Prepared by Plaintiffs in Carlin Case. [MS-0234.003.001.003]

EFFECT OF PARTICIPATION OF NONRESIDENT STUDENTS IN MAGNET PROGRAMS ON SEGREGATED AND TIPPING SCHOOLS - 1978-79.

The attached table shows the effect that students participating in various magnet programs have on segregated and tipping schools this year. Examples of effects follow.

At Longfellow, a majority school, none of the 374 nonresident participants desegregate segregated schools. Three participants actually increase segregation or tipping. While 51 minority students are themselves desegregated through participation in the program, and 42 minority students help stabilize tipping schools by leaving such schools, the other 89 nonresident minority students are transferring from one majority school to another.

Similarly at Muir, a school in a majority area, no students desegregated segregated schools. Of the 263 participants at Muir, 193 have no effect on segregation, 30 have negative effects, and only 40 participants have some positive effect.

A noteworthy effect that is not apparent from the table, but which is derived from the district's raw data (Students Participating in Magnet Programs), is that while Morse High School receives 13 majority students from majority schools to help desegregate Morse, Morse sent 29 majority students to Wright Brothers, for a net loss of 16 majority students.

The table identifies the school in which the magnet is located as being either a majority school, a segregated school, or a tipping school. The schools from which the students come are identified as being majority schools, segregated schools or tipping schools. The table also identifies students as being majority or minority students. With this information the effect of transfers of segregated and minority students can be determined.

Resident students who participate in magnet programs do not themselves desegregate segregated schools or stabilize tipping schools, and therefore, in order to simplify the tables, are not included.

The effect of transfers on segregated or tipping schools is noted in the table using the following notation.

Notation	Description
+	Transfers desegregate segregated schools. Majority students transferring from majority schools to segregated schools help to desegregate segregated schools.
*	Transfers desegregate segregated students, but not segregated schools. Minority students transferring from segregated schools to majority schools become desegregated, but the transfers do not desegregate the segregated school which the minority student lets.
**	Transfers help stabilize tipping schools. Majority students transferring from majority schools to tipping schools, or minority students transferring from tipping schools to majority schools, help to stabilize tipping schools.

- Transfers increase segregation. Majority students transferring from segregated schools to majority schools, or minority students transferring from majority schools to segregated schools, increase segregation.

  Transfers which have no effect. When there is no notation the transfer has no effect on segregated or tipping schools and does not desegregate segregated students. Majority or minority students transferring from one majority school to another, or from one segregated school to another, or one tipping school to another, do not reduce segregation. Transfers between segregated schools and tipping schools have minimal, mixed effects. Such transfers are not considered to desegregate segregated schools or stabilize tipping schools.

EFFECTS OF VEEP TRANSFERS ON SEGREGATED AND TIPPING SCHOOLS - 1978-79

The attached table shows the effect that students participating in the VEEP program have on segregated and tipping schools this year. For example, the summary shows that only 8 students participating in VEEP actually desegregated segregated schools. Only 140 minority students and 5 majority students help to stabilize tipping schools. The largest number of participants, 3189 minority students, move from segregated schools to majority schools, but do not desegregate segregated schools.

The table identifies the school from which the students come (the sending school) as being either a majority school, a segregated school, or a tipping school. It also identifies the school to which the students transfer (the receiving school) as being either a majority school, a segregated school, or a tipping school. The table also indicates whether the students are majority students or minority students. With this information the effect of transfers on segregated and tipping schools can be determined.

The effect of transfers on segregated or tipping schools is noted in the table using the following notation.

Notation	Description
+	Transfers desegregate segregated schools. Majority students transferring from majority schools to segregated schools help to desegregate segregated schools.
*	Transfers desegregate segregated students, but not segregated schools. Minority students transferring from segregated schools to majority schools become desegregated, but the transfers do not desegregate the segregated school which the minority students left.
**	Transfers help stabilize tipping schools. Majority students transferring from majority schools to tipping schools, or minority students transferring from tipping schools to majority schools, help to stabilize tipping schools.
-	Transfers increase segregation. Majority students transferring from segregated schools to majority schools, or minority students transferring from majority schools to segregated schools, increase segregation.
	Transfers which have no effect. When there is no notation the transfer has no effect on segregated or tipping schools and does not desegregate segregated students. Majority or minority students transferring from one majority school to another, or from one segregated school to another, or one tipping school to another, do not reduce segregation. Transfers between segregated schools and tipping schools have minimal, mixed effects. Such transfers are not considered to desegregate segregated schools or stabilize tipping schools.

EFFECT OF VEEP TRANSFERS ON SEGREGATED AND TIPPING SCHOOLS - 1978-79

SENDING SCHOOL	STUDENT ETHNICITY	RECEIVING SCHOOL MAJORITY	SEGREGATED	TIPPING	
ELEMENTARY					
SEGREGATED	MAJORITY				
	MINORITY	207*		5	
MAJORITY	MAJORITY		+8	5**	
	MINORITY	2			
TIPPING	MAJORITY		3		
	MINORITY	76**			
JR. HIGH					
SEGREGATED	MAJORITY	-2			
	MINORITY	1925*			
MAJORITY	MAJORITY	2			
	MINORITY	9			
TIPPING	MAJORITY				
	MINORITY	64**			
SR. HIGH					
SEGREGATED	MINORITY	1057*			
		(No majority students or minority students from majority or tipping schools)			
TOTAL					
SEGREGATED	MAJORITY	-2			
	MINORITY	3189*		5	
MAJORITY	MAJORITY	2	+8	5**	
	MINORITY	11			
TIPPING	MAJORITY		3		
	MINORITY	140**			
COMBINED TOTAL	MAJORITY	4	11	5	20
	MINORITY	3340		5	3345
					3365

SUMMARY

+ Desegregate Segregated schools 8 majority
* Desegregate Segregated Students 3189 Minority
** Help stabilize tipping schools . 140 Minority, 5 Majority
- Transfers increase segregation.

EFFECT OF PARTICIPATION ON NONRESIDENT STUDENTS IN MAGNET PROGRAMS ON SEGREGATED AND TIPPING SCHOOLS - 1978-79.

MAGNET SCHOOL	STUDENT ETHNICITY	SENDING SCHOOL MAJORITY	SENDING SCHOOL SEGREGATED	SENDING SCHOOL TIPPING
BENCHLEY (Majority)				
	MAJORITY	97		-6
	MINORITY	14	30*	15**
PERFORMING ARTS (Majority)				
ELEMENTARY	MAJORITY	108	-2	-4
	MINORITY	18	28*	21**
SECONDARY	MAJORITY	28		
	MINORITY	6	8*	1**
TOTAL	MAJORITY	136	-2	-4
	MINORITY	24	36*	22*
ENCANTO (Tipping)				
	MAJORITY	170**		3
FOSTER (Majority)				
	MINORITY	18	46*	25**
FREMONT (Majority)				
	MAJORITY	131		-11
	MINORITY	17	41*	11**
HORTON (Segregated)				
	MAJORITY	+23		7
LINDBERGH (Majority)				
	MAJORITY	1		
	MINORITY	5	143*	5**
LONGFELLOW (Majority)				
	MAJORITY	188	-2	-1
	MINORITY	89	51*	42**

EFFECT OF PARTICIPATION ON NONRESIDENT STUDENTS IN MAGNET PROGRAMS IN SEGREGATED AND TIPPING SCHOOLS - 1978-79.

MAGNET SCHOOL	STUDENT ETHNICITY	SENDING SCHOOL MAJORITY	SENDING SCHOOL SEGREGATED	SENDING SCHOOL TIPPING
LOWELL (Segregated)				
	MAJORITY	+6		2
MUIR (Majority)				
ELEMENTARY	MAJORITY	70	-3	-13
	MINORITY	14	10*	10**
SECONDARY	MAJORITY	80	-13	-1
	MINORITY	29	17*	3**
TOTAL	MAJORITY	150	-16	-14
	MINORITY	43	27*	13**
OAK PARK (Tipping)				
	MAJORITY	83**		4
ROLANDO PARK (Majority)				
	MINORITY	15	35*	26**
SILVER GATE (Majority)				
	MINORITY	3	135*	18**
SPRECKELS (Majority)				
	MAJORITY	7		-1
	MINORITY	15	57*	22**
VALENCIA PARK (Segregated)				
	MAJORITY	+155		9
WEBSTER (Tipping)				
	MAJORITY	+152		7
COLLIER (Majority)				
	MINORITY	6	8*	1**

EFFECT OF PARTICIPATION ON NONRESIDENT STUDENTS IN MAGNET PROGRAMS IN SEGREGATED AND TIPPING SCHOOLS - 1978-79.

MAGNET SCHOOL	STUDENT ETHNICITY	SENDING SCHOOL MAJORITY	SENDING SCHOOL SEGREGATED	SENDING SCHOOL TIPPING
GOMPERS (Segregated)				
	MAJORITY	+37	2	1
	MINORITY	-2	35	-2
MEMORIAL (Segregated)				
	MAJORITY	+15		1
	MINORITY	-2		
MORSE (Segregated)				
	MAJORITY	+13		1
	MINORITY		4	
O'FARRELL (Segregated)				
	MAJORITY	+23		
	MINORITY	-6	3	
POINT LOMA (Majority)				
	MINORITY	1	9*	
WRIGHT BROS. (Majority)				
	MAJORITY	130	-42	-1
	MINORITY	17	77*	2**

SUMMARY OF EFFECTS OF TRANSFERS IN MAGNET PROGRAMS

\+ Transfers which Desegregate Segregated Schools

336 majority elementary students.
88 majority secondary students.
424 Total. (Subtracting transfers which increase segregation, results in a net total of 363 students whose transfer helps to desegregate schools).

* Transfers Which Desegregate Students, but Not Segregated Schools

576 minority elementary students.
119 minority secondary students.
695 total.

** Transfers Which Stabilize Tipping Schools.

253 majority elementary students.
195 minority elementary students.
7 minority secondary students.
455 Total.

\- Transfers Which Increase Segregation or Tipping

43 majority elementary students.
57 majority secondary students.
12 minority secondary students.
112 total.

Transfers Which Have No Effect.

634 majority elementary students.
208 minority elementary students.
243 majority secondary students.
101 minority secondary students.
1186 total.