[MS-0234.003.009.006]

The 1979-80 Integration Task Force ~~has been~~ is organized into committees corresponding to charges two through five. The reports from those committees, ~~as well~~ and a report from the Minority Education Task Force, Charge one, are attached. ~~The~~ These reports are as written by the chariman of the committees, ~~unedited~~ unedited. Additional comments ~~about each some of the charges~~ have been written by a combination of TF members people and approved by the Task Force as a whole.

Charge One: [unedited

As noted in the report, there is great concern about the achievement levels of most youngsters in minority isolated schools. San Diego is not alone with this problem, but it is felt that the circumstances in San Diego are such ~~that with~~ it may be possible to improve the results. There is no question that the schools on the whole ~~are~~ have improved over the past ten years, that more than adequate resources are invested in them and that dedicated people work with students in them. ~~What is the problem?~~ Why then are the test results so [illegible] ? ~~No one knows.~~ Hopefully the three experts will help shed some light. What ~~does~~ is apparent is ~~that it is not just the school's problem.~~ is that the solution will not come from the schools alone. In order for dramatic improvements to be made, the families, churches, community organizations and others impacting the lives of students must make a committment to realistically raising the expectations ~~realistically~~ of minority sutdents in school. ~~There is some~~ Only ~~an all out~~ total community efforts which demands that students WILL read, however they are taught, will produce results. The METF has discussed these ideas with school board members and generally they seem to agree, although ~~no specific action plans have been developed.~~ It is felt that ~~suc~~

such a~~n~~ effort, ~~during desegration, will speed the progress.~~ community will stimulate student achievement, + thus ~~would~~ will remove a serious stumbling block to voluntary integration

CHARGE TWO: Write

This program remains very difficult to evaluate. The District does evaluate each school's plan and determines whether the plan ~~was carried out~~ is implemented. Whether there ~~was~~ is any impact on the people involved ~~seems to~~ remains elusive. The district concentrates on process rather than results. It is the concern of this committee that unless some ~~tim~~ attempt is made to determine results, there is no way to decide whether what is currently being done is worth the incredible amount of time, money and effort now being expended. The proposed study could and should be administered at least annually by schools to measure whether there had been any attitudinal changes in students, and ~~could assist in~~ consequently what the curriculum should include to deal with the existing attitudes. There is some skeptisim among some Task Force members as to whether any of this is worthwhile, but most feel with a large, anonymous sample some valuable information ~~my~~ may be gathered. ~~The~~ District staff agrees.

Now that monitors are placed in the isolated schools, there will be forcoming some speicific information as to good and bad programs currently in place in those schools.

Thomas Casuto
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Charge 3

The secondary exchange program committee has recently organized & plans to monitor & evaluate the on-going program according to the charge.

WHAT

GOALS:

Charge 4

Except for Boone-Jones, the elementary exchange programs which we are monitoring have recently started & thus there is not much data at this time. Superficially they seem to be going well.

What we specifically wish to evaluate by June are the following:

5. Ch. 5:

To this date, this sub-comm. has been concentrating on ~~the~~ defining the violence program & on learning what means are used to deal with it. We now will be concentrating on

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schools. The TF appreciates that the School Board has many factors to consider in locating programs such as displacement of students, suitability of facilities, etc. However, the location of the School of Performing Arts is an issue about which the TF feels strongly. The tentative plan to locate this program at Collier, which has now been deferred, indicates that the School Board has not kept desegregation of the minority isolated schools as a priority item.

We understand there is some resistance on the part of the O'Farrell/Memorial community. However, we wonder if the same amount of time spent in community meetings with the Collier community were spent with O'Farrell/Memorial communities, might not result in understanding or acceptance. If we are to desegregate the minority isolated schools, we must put a successful program in the ~~[illegible]~~

Conclusion:

As was true last year, it has taken us several months to get organized & to ~~get~~ develop a common framework, particularly in light of changing membership. In all candor, we have not answered many of the courts questions. We hope, now that the monitors are in the 23 isolated schools, & the experts have commenced evaluating quality of education & the human relations program, to have a comprehensive answer to the courts charge in our June report.

(D) Charge Five:

¶ Accumulate data and investigate the causes for violence in the schools and recommend procedures for reducing violence and punishing offenders.

¶ Acts of violence in the City Schools are down 8% over the same time period last year. At the present time school violence problems are minor and very much under control. Almost all acts of violence are spontaneous, consisting of one-on-one mutual combat situations. ~~Practically all gang initiated~~ We contribute this drop in violence to ~~both~~ the strong disciplinary code adopted by the School District, ~~and~~ the methods employed by the School Task Force Officers and the close working ~~and the close~~ relationship which has developed between the District and the San Diego Police Dept.

II ~~Between~~ Our activities for the remainder of the school year include:

- Completing the collection of data on the frequency, nature and causes of violence within the district, with a comparison of trends in previous years;
- Continue our analysis of the effectiveness of the Districts Disciplinary Policy and suggest changes where appropriate;
- Continue research into successful efforts throughout the country to reduce school violence, suggesting local implementation if applicable.

3. Secon
4. Elem
5. Violence

Charge Six

A task Force member has been assigned to each of the isolated shhools and monitors are now in place. The evaluation of each school and its participation in the desegration effort will be forthcoming in June.

The Task Force is pleased with the increased effort on the part of the District and School Board to consult with the Task Force members on issues to be decided in relation to integration. There seems to be a less suspicious feeling between these groups, which the TF appreciastes, ~~because it is only with the full particiapation of everyone involved that the best solutions will be reached.~~ we need so that we are sharing, + hence appreciating, ~~factors with which each is concerned.~~

~~It does remain a~~ The TF is concerned, however, when critical choices are made that integration must remain a top priority. This is well illustrated in the recent decision as to the location of the School for Creatve and Performing Arts. The Task Force understands the position of selecting Collier as the ~~th~~ least ~~effective~~ expensive and least disrupting site. ~~And the Task Force~~ understands that there is some resistance on the part of ~~local~~ resident The District did a good job in analyzing the situation

Because of our charge, the TF has to be concerned as to how decisions affecting the schools will effect the V.I.P. The Crawford decision compels us to desegrate minority isolated