productive, and actually heighten tensions between those of different cultural, social, and educational backgrounds. This is an area which calls for proceeding very carefully but with strong and firm commitment from the top. Part-day or part-school magnets should be established at minority isolated sites only in very unusual cases because they tend to lead to, at least, the perception of elitism. Frustrations and irritations may develop or increase because of eligibility rules for certain magnet programs. As an example, resident minority students in the Webster area are compelled to attend a fundamental school program unless they want to suffer some personal inconvenience and attend a non-neighborhood school.

Summary - The magnet school concept is, without a doubt, one of the principle tools to make voluntary integration work in San Diego. This places a tremendous burden on all of those involved in such programs from top administrators down to the classified employees. To work they must offer enticing specialized programs that parents and students will really want to attend. The schools must provide a better general education along with the specialized programs than does the conventional neighborhood school. It must be so much more desirable so that the community at large will want to send their children there. Whatever needs to be provided to achieve this should be done, i.e., lower student-teacher ratio, better equipment, physical surroundings. But the most important factor is an enthusiastic commitment to the program by a dedicated staff. There is some tentative evidence that the relative and apparent success of the fundamental magnets at the elementary level is due largely to the dedication and commitment to this type of education by the staffs of the fundamental elementary schools.

VEEP

We are monitoring 25 schools in the VEEP Program. Four of these schools are racially isolated. The one issue that hangs over the VEEP Program is that the great majority of students being bussed in this program are minority students. There is a feeling that this is unfair to minority parents and students.

There is a feeling in some of the predominantly white schools that "bussed in" students have lower reading skills and are causing their schools to have a lower quality of education. There is a general feeling that the Human/Race Relations Programs at some schools need to be considerably improved, while at others considerable effort is being expended. Some feeling exists at this point that mandatory attendance at Human/Race Relations activities by students would greatly increase the effectiveness of the program. The feelings we are expressing at this point are not based on the in-depth evaluation that will have taken place by June. However, we are beginning to develop some feelings about the entire integration plan, but more data, more analysis, and much more discussion is needed. Overall, it appears that this program is making some progress toward its goals.

LEARNING CENTERS

Presently, there are four learning centers in San Diego providing approximately 3600 fourth, fifth and sixth grade students a one-day-a-week "integrated" school day. Carver, Chollas, Stockton, and Grantville each receive daily 6 classes (or approximately 180 students), 4 classes from majority isolated schools, and 2 classes from minority isolated schools. Chollas and Carver provide specialized instruction in Science, P.E. and Basic Skills (Reading and Language Arts). Grantville and Stockton have programs in Music and Art.

The learning centers opened the following dates: Chollas, 9/25/78; Grantville, 9/25/78; Carver, 2/20/79; Stockton, 3/12/79. Hence, due to the fact that two of the centers began operating recently, our observations contained herein are tentative at best.

Money, thought, and time have been spent in providing the centers with enriched programs and equipment. Also, the staffs of the Centers seem committed to providing the students with quality education. The organizational effort is commendable; it is noted that staff has tried to organize the programs so that student confusion as to where to go and what to do is reduced. Thus, at this time the centers do appear to be ethnically mixing students, and to be providing quality education to the participants.

Some areas of concern are as follows:

1) How well integrated is the learning center experience with the regular school program of the feeder schools.

2) Due to the disparity of equipment/educational experience, will students at the learning centers who are not participating in the centers develop a resentment toward the program and participants, which will have a negative effect on the educational experience of both groups.

3) Will the limited exposure of ethnic groups at the learning centers provide sufficient interaction to satisfy the court's concern for "quality" integration.

These three inquiries have been suggested by the monitors' observations, and may not be able to be answered this year. However, they are concerns which we share with you at this time.

VIOLENCE

We think it only proper to discuss the problems of violence in the schools; even though this was not one of our Charges from the Court, it seems to have impact on the Voluntary Integration Program.

The number of documented cases of violence (personal and group) have been relatively stable over the past few years. VEEP, in and of itself, has not added to the overall volume of school violence. Due to its social and political significance, it has received a greater measure of attention from the news media.

During this school year there have been several incidents of group violence involving VEEP students and students from the host schools. There have also been similar incidents in schools among their own resident students. In most cases, the two opposing factions were polarized along racial lines. In every case, the violence was deterred and diminished by the joint actions of the School Security, the on-site administrators and staff, and the School Task Force.

Students at the secondary level are generally sensitive along racial lines, and an individual can usually gain unquestioned support by converting his personal conflict into a racial issue. To ignore or underplay the primal role of race in the problem of group violence in the public schools would be counterproductive and would compound an already complicated problem. It should be acknowledged and dealt with in an open and straightforward manner. Every effort should be made by the schools and the police to prevent conflict, but it is unreasonable to expect a socially and politically volatile operation such as a structured program for integration to occur without incident.

Strong territorial feelings are manifest whenever students are moved from one neighborhood to the other. Friendships occur during transportation and there is a tendency for friends to cluster at the host schools. This creates a we-they situation that is counter to the aims of integration. There have been a few incidents where gang members from one area find themselves going to schools in the territory of a rival gang. Student activities at the host school should be designed to fragment this clustering effect which is based on both racial and territorial considerations.

Racial attitudes in parents are often manifested in the students. This is inclusive of all races. More parental participation at all levels is necessary.

It has been noted that some schools have a higher incidence of violence than others with similar VEEP programs and ethnic populations ratios. A comparative analysis of this phenomenon should be conducted by the school district. It is possible that some on-site administrators are managing the programs more effectively than others. A uniform standard of disciplinary policies and procedures is necessary.

Singular incidences of personal violence should be dealt with in an expeditious manner to prevent their escalation to group violence. An aura of official intolerance to all forms of violence must be cultivated and maintained in all the schools.

On the positive side, some of the junior high schools with magnet programs such as Gompers and Memorial, have experienced a noticeable decline in violent and disruptive activities.

We are very grateful to Mike Madigan for his efforts in obtaining funds for the Task Force which enabled us to hire Anna Cazares, our Executive Secretary. Enclosed is a list of businesses in our community who contributed to this effort.

We are very sorry for the delay in this report and you can be assured that the final report in June will be on time.

Respectfully submitted,

WILLIAM B. KOLENDER, Chairman

HAROLD K. BROWN, Vice-Chairman

Attachments

San Diego City Schools
Community Relations Division

ELEMENTARY MAGNET SCHOOLS COMPOSITE ENROLLMENT REPORT

School/Program		Projected 1978-79 Enrollment*		9/11/78 Enrollment		9/15/78 Enrollment		9/22/78 Enrollment		9/29/78 Enrollment	
Lindbergh Career Awareness	Minority	328	1 020	269	920	278	947	281	956	288	959
	Majority	692		651		669		675		671	
Roosevelt Creative Performing Arts	Minority	95	270	55	158	63	178	63	180	63	178
	Majority	175		103		115		117		115	
Lowell Bilingual	Minority	59	120	85	107	94	107	94	107	101	118
	Majority	61		22		13		13		17	
Spreckels Bilingual	Minority	88	180	86	141	97	157	105	166	105	166
	Majority	92		55		60		61		61	
Foster Fundamental	Minority	164	510	92	427	142	437	150	448	150	448
	Majority	346		335		295		298		298	
Rolando Park Fundamental	Minority	124	320	123	323	128	330	128	330	128	330
	Majority	196		200		202		202		202	
Webster Fundamental	Minority	258	415	264	427	273	446	270	450	275	455
	Majority	157		163		173		180		180	
Horton Inter-cultural Language	Minority	39	120	19	58	22	65	25	68	25	68
	Majority	81		39		43		43		43	

* San Diego Plan for Racial Integration--March 22, 1978

ELEMENTARY MAGNET SCHOOLS COMPOSITE ENROLLMENT REPORT

School/Program		Projected 1978-79 Enrollment*		9/11/78 Enrollment		9/15/78 Enrollment		9/22/78 Enrollment		9/29/78 Enrollment	
Oak Park Intercultural Language	Minority	74	283	45	163	50	171	54	180	54	180
	Majority	209		118		121		126		126	
Longfellow Intercultural Language	Minority	188	400	204	424	203	433	208	439	208	439
	Majority	212		220		230		231		231	
Encanto Math/Science	Minority	687	1 074	573	945	676	1 093	706	1 122	707	1 120
	Majority	387		372		417		416		413	
Fremont Magnet	Minority	113	325	99	282	103	292	104	301	104	299
	Majority	212		183		189		197		195	
Silver Gate Magnet	Minority	186	675	163	608	187	643	189	655	196	659
	Majority	489		445		456		466		463	
Benchley Primary	Minority	69	270	74	228	85	237	84	243	83	242
	Majority	201		154		152		159		159	
Valencia Park University Lab	Minority	336	473	359	514	397	548	418	563	410	583
	Majority	137		155		151		145		173	
School/Program Totals	Minority	2 808	6 455	2 510	5 725	2 798	6 084	2 879	6 208	2 897	6 244
	Majority	3 647		3 215		3 286		3 329		3 347	

* San Diego Plan for Racial Integration--March 22, 1978

San Diego City Schools
Community Relations Division

SECONDARY MAGNET SCHOOLS COMPOSITE ENROLLMENT REPORT

School/Program		Projected 1978-79 Enrollment*		9/11/78 Enrollment		9/15/78 Enrollment		9/22/78 Enrollment		9/29/78 Enrollment	
Muir Alternative	Minority	108	300	70	213	97	251	88	230	88	244
	Majority	192		143		154		142		156	
Gompers Science/ Math/Computers Center	Minority	70	200	35	74	37	81	40	82	40	82
	Majority	130		39		44		42		42	
Morse Urban Studies Center	Minority	100	300	46	104	59	131	70	139	72	142
	Majority	200		58		72		69		70	
O'Farrell Fundamental	Minority	60	150	25	62	29	67	33	77	33	79
	Majority	90		37		38		44		46	
Memorial Inter-cultural Language	Minority	30	100	10	27	12	28	12	28	12	29
	Majority	70		17		16		16		17	
Wright Brothers Career High	Minority	112	320	91	294	128	368	130	381	131	384
	Majority	208		203		240		251		253	
Collier Bilingual Center	Minority	15	30	21	29	22	29	22	31	22	32
	Majority	15		08		07		09		10	
Point Loma Bilingual	Minority	15	30	13	25	14	27	14	27	14	28
	Majority	15		12		13		13		14	
School/Program Subtotals	Minority	510	1 430	311	828	398	982	409	995	412	1 020
	Majority	920		517		584		586		608	

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SECONDARY MAGNET SCHOOLS COMPOSITE ENROLLMENT REPORT

School/Program		Projected 1978-79 Enrollment*		9/11/78 Enrollment		9/15/78 Enrollment		9/22/78 Enrollment		9/29/78 Enrollment	
CAREER CENTERS											
Mission Bay Center for Marketing, Graphics, and Management	Minority	70	200	22	99	69	251	78	264	83	279
	Majority	130		77		182		186		196	
Crawford Center for Business and Office Management	Minority	100	300	43	97	72	160	84	164	96	200
	Majority	200		54		88		80		104	
Kearny Center for Industry	Minority	100	300	37	117	77	265	89	271	97	296
	Majority	200		80		188		182		199	
Career Centers Subtotals	Minority	270	800	102	313	218	676	251	699	276	775
	Majority	530		211		458		448		499	
School/Program & Career Centers Totals	Minority	780	2 230	413	1 141	616	1 658	660	1 694	688	1 795
	Majority	1 450		728		1 042		1 034		1 107	

* San Diego Plan for Racial Integration--March 22, 1978

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