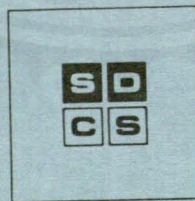


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# **INTEGRATION PROGRAMS AND SERVICES**

**COMMUNITY RELATIONS AND  
INTEGRATION SERVICES DIVISION**



**SAN DIEGO CITY SCHOOLS  
SAN DIEGO, CALIFORNIA**

September, 1983



San Diego City Schools  
Community Relations and Integration Services Division

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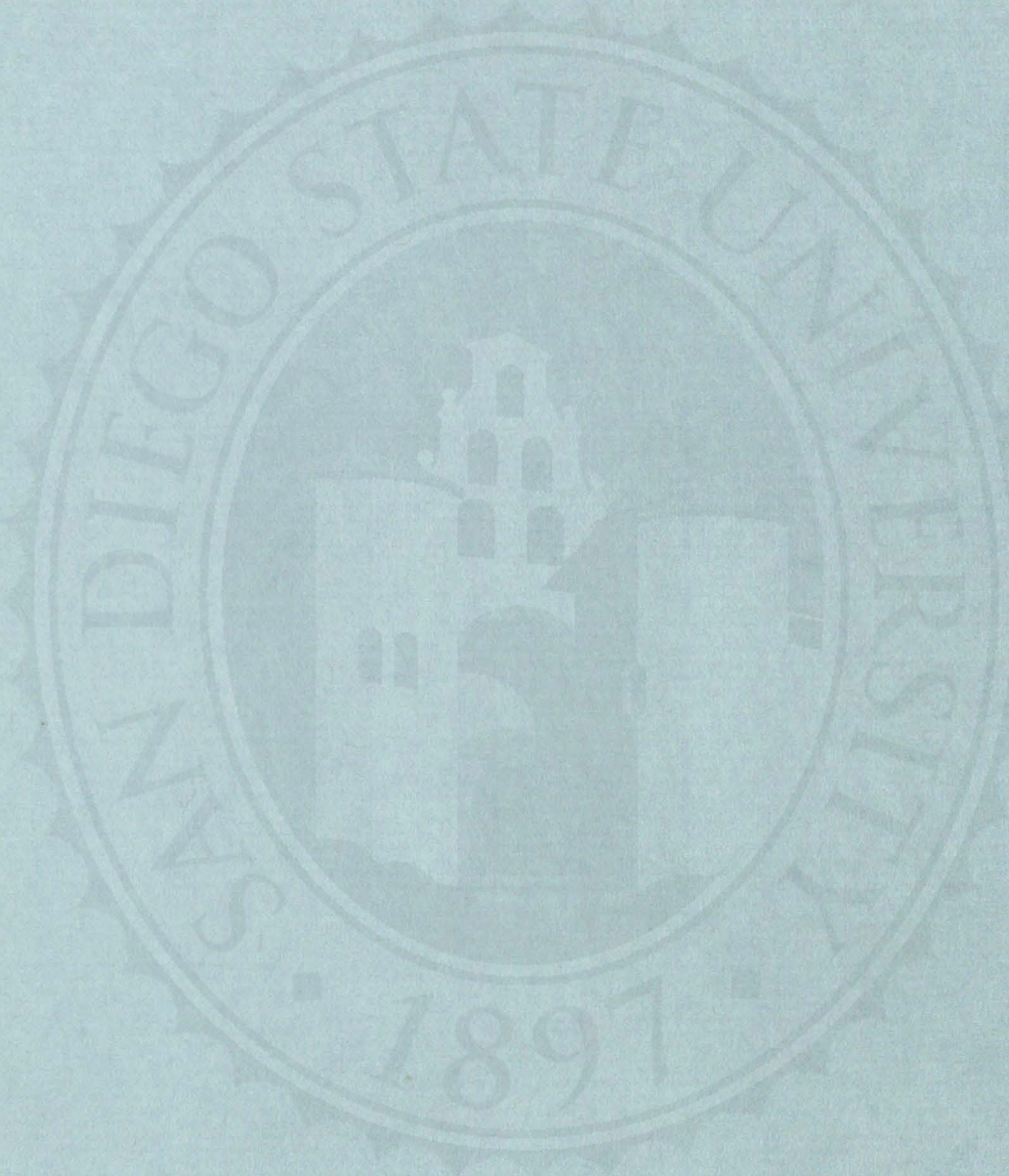
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1. Organization of Community Relations  
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2. Role of Principal in Integration





## Section 1

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### *Community Relations and Integration Services Division*

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## Preface

The purpose of this notebook is to summarize the many activities and programs that define the district's community relations and integration efforts. Each section is designed to provide understandable and usable information to help you better use the resources necessary to meet our integration goals. The 1983-85 goals as adopted by the Board of Education are:

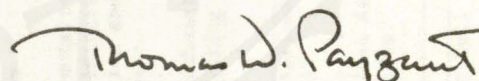
- To enact creative approaches to improve integration program quality and maximize student participation at every school.
- To continue to encourage and support naturally integrated schools
- To implement a systematic and sequential race/human relations program with measurable outcomes for students and staff.

Managers and other administrative staff should become familiar with the information provided here. It is equally important for them, through meetings and by other means, to inform other staff members in positions of leadership such as counselors, resource teachers, department heads and supervisors about this information. We should all make use of Community Relations and Integration Services Division resources to assist us in meeting our responsibilities.

In summary, I emphasize that the integration of schools continues to be an important district goal which requires the active support of all staff members as we work together to reach it. Through our collective efforts, doors that have been closed to some in our society will be opened.

We must provide equal educational opportunity for all students regardless of sex, race, or ethnicity. Our vision of educational excellence for our students must be translated into real opportunities for them to understand the world and function in it.

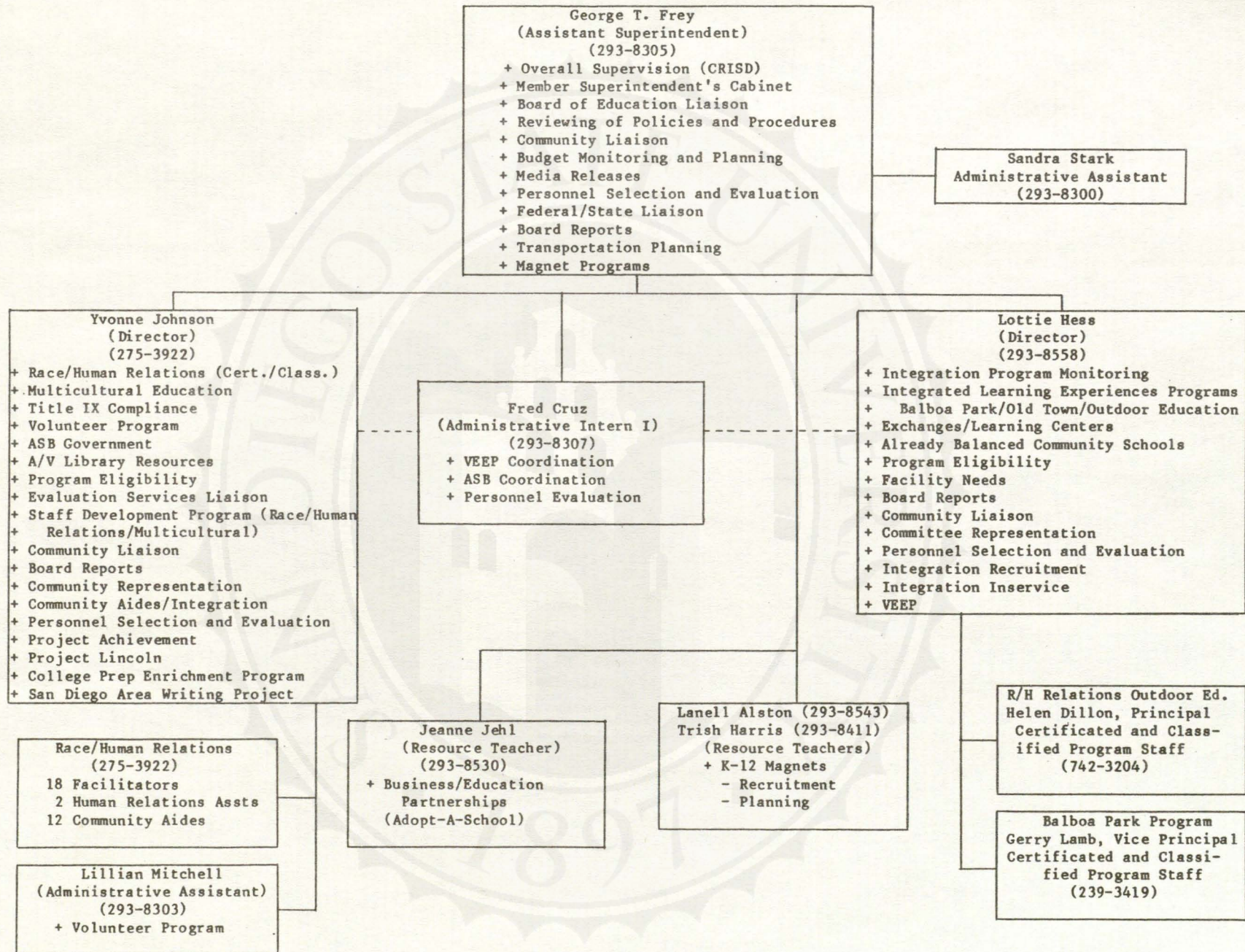
Thank you for joining me as we find more new ways to accomplish these important tasks.



Thomas W. Payzant  
Superintendent

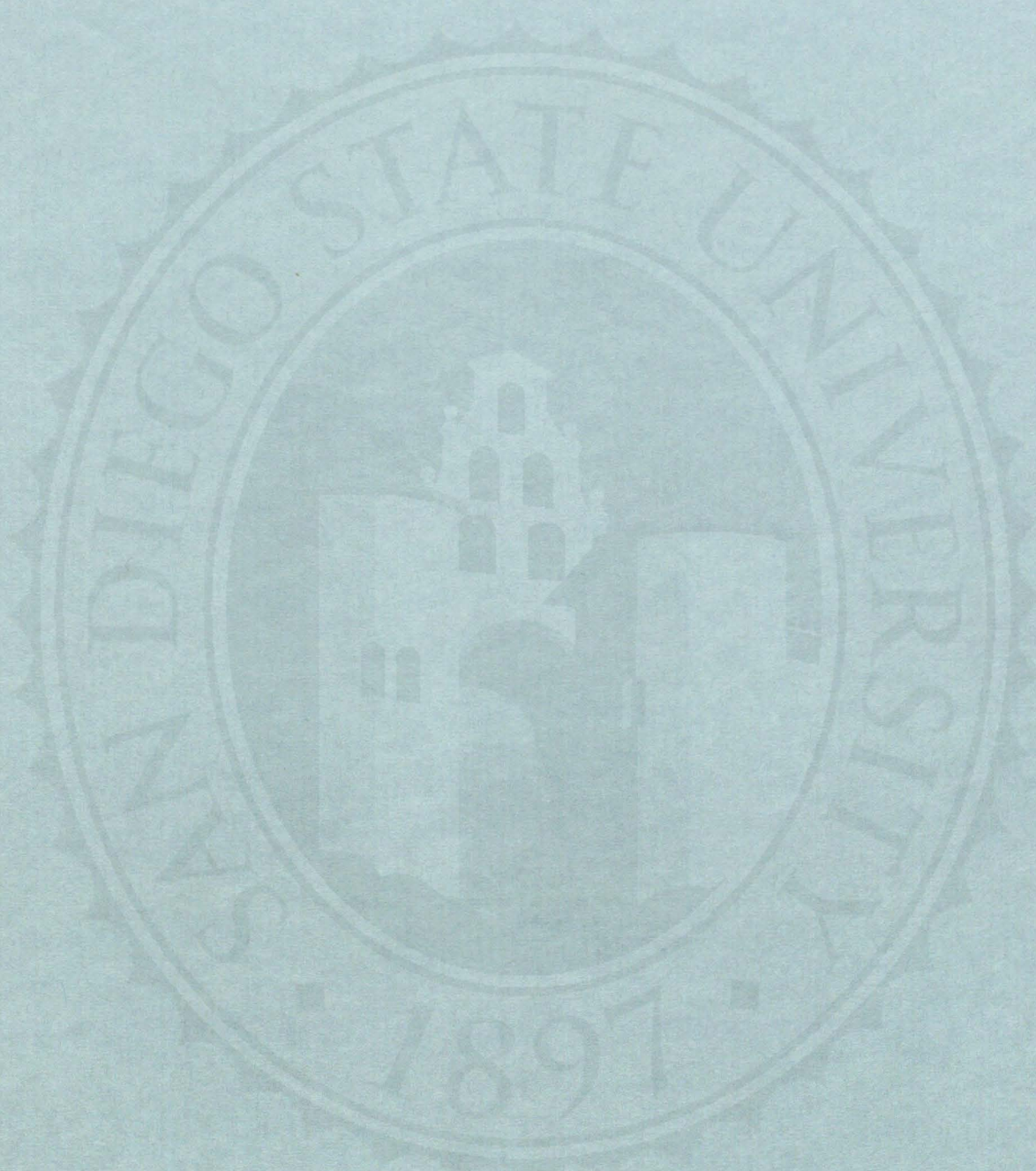


San Diego City Schools  
Community Relations and Integration Services Division  
(CRISD)



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## Section 2

### *Role of the Principal in Integration*

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## VALUES OF AN INTEGRATED EDUCATION

### AN INTEGRATED EDUCATION FOSTERS A COMMON GROUND OF UNDERSTANDING

Students educated in an integrated setting have greater opportunities for experiencing diversity and for examining and clarifying different points of view. They discover that people often have different values due to their backgrounds and experiences and therefore their opinions on resolving problems differ. Students also discover the many similarities they have in common and learn how to work together toward a common ground of understanding when they attend school in an integrated setting.

\*\*\*\*\*  
 \* One value of an integrated education is that \*  
 \* it builds a richer background for \*  
 \* participation in an increasingly multicultural, \*  
 \* multi-national world. \*  
 \*\*\*\*\*

### AN INTEGRATED EDUCATION FOSTERS RESPECT FOR OUR OWN UNIQUENESS

Students gain respect for their own uniqueness and develop more fully as individuals when stereotypes are dispelled. Rigid racial, sexual, and other stereotypes, labels, or roles imposed on students often result in misapprehensions that can limit the potential rewards students might experience through interaction and friendship with others. An integrated education provides students with a constructive climate in which stereotypes can be dispelled and bridges of understanding built based on each individual's true worth.

\*\*\*\*\*  
 \* One value of an integrated education is that \*  
 \* one learns the worth of an individual \*  
 \* transcends stereotyping and labeling and \*  
 \* that differences are what make us special \*  
 \* and unique. \*  
 \*\*\*\*\*

### AN INTEGRATED EDUCATION FOSTERS PREPARATION FOR THE WORLD OF WORK

All areas of work are becoming more integrated as greater equality of education and opportunity for all people is achieved. Today's students likely will work for, work with, or supervise persons who are from different racial and cultural backgrounds. Success in the world of work will require the ability to communicate and get along with people of different racial, cultural, and social backgrounds.

\*\*\*\*\*  
 \* One value of an integrated education is that \*  
 \* it allows one to enter the economically, \*  
 \* socially, and educationally integrated world \*  
 \* with more ease. \*  
 \*\*\*\*\*



### AN INTEGRATED EDUCATION FOSTERS ANOTHER TYPE OF LEARNING

Two types of learning are important to success: the type of learning that involves acquiring factual knowledge and developing academic skills, and the type of learning that involves the development of imagination and creativity, sensitivity and flexibility of thought. While academic learning can take place anywhere if conditions are right, a special environment enhances the other type of learning. It requires an atmosphere in which students feel free to express their ideas and attitudes honestly, where they accept and respect the ideas and attitudes of others. This environment is the very foundation on which an integrated education is based. With this foundation, students build on their success in both types of learning.

\* \* \* \* \*  
\* One value of an integrated education is that \*  
\* the accepting environment necessary for its \*  
\* existence enhances learning. \*  
\* \* \* \* \*

### AN INTEGRATED EDUCATION FOSTERS A MULTICULTURAL LEGACY

Students respond more freely to the richness and beauty of a multicultural world when they appreciate their own background and culture as well as develop an appreciation for the contributions of other racial and cultural groups. Students recognize and honor cultural differences through opportunities to share in each other's customs and traditions, and by learning more about their country and its diverse people.

\* \* \* \* \*  
\* One value of an integrated education is that \*  
\* it provides experiences in which the \*  
\* strength of a multi-ethnic society is felt in \*  
\* an authentic way. \*  
\* \* \* \* \*

### AN INTEGRATED EDUCATION FOSTERS A SENSE OF COMMUNITY

A community is made up of people who know each other and care about each other. Members of a community have common interests, common goals, and work together to accomplish these goals even though they come from diverse backgrounds. Learning how to build a feeling of community with many different people is an important part of a student's education. Developing interpersonal and group skills helps students find a sense of community in their classrooms, their schools, and their neighborhoods where they feel welcome and secure.

\* \* \* \* \*  
\* One value of an integrated education is that \*  
\* it provides students with the skills and \*  
\* experiences necessary for learning how to \*  
\* build a sense of community. \*  
\* \* \* \* \*



No one knows absolutely how to secure our future, the future of our child, or the futures of the students in our schools. We would do so if we knew how. What we do know is that one of the best ways to prepare for the future is through education.

The San Diego City Schools believes that education, in addition to providing academic skills and knowledge, should help students to value themselves and others, to realize the development of their talents and aspirations, and to become contributing members of society.

\*\*\*\*\*  
\* We believe that an integrated education - an \*  
\* education which gives the individual a greater \*  
\* realization of the oneness and continuity of \*  
\* humanity - will best achieve this goal. \*  
\*\*\*\*\*

The San Diego City Schools are becoming increasingly integrated. Students of many racial and ethnic backgrounds are attending classes and participating in school activities together to share knowledge of themselves and their world.

This statement has been prepared to outline some of the values to students of an integrated education. We feel that the ideas presented may provide some new ways to look at integration as it relates to education and to you-parents students, teachers, administrators-as an individual. We also hope it addresses some personal concerns and helps generate support so that we can all work together toward a common goal.

Board of Education, 1981



San Diego City Schools  
Community Relations and Integration Services Division

EXPECTATIONS FOR ADMINISTRATORS

INTRODUCTION

Perhaps more than any other educational process, integration involves the whole school and all of its activities. Integration pervades extra-curricular as well as curricular activities, informal as well as formal interaction, unplanned as well as planned events and requires close attention to organizational function. The principal is the most important person in successful integration (Forehand and Ragosta, 1976).

BACKGROUND INFORMATION

Researchers have stressed the role of the principal in planning for and implementing desegregation. Orfield (1975) writes that it is the principal who must provide the educational leadership and see that the social climate supports integration. Willie's (1973) case study of the desegregation process in a middle-sized northern city also underscores this point. Forehand, Ragosta, and Rock (1976) found that principals' racial attitudes seem to have direct influence on teaching practices in high schools. These attitudinal variables, in turn, directly affect the racial attitudes of white students. The principal's role in communication with parents and involvement of the community in the desegregation process is stressed by Collins and Nobbitt (1976) and Miller (1977). In a 1982 study by Crain, Maynard, and Narot, it was determined that there was a strong correlation between the way the students viewed the principal (whether they like him/her or not) and the attitude that they held toward other racial groups. As the schools' top administrator, they concluded the principal influences school policy and staff behavior. This affects students' racial attitudes. Most importantly she/he is the symbolic leader of the school. Her/his public relations give the school much of its reputation in the eyes of the students.

Certainly, some factors are known to affect racial attitudes and behavior in school that are tied to home, neighborhood and community experiences. For example, socioeconomic status and prior interracial experiences have been found to be related to staff and students' racial attitudes and behaviors. These "unalterable" factors are recognized and are beyond the control of the principal.

However, the principal and her/his staff do have control over some factors that reduce prejudice and promote integration. In this analysis, integration is defined as the extent to which staff and students of different races and ethnic backgrounds know and get along with each other.



## ROLE OF THE PRINCIPAL

The role of the effective principal is to model positive racial attitudes, know and understand the district goals for race/human relations, and initiate and supervise goal setting for her/his site and to coordinate efforts to attain goals. The Multiyear District Race/Human Relations Staff Development Program, 1982, clearly states: "Site administrators and their supervisors are accountable for the implementation of the staff development program in race/human relations."

The following practices and characteristics are evident on sites that have successful integration programs and become, today and in the future, expectations of all principals, vice principals, heads of departments and other supervisory personnel.

1. Effective principals take key responsibility and are present at race/human relations events.
2. Effective principals support race/human relations facilitators.
  - a. Facilitators play a difficult role in the district's integration effort and require strong support from site administrators. Should a facilitator seem misplaced at a particular site, the principal should notify the assistant superintendent, Community Relations and Integration Services Division, in writing, specifying the problem in precise terms. Facilitators' effectiveness will be reviewed before action is taken to remove the person or take any other action deemed necessary.
3. Effective principals have functioning race/human relations committees composed of staff, students and community people. These committees must meet on a regular basis.
4. Effective principals assure that students of different racial and ethnic minority groups associate in learning activities. Principals encourage teaching practices and methods that set up cross-racial/ethnic groupings. Such groupings, in turn, should help to bridge the different academic skill levels as well as human understanding. Several San Diego City Schools sites have received training in and are practicing such techniques as "Student Team Achievement Division," "Teams-Games Tournament," and "Jigsaw," all of which promote positive interaction among students as they work toward a common goal.
5. Effective principals assure that high academic standards are established and maintained for minority as well as majority students. Expectations and consequences for achievement or lack thereof must be made clear. Rewards for meeting expectations should be established. For example, several schools have academic recognition assemblies. In addition, methods of assisting students who have been unable to meet expectations have been developed. For instance, some schools have late buses scheduled so that teachers may tutor students and give other help outside the classroom. (Categorical funds such as Chapter I may be used for program improvement in this area.)



6. Effective principals establish standards of attendance and promptness during site race/human relations meetings. Further, staff members should be counseled not to engage in diverting activities during the session such as, needlepoint, grading papers, etc.
7. Effective principals establish standards so that students perceive that they are treated equally in the school. Principals in successfully integrated schools carefully examine the following indicators of racial fairness:
  - a. Suspension and disciplinary actions are examined to assure uniform application of discipline, regardless of race, sex, or ethnic origin.
  - b. An assessment of student placement should be conducted to determine if there is a disproportionate representation of minority students in low achievement classes or tracks and to ascertain that minority students are fairly considered and placed in GATE or advanced classes.
  - c. Classes for the Limited English Proficient are closely monitored. Placement in such classes should follow district procedures and students should exit from the program at the appropriate times.
  - d. Guidance services should be evaluated to assure high levels of fairness. Equitable college and career guidance should be given to all students. Necessary information, advice and class scheduling should be given so that no student is eventually pushed to the "bottom" of the school ladder.
  - e. The racial, sexual, and ethnic composition of membership in school clubs and other activities is examined to assure equal opportunity for all to belong. For instance, the composition of the student council may be an indication of how successfully integration is working.
  - f. Principals should work with the A.S.B. and student councils to assure that students know that the administration promotes supportive interracial associations. A highly representative governing system fosters acceptance of rules and regulations by the majority of students.
8. Effective principals make sure that students and teachers feel safe in and around the school and in their associations with students of different racial and ethnic backgrounds. Principals can assure this by:
  - a. Establishing an equitable, orderly school structure and being visible, active, and effective in dealing with violence and/or destruction.
  - b. Enforcing a well-defined, equitable discipline policy.
  - c. Developing a school security plan and informing all members of how to proceed in an emergency.



9. Effective principals in well-integrated schools take personal and professional responsibility for affecting healthy racial attitudes:
- a. By writing and carrying out successful performance objectives.
  - b. By actively participating in race/human relations committee meetings.
  - c. By carefully examining their own skills and being responsible for increasing those skills where necessary.
  - d. By increasing observational skills and knowing what to look for on a successfully integrated campus. Service on the district monitoring team was and can be of value in this area. In the future, all principals will be given an opportunity to chair a monitoring team at least once every three years. (The District will establish a substitute principal for sites with only one administrator.)
10. Effective principals conduct well-focused and sustained inservice programs. Inservice programs are usually more successful at schools in which the principal does the following:
- a. Schedules inservice training so it does not conflict with other activities that keep teachers from giving their full attention. For example, teachers who are concerned about getting report cards completed sometimes grade during training.
  - b. Gives district race/human relations facilitators some indication of the needs of the staff. Also may give information on sensitive areas that may need special consideration.
  - c. Informs staff that she/he views inservice as an important opportunity for professional growth, not merely, "court mandated." Attitude is modeled by being in attendance throughout the inservice and by actively participating.
  - d. Emphasizes that staff are accountable for the material covered in inservice sessions and discourages extraneous activities such as grading papers, doing needlepoint, or acting rude during inservice sessions.
  - e. Assures that both certificated and classified employees receive appropriate race/human relations training.



SAN DIEGO CITY SCHOOLS  
Community Relations and Integration Services Division

SUGGESTED EVALUATION OBJECTIVES

A. Options based on Objective 38 of the Race/Human Relations Multiyear Staff Development Program: Fairness in Instructional Practices

1. Through a site devised process of identifying talented and gifted students, by second semester, there will be a \_\_\_ % increase of pupils of each representative minority group in the site's gifted and talented program. The area assistant superintendent and the area operations manager will be presented with comparison data (fall/spring) and an outline of the process used to identify students, and the results of the process.
2. The Associated Student Body (ASB) or student council will devise a procedure(s) that will insure access and representation of all racial/ethnic groups in extra-curricular activities. The procedure(s) will be put into practice during the spring semester of 1983-84. The area assistant superintendent and the area operations manager will be presented with a membership slate of ASB and related organizations, showing racial/ethnic make-up, by May 30, 1984.
3. The principal will provide staff inservice in order to insure that equal opportunity is being given to all students in classrooms. Aspects of the Teacher Effectiveness Student Achievement (TESA) model will be used. Teachers will rate three aspects of the principal's inservice (Quality of inservice, thoroughness of the coverage of the content, helpfulness in using TESA) and the principal's rating, on the average, will be 3 or more.

Before May 30, 1984, the principal will use a site-developed instrument to determine if teachers of regular classes are effectively including all students in learning experiences. The instrument will be used on at least three classroom visits of at least 20 minutes each for all teachers up to a sample of 20 teachers. A report of the results of the use of the instrument will be provided the area superintendent and area operations managers.

4. The principal will present teachers with background information regarding teacher expectations, grading practices and TESA.

Given that teachers have acquired the above background and training by the end of an experimental period, the mean G.P.A. for minority students will have closed the gap by \_\_\_ percentage points in relationship to mean G.P.A. for majority students. (A specific class or subject area within the basic skills may be elected by the principal for first year implementation.)



5. By January 1, 1984, the principal will present to the area assistant superintendent and the area operations manager an explicit school plan, including staff development activities, to examine instructional practices to insure equal access, status and distribution, reflecting the racial and sex balance of students at the site. Such a plan will be implemented throughout a two year period (1983-84 and 1984-85), and will be evaluated through the use of a criteria checklist by the area assistant superintendent and the Community Relations and Integration Services Division (C.R.I.S.D).

6. Using the success indicators for the race/human relations program for Objective 38: Fairness in Instructional Practices, the principal, with the aide of the evaluator, will devise a 20-item instrument having a 5-point scale with "5" high and "1" low, to measure the implementation of Objective 38. The instrument will be administered the last week of May 1984, and will show an average response by students and by staff of at least 3.5 on a scale of 5. Success indicators are as follows:

-Performance objectives of counseling staff reflect a determination to maximize equal opportunity in the educational program.

-Rigid tracking of students into slow, regular, and advanced classes does not exist.

-There is no evidence of racial or sexual resegregation by means of academic tracking.

-Students across racial and sexual lines verbalize interest in and are encouraged to explore career paths in fields traditionally underrepresented by women and racial minorities.

-No curricular area tends to be exclusively male or female or the province of one race.

-Students who chose nontraditional classes are accepted by their peers in such classes.

-All sexes, races, ethnic backgrounds are represented on an equitable basis in distribution of awards, scholarships, and honors.

-Identified gifted students proportionately represent all racial and socioeconomic groups at the school.

B. Options based on Objective 39 of the Race/Human Relations Multiyear Staff Development Program: Fairness in Guidance Practices

1. Through a planned program of assertive discipline and continuous teacher inservice related to guidance activities, the distribution of referrals within the school will reflect proportionately the distribution of racial ethnic groups within the school. Data for 1983-84 will be presented to the area assistant superintendent and the area operations manager by May 30, 1984.



2. Options based on Objective 39 (for those schools in the 1983-84 monitoring process): Fairness in Guidance Practices.

- a. The monitoring team will examine guidance practices to insure equal treatment, access, and opportunity, reflecting the racial and sex balance of students at the site. On a scale of "1 to 5", with "5" as the highest, the monitoring team will give the school a rating of at least a 3.5.
- b. At the secondary level, the principal will convene a site committee which will create a monitoring plan with instrumentation to examine and, where required, revise guidance practices to insure equal treatment, access, and opportunity, reflecting the racial and sex balance of students at the site. Guidance practices will include those practices listed in Objective 39 of the Multi-Year District Race/Human Relations Staff Development Program. The committee will consist of (at least) the principal, the head counselor, the site Race/Human Relations coordinator, and the area's assigned program evaluator. The principal will administer the monitoring plan, and his work will be adjudged as effective by the area assistant superintendent and area operations manager.

Guidance practices related to this objective are as follows:

3. As a result of the principal's encouragement, during the year 198\_-8\_, 50% of the staff at the school will write Stull Bill objectives designed to facilitate awareness of various ethnic heritages. Staff objectives will be compiled by October 30, 1983, and presented to the area assistant superintendent and the area operations manager.
4. Because of the principal's leadership, five staff members will complete research projects to enlarge their ethnic awareness. They will contribute to the school staff's ethnic awareness and understanding by presenting their projects at prep period faculty meetings or other planned race/human relations events.

C. Options based on Objective 3 of the Race/Human Relations Multiyear Staff Development Program: Self-Ethnic Identification and Awareness.

1. Using the success indicators for Objective 3, the site will construct a 20-item survey with a 5-point Likert response ("5" high, "1" low) on which the staff will rate the school site and will show at least a 3.5 average response across items. (Advice and consultation will be provided by the program evaluator assigned to the area.) Success indicators for Objective 3 are as follows:

-Staff express positive regard for racial/cultural differences.

-Staff speak routinely and with pride about their own racial/cultural differences.



- Staff express a need for knowing about and understanding racial/cultural differences.
  - Staff comfortably raise issues associated with worries, frustrations, and fears regarding racial/cultural differences and their effect upon the personal and professional life of the staff.
  - Staff are comfortable when conversations among students and staff are conducted in languages other than English.
  - Staff associate professionally with individuals of diverse racial/cultural groups.
  - Informal discussions exhibit interest in racial/cultural heritages.
  - Staff members actively seek student input on ways to understand and work better with students of diverse racial/cultural backgrounds.
  - Teachers routinely lead classroom discussions of racial/cultural experiences.
  - Individual objectives of staff members relate to and contribute to the staff's knowledge of racial/cultural differences in the school and in the community.
2. -At an ethnic heritage fair culminating a six week's unit and celebration, 25 research presentations (models, papers, displays, booths) will be evaluated by three knowledgeable members and 2 visiting principals or vice principals, and will receive a grade of at least 3.5 on 80% of the presentations.
- D. Options based on Objective 4 of the Race/Human Relations Multiyear Staff Development Program: Knowledge of Diverse Ethnic Groups.
1. As related to Knowledge of Diverse Ethnic Groups, using the achievement indicators for Objective 4, the school site will construct a 20-item survey with a 5-point Likert response ("5" high, "1" low) on which the staff will rate the school site and will show at least a 3.5 average response across items. (Advice and consultation will be provided by the program evaluator assigned to the area.) An item analysis of results will be accomplished. Items that show scores of less than 3.5 will be expanded in to lessons for presentations to staff by the principal. Indicators for Objective 4 are as follows:
- Staff express positive regard for racial/cultural differences.
  - Staff speak routinely and with pride about their own racial/cultural differences.
  - Staff express a need for knowing about and understanding racial/cultural differences.
  - Staff comfortably raise issues associated with worries, frustrations, and fears regarding racial/cultural differences and their effect upon the personal and professional life of the staff.



-Staff are comfortable when conversations among students and staff are conducted in languages other than English.

-Staff associate professionally with individuals of diverse racial/cultural groups.

-Informal discussions exhibit interest in racial/cultural heritages.

-Staff members actively seek student input on ways to understand and work better with students of diverse racial/cultural backgrounds.

-Teachers routinely lead classroom discussions of racial/cultural experiences.

-Individual objectives of staff members relate to and contribute to the staff's knowledge of racial/cultural differences in the school and in the community.

2. As related to Knowledge of Diverse Ethnic Groups, using the resources of the Race/Human Relations facilitator, the area program evaluator, and the assistant superintendent's office, the principal will develop, or cause to be developed, a 50-item objective test on which the students and staff will (on the average, for each group) score 80% correct by June 1, 1984. This test will measure knowledge about the essential characteristics of the diverse ethnic groups represented at the school site and in the school's community.

Additional objectives could be similarly constructed, such as:

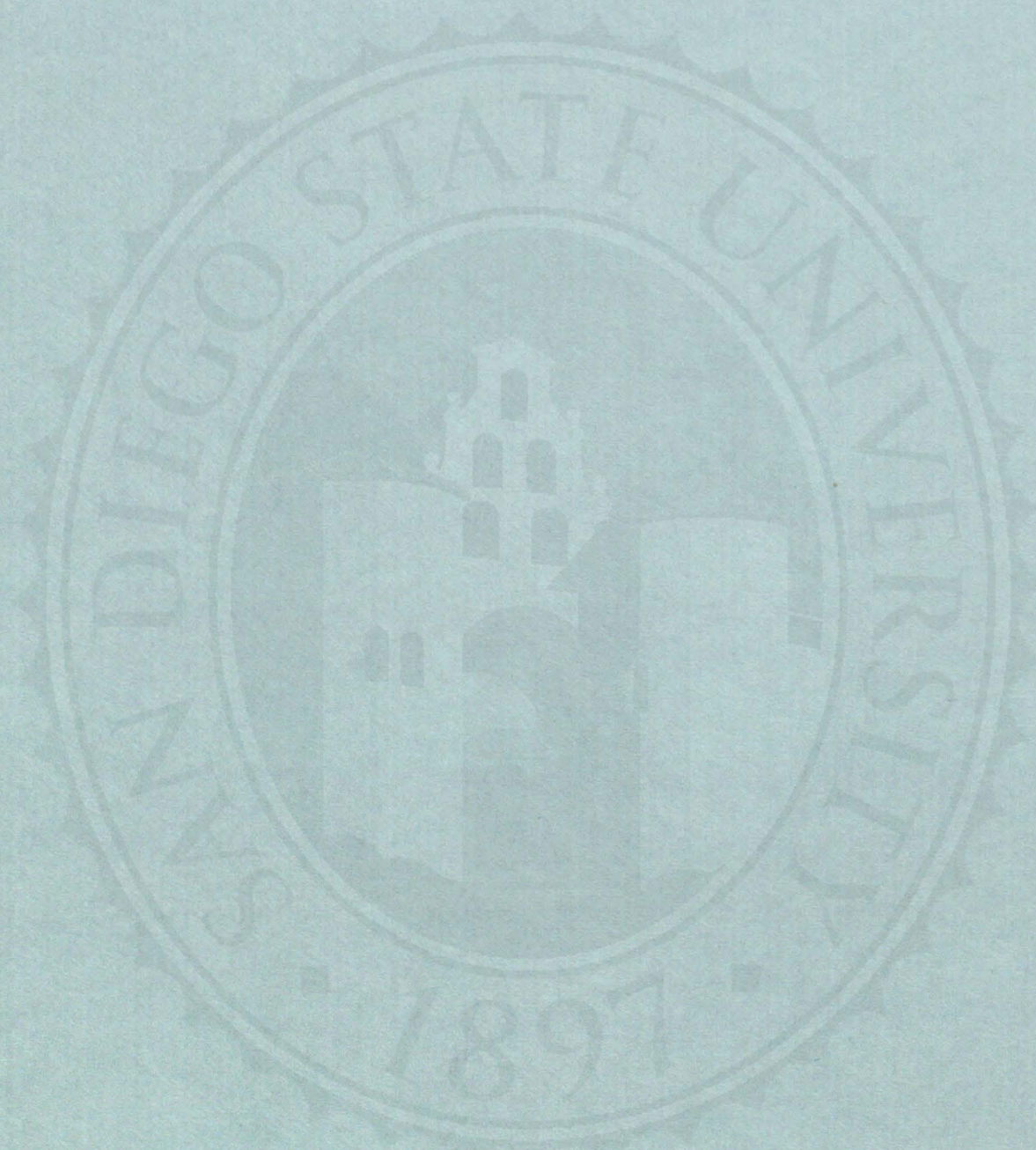
- By May 198\_, the unit manager/administrator will be rated by the staff, using a district-developed "race/human relations objective implementation rating instrument," to obtain the staff's perception on the quality of the manager/administrator's leadership in race/human relations. The instrument will contain a minimum of 10 items. On a scale of "5" ("5" high, "1" low) the manager/administrator will achieve an average overall rating of "3" or better for each objective undertaken for the school year.
- By December 198\_, the site/unit manager/administrator will refer to the site's Action Plan section relative to teambuilding (Strand I, Objective I, Multiyear Program) and use the success indicators (Part C) as a checklist to monitor continued attention to site teambuilding. Of the eight success indicators, a minimum of five will be rated as currently in process. If less than five are rated by staff as in process, the administrator will take action to correct the discrepancy, and a report of the success of their action will be delivered to the area assistant superintendent and area operations manager by May 15, 1984.
- By April 198\_, a site administrator will seek input from staff to rate the effectiveness of the current year's Race/Human Relations Program. On a 20 item instrument, an average response by staff of at least a 3.2 on a scale of 1 to 5 will be achieved. Where remediation is indicated, using staff and student's input, an addition will be made to the site's Action Plan, as approved by the area operations manager.



Before the end of second semester 1983-84, teachers will be provided with inservice training that will provide them with the awareness necessary to know the characteristics of gifted students from different cultural backgrounds and from lower socioeconomic groups. On a scale of "1 to 5" with "5" being the highest, staff members will score an average of 3.5 expressing a knowledge of such characteristics. (Instruments used for this objective will be verified by the director of the GATE program or a representative resource teacher.)

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## Section 3

### Magnet Programs

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San Diego City Schools  
Community Relations and Integration Services Division

MAGNET PROGRAMS 1983-84

<u>Magnet Program/Description</u>	<u>Location/Grade Levels</u>	<u>Principal</u>	<u>Telephone</u>
<u>ACADEMIC ACADEMY</u> Strong basic skills, including reading, writing, spelling, grammar and math.	Johnson Elementary (K-6)	Audrey Chung	264-0103
<u>ACADEMIC MAGNET FOR ENRICHED STUDIES &amp; ATHLETICS</u> Specialized academic programs with unique electives and expanded athletics, including gymnastics, aquatics and team sports.	Memorial Jr. High (7-8)	Bal Urrea	232-0854
<u>ACADEMICS AND ATHLETICS</u> A strong schedule of the basics, including reading, language and math, together with vigorous physical activity, individualized sports instruction and physical fitness programs.	Fulton Elementary (K-6) Green Elementary (K-6)	Russ Batza Carol Voelker	262-0777 460-5755
<u>ALTERNATIVE</u> Emphasizes an open education philosophy of instruction with the accent on development of student self-reliance, leadership and creativity.	Muir Alternative (K-12)	Ruby Cremaschi-Schwimmer	466-0531
<u>BILINGUAL</u> English fluency for Spanish speakers and Spanish fluency for English speakers. The goal is fluency in both languages with an emphasis on multicultural education.	Spreckels Elementary (K-6) Correia Jr. High (7-8) Point Loma High (9-12)	Leonard Kidd Frank Till Jim Gauntlett	453-5377 222-0476 223-3121



<u>Magnet Program/Description</u>	<u>Location/Grade Levels</u>	<u>Principal</u>	<u>Telephone</u>
<u>BUSINESS AND OFFICE ADMINISTRATION</u> Comprehensive training for business administration, including areas of accounting, banking, data processing, secretarial and word processing.	Crawford High (10-12)	Bill Fox	583-2500
<u>CAREER AWARENESS</u> Career and self-awareness materials are used to explore work opportunities and skills, and to discover personal interests and strengths.	Lindbergh Elementary (K-6)	Rod Jones	278-4120
<u>CAREER HIGH SCHOOL</u> Students explore the world of work while relating academic classes to their specific career interest.	Wright Brothers (9-12)	Errol Bennett	263-2271
<u>COMMUNICATIONS</u> Improvement of oral and written language skills through creative dramatics, publishing and videotape technology.	Knox Elementary (K-6)	Sara Jane Senour	262-2473
<u>COMMUNICATIONS AND INTERNATIONAL STUDIES</u> Provides a variety of career-oriented offerings in areas of telecommunications, journalism, and international business.	San Diego High (10-12)	Bob Amparan	233-5101
<u>CREATIVE AND PERFORMING ARTS</u> Designed for students with special interests in vocal or instrumental music, visual arts, theater arts and dance.	O'Farrell (4-12)	Florence Johnson	262-7581



## MAGNET PROGRAMS 1983-84

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<u>Magnet Program/Description</u>	<u>Location/Grade Levels</u>	<u>Principal</u>	<u>Telephone</u>
<u>ENCANTO MAGNET</u> Offers basic skills resource centers, gifted classes, bilingual programs, television production, specialized physical education with reinforcement and enrichment activities.	Encanto Elementary (K-6)	Mary Mc Clain	264-3191
<u>ENRICHED STUDIES</u> Enrichment programs in academics designed for regular and gifted students plus areas of music, art, telephone production and physical education.	Lowell Elementary (K-6) Oak Park Elementary (K-6)	Consuelo Gills Josh Tull	232-7366 264-3179
<u>EXTENDED DAY</u> Provides a regular instructional program at the magnet school plus before- and after-school child care at a children's center.	Burbank Elementary (K-3) Mead Elementary (K-2)	Cecilia Estrada Marcos Mendoza	233-7406 262-7526
<u>FRENCH IMMERSION</u> For students whose home language is English and wish to learn French through the immersion method.	Knox Elementary (K-6)	Sara Jane Senour	262-2473
<u>FUNDAMENTAL</u> Traditional teaching methods with emphasis on high academic achievement (reading, writing, mathematics) and good citizenship, regular homework, dress and discipline codes.	Emerson Elementary (K-6) Foster Elementary (K-6) Keiller Middle School (6-8) Rolando Park Elementary (K-6) Webster Elementary (K-6)	Stanley Wilson Jack Radican Bob Quon John Sullivan Dimple Morrison	234-2145 582-2728 263-9266 582-5414 263-6628



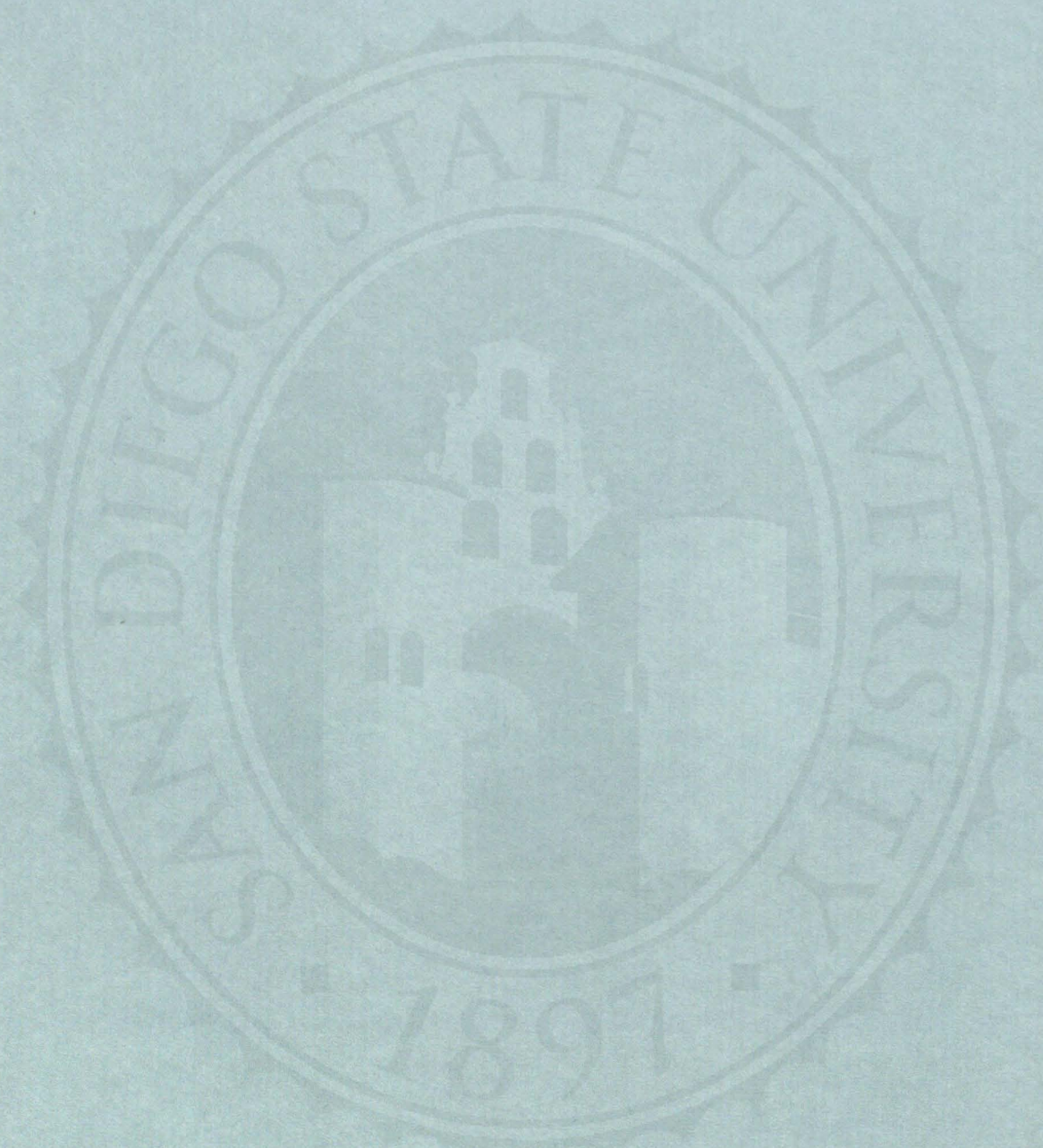
<u>Magnet Program/Description</u>	<u>Location/Grade Levels</u>	<u>Principal</u>	<u>Telephone</u>
<u>INDIVIDUALIZED INSTRUCTION</u>			
Provides a teaching method that focuses on the individual needs, talents and interests of each student.	Benchley/Weinberger Elementary (K-6)	Betty Gord	463-9271
	Fremont Elementary (K-6)	Dan Ellis	298-8275
	Silver Gate Elementary (K-6)	Marita Saunders	222-1139
<u>INDUSTRY</u>			
Enables students to develop skills using modern equipment and methods in the industrial fields of automotive service, metalworking and electronic assembly.	Kearny High (10-12)	Ernie Frank	277-4910
<u>MARKETING, GRAPHICS AND MANAGEMENT</u>			
Offers basics and advanced specialty courses to students interested in advertising, graphics and/or marketing careers.	Mission Bay High (10-12)	Joan Liddell	273-1313
<u>MATH/SCIENCE</u>			
Specialized facilities and equipment for students with a strong interest in math and science.	Chollas Elementary (2-6)	Ron Anderson	264-3113
	Encanto Elementary (4-6)	Mary Mc Clain	264-3191
	Grant Elementary (K-6)	Robert Rice	291-7750
<u>MATH/SCIENCE CENTER FOR ENGINEERING AND AEROSPACE</u>			
For students specializing in math and science, especially as related to the engineering and aerospace occupational areas. Emphasis on college preparatory course work including microcomputer applications.	Morse High (10-12)	Virginia Foster	262-0763
<u>MATH/SCIENCE/MICROCOMPUTERS</u>			
Offers specialized courses in math and science and related microcomputer instruction, featuring up-to-date facilities and equipment.	Bell Jr. High (7-9)	Marie Thornton	479-7111



<u>Magnet Program/Description</u>	<u>Location/Grade Levels</u>	<u>Principal</u>	<u>Telephone</u>
<u>MEDICINE AND HEALTH</u> Unique opportunities for career preparation in the the health care fields including entry-level job skills and an intensive preprofessional curriculum.	Lincoln High (9-12)	Laserik Saunders	264-3171
<u>MUSIC CONSERVATORY</u> Students begin formal music training as early as kindergarten. Instrumental and vocal music instruction are combined with a strong emphasis in basic skills.	Baker Elementary (K-6)	Verna Bain	264-3139
<u>SCIENCE/MATH/COMPUTERS</u> Stresses computer technology courses and a strong science and math curriculum, augmented by unique equipment and opportunities for students.	Gompers Secondary (7-12)	Georgianna Galas	263-2171
<u>SPANISH IMMERSION</u> For students whose home language is English, accelerated learning of Spanish and achievement of effective fluency are advantages for students who want to know and appreciate the best of two languages - English and Spanish.	Horton Elementary (K-6) Longfellow Elementary (K-6) Memorial Jr. High (7-9) San Diego High (10-12)	Don Hensley Raul Contreras Bal Urrea Bob Amparan	264-0171 276-4206 232-0854 233-5101
<u>UNIVERSITY LAB SCHOOL</u> College professors bring their extended experience and resourceful teaching ideas to student learning. Serves as a training center for student teachers, providing an exemplary setting for instruction of pupils.	Sunset View Elementary (K-6) Valencia Park Elementary (K-6)	Bernadine Hawthorne David Anfanger	223-7156 264-0125
<u>MAGNET PROGRAM OFFICE</u> Education Center Room 2202	<u>RESOURCE TEACHER</u> Lanell Alston (Elementary) Trish Harris (Secondary)	<u>TELEPHONE</u> 293-8543 293-8411	

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## Section 4

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### *Other Integration Programs*

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### ALREADY BALANCED COMMUNITY SCHOOLS

Grades: K-12

Participants: Adams, Birney, Darnall, Dewey, Edison, Fletcher, Florence, Hamilton, Jefferson, Penn and Rowan elementary schools, Wilson Junior High School and Hoover High School.

Description: Already Balanced Community schools are defined as those schools whose resident student populations fall within + 10% of the district's minority/majority enrollment by levels. These are schools where neighborhood housing patterns have allowed integration to proceed naturally on the basis of geographic area of residence. It is in the interest of the total community to strengthen and stabilize these schools.

The Already Balanced Community Schools program affords designated schools the opportunity to conduct programs to more adequately meet the educational, personal, social, and developmental needs of the students in attendance at these schools. An existing committee of staff, parents, community members and students uses existing assessment information to plan and implement a program to stabilize and strengthen the site. Site programs are designed to address numerous possible areas:

- Site climate and the instructional program so as to maintain the naturally integrated status of the program.
- Multicultural and multiracial learning experiences.
- Social/educational adjustment problems for students of all races.
- Business/education partnership programs.
- Opportunities for community and/or student body to participate in out-of-school activities.

Person to contact regarding this program: Lottie Hess - 293-8558



COLLEGE PREP ENRICHMENT

Location: Hoover, Lincoln, Morse and San Diego High Schools

Grade Level: 9-12 (Lincoln and Morse), 10-12 (Hoover and San Diego)

Participants: Approximately 550 different students participate in one or more activities at the identified high schools.

Description: This program offers additional assistance, support and encouragement to students in meeting college entrance requirements. One major component is voluntary workshops offering students short-term, non-credit preparation for the Scholastic Aptitude Test (SAT) and/or other college entrance exams. Sites may also offer a course in addition to the regular instructional day which is designed for English and mathematics preparation for college entrance. Individual tutorial assistance for students who need to improve English and mathematics skills is another option within this program.

Person to contact regarding this program: Yvonne Johnson - 275-3922



### COOPERATIVE WRITING PROGRAM

Location: All senior high schools

Grade Level: 7-12

Participants: Identified students within the designated schools

Description: Instructors from San Diego State University and the University of California at San Diego have worked with district staff the past few years to improve student writing skills. This fall the scope of university and district cooperation broadens to include teachers at all senior high schools.

This collaborative effort between university and district staffs is designed to emphasize the importance of the teaching of writing in all district classrooms, to share effective teaching practices and to encourage widespread use of those practices. Teachers, with colleagues from San Diego State, will use district course objectives and instructional materials, adapted and enriched for specific student populations as well as the UCSD-developed instructional material for the teaching of writing, described under English, Grades 9-12. At nine selected schools, trained tutors will be provided to intensify instruction for language skill improvement. Samples of student writing will be collected and published together with analyses of achievement by district teachers. Finally, selected teachers will assess student writing performance by scoring student writing samples from across the district and comparing achievement in the San Diego City Schools with national norms established by the National Assessment of Educational Progress. From this districtwide picture of student performance, program strengths and direction for improvements can be determined.

Involvement in the program takes place at three levels. Level 3 involvement includes three schools, Lincoln, Morse and San Diego high schools. These sites will have, in addition to Level 1 and Level 2 activities, one SDSU study skills instructor to teach cooperatively with site teachers for at least two classes per day. These classes are regularly offered district English language arts courses. Funding for Level 3 activities is provided through integration funds.

Person to contact regarding this program: Mary Barr - 293-8168



# ELEMENTARY INSTRUCTIONAL EXCHANGE PROGRAM

Location: Andersen, Angier, Boone, Curie, Freese, Jones, Kennedy elementary schools

Grade Level: K-6

Participants: Classes of students in schools listed above. Participating schools having predominantly minority student populations are linked with participating schools having predominantly majority student populations.

Description: The elementary instructional exchange program links together two schools having ethnically imbalanced student populations. A school having a predominantly minority student population is linked with a school having a predominantly majority student population. The schools voluntarily plan and implement instructional exchange programs.

Classes of students in the linked schools share educational experiences for an extended period of time. Classes at one or more grade level, K-6, may participate in the exchange program with classes at the same grade levels at the linked school. Participating classes share classroom instruction and curriculum materials. Class schedules are coordinated. Extensive preparation for the exchange is made prior to implementation. Additional resources are provided to improve the quality of the educational program and to meet the diverse needs of students. Parents are provided detailed information about the program and may request an alternate assignment.

The exchange program occurs for a nine-week time block. During this time, students in participating linked classes participate jointly in all school experiences. Students spend one-half of exchange period in the linked school and one-half in the regular school of attendance. Instructional groupings of students are formed to facilitate and maximize integration.

Person to contact regarding this program: Lottie Hess - 293-8558.



#### EXTENDED-TIME PROGRAM OPTIONS

Location: Bell, Memorial, Montgomery junior high schools; Keiller Middle School; Lincoln, Morse, San Diego senior high schools; and Gompers Secondary School.

Grade Level: 6-12

Participants: Students within the designated schools.

Description: The purpose of this program is to provide increased instructional time. Options include extended-day time during the school year, extended time within the week during the school year, and extended instructional time during the summer. In addition to the increased instructional time, students are offered increased educational opportunities and additional incentives for nonresident students to enroll in integration programs on a full-time basis.

Extended day activities may include: Additional instructional time for the Achievement Goals Program, tutorial programs, clubs and other student activities, specialized classes for meeting graduation requirements, speakers, seminars, field trips, additional lab classes, and cultural activities/events.

Extended week activities offer students Saturday instructional courses, internships, field trips, camps, college prep workshops, open labs for basic skills, and science fair labs.

The extended year includes a six-week summer school program, Project STEP (Systems to Encourage Potential), the MESA Project (Math English Science Achievement), Project Partnership (UCSD), Community Services Recreation Programs working cooperatively with the Mayor's Gang Detail Task Force and Academy Awareness summer program.



OFF-CAMPUS INTEGRATED LEARNING EXPERIENCES

Title: BALBOA PARK PROGRAM

Location: Balboa Park

Grade Level: Grade 5

Participants: District's Grade 5 enrollment of approximately 5,000 pupils (240 x 24 groups) can be accommodated.

Description: The Balboa Park Program brings fifth-grade children from different cultural, ethnic, and economic backgrounds into Balboa Park for a common educational experience. The San Diego Zoo, Natural History Museum, Museum of Man, Fine Arts Gallery, Timken Art Gallery, Reuben H. Fleet Science Center, Aerospace Museum, Hall of Champions, Botanical Gardens, Spanish Village Art Institute, House of Pacific Relations, and the natural areas of the park provide resources to enhance and enrich the fifth-grade educational program. The program is presently conducted for a limited number of students as a one-week integrated program in Balboa Park. It is proposed to expand the number of students involved so that all fifth-grade students are included each year instead of participating on a three-year rotational basis. Instructional and race/human relations programs at the participating schools will be planned during the week prior to the Balboa Park experience, and post-visit activities will be designed for the week following the park visit. During 1983-84, the program will continue at its current level. First priorities for attendance will be assigned to minority-isolated schools without magnet programs, already balanced community schools, and predominantly majority schools. During 1984-85, the expanded program will be implemented.

Person to contact regarding this program: Lottie Hess - 293-8558.



OFF-CAMPUS INTEGRATED LEARNING EXPERIENCES

Title: OLD TOWN HISTORICAL/CULTURAL PROGRAM

Location: (Specific site to be named)

Grade Level: Grade 4

Participants: Total Grade 4 enrollment of approximately 8,000 pupils (250 x 32 weeks)

Description: This is a new program to provide Off-Campus Integrated Learning Experiences for fourth-grade students who will spend five days at Old Town sites learning about the many peoples who have contributed to San Diego's culture and history. Activities will be planned to ensure integration and additional time will be spent in integrated preparation and follow-up for the visit. Schools will be paired using VEEP allied patterns wherever possible to ensure each child an integrated experience. Already balanced community schools will be paired with other already balanced community schools. The program will be planned during 1983-84 and will be implemented in 1984-85.

Person to contact regarding this program: Lottie Hess - 293-8558.



OFF-CAMPUS INTEGRATED LEARNING EXPERIENCES

Title: RACE/HUMAN RELATIONS OUTDOOR EDUCATION PROGRAM

Location: Camp Palomar

Grade Level: Grade 6

Participants: Total district enrollment of approximately 8,000 students.

Description: This new and expanded program will emphasize both race/human relations and appropriate aspects of outdoor education. Sixth-grade students will spend one week at a mountain camp where the outdoors provides a natural setting for intensive race/human relations interactions as well as an outdoor education laboratory. Credentialed teachers will use first-hand experiences to teach respect for self, the diversity of peoples, respect for nature, and conservation of natural resources. The friendly, relaxed social setting of the camp will provide a climate wherein friendships and understanding and respect for others can be increased. The experience will be a meaningful one for sixth-grade students who come from diverse cultures to participate in common activities. Pre- and post-integrated instructional and race/human relations programs will be planned for students going to the outdoor education program as well as for their parents. Schools will be paired to allow students who come together for the integrated Balboa Park Program to also share the race/human relations outdoor education program experience. During the spring and summer of 1983, intensive plans will be made for program implementation in the 1983-84 school year.

Person to contact regarding this program: Lottie Hess - 293-8558.



PROJECT ACHIEVEMENT-PRIDE IN EXCELLENCE

- Location: Bell, Memorial, Montgomery junior high schools; Keiller Middle School; Lincoln, Morse, San Diego senior high schools; and Gompers Secondary School
- Grade Level: 6-12
- Participants: All students within the designated schools.
- Description: This program is specifically designed to encourage student achievement and to foster pride in accomplishment. Individual site programs support and enhance the basic curricular offerings through a variety of activities and strategies. Students are encouraged to develop individual career plans and participate in work experience and/or college preparatory activities commensurate with their personal goals and aspirations. Based on site assessment results, a variety of programs and services are coordinated to assure a student-oriented program of academic excellence. Areas addressed in increasing student awareness of the value of education and the attainment of personal and academic goals are:
1. Program planning and development involving input from staff, students, parents and community members with special emphasis in the areas of attendance and discipline.
  2. Incentives to encourage creative and supportive methods to achieve a goal of excellence.
  3. Staff development and inservice.
  4. Increased emphasis upon the promotion of community/school relationships, e.g., community partnerships and consultant services by community leaders.
  5. Expansion of student activities program.
  6. Increased communications and media support.
  7. Alternative programs to meet the individual and diverse needs of students.

Person to contact regarding this program: Yvonne Johnson - 275-3922.



## RACE/HUMAN RELATIONS PROGRAM

Location: All district sites and offices

Grade Level: K-12 and adult

Participants: All students and full-time staff.

Description: Staff Program

The Multi-Year District Race/Human Relations Staff Development Program is designed as a training program for staff members at all district sites incorporating 47 program objectives. The focus of the district's staff training program provides cognitive information and interactional skills. It is anticipated that program objectives will be completed in a six-year period.

There are three major content areas or strands in the staff development program:

Strand I (Personal): The objectives in Strand I provide the fundamental knowledge and skills necessary for participants to influence positively the classroom and the institution in race/human relations matters. It focuses on awareness of oneself as an ethnic person and an awareness of the characteristics, contributions, and contemporary issues of groups different from oneself.

Strand II (Classroom): The objectives in Strand II provide instructional staff with the knowledge and skills necessary to create a positive learning environment for academic success for students from all ethnic groups. The objectives in this strand support the five Concept Goals for the student program in race/human relations.

Strand III (Institutional): The objectives in Strand III focus on those institutional practices which support individual and classroom efforts to achieve harmonious racial integration. Sites are asked to examine methods for insuring equal status, treatment, and opportunity for all students.

A sequence has been established for moving through the program objectives. Program planners acknowledge that all the content areas of the program are addressed on a continuing basis. By designating certain objectives each year, training and evaluation can be more effectively completed. In each strand, (Personal, Classroom, and Institutional) the sequence for completion is developmental. The sequence allows for



## Staff Program (continued)

immediate and pressing needs to be addressed first followed by a progression of objectives to achieve optimal conditions for integration. For a full listing of the program content and sequence for completion, please refer to the "Race/Human Relations Multi-Year District Program for Staff and Students," July 1983.

## Student Program

The structure of the student program is based on 12 objectives in 5 areas of study. In general, students will work with the 12 objectives throughout their entire school career (Grades Kindergarten through 12).

The student program in race/human relations is based on the identified areas of study found in the multicultural component of the California State Course of Study. These areas of study are called Concept Goals and are listed as:

- I. Identity: To develop feelings of self-acceptance and self-worth which are based upon awareness of factors influencing self-definition including ethnic ancestry and cultural heritage.
- II. Diversity: To become aware of and value the many similarities and differences among individuals and among diverse racial, ethnic, and cultural groups within the community, the United States, and the world.
- III. Culture: To develop awareness of what "culture" is and the ways cultures are alike and different.
- IV. Conflict: To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.
- V. Prejudice and Discrimination: To develop sensitivity to stereotyping prejudice and discrimination in its many forms.

Five sets of student guides have been developed to support the Concept Goals. School sites are to use the guides in conjunction with other district materials to achieve the objectives established under each Concept Goal. For a detailed listing of the Concept Goals as well as the scope and sequence of the student program, please refer to the "Race/Human Relations Multi-Year District Program for Staff and Students," July 1983.



SPECIALIZED LEARNING CENTER PROGRAM

Location: Freese Elementary School

Grade Level: Grade 4

Participants: Students from 7 minority-isolated and 19 majority-imbalanced schools.

Description: On April 4, 1983, the Board of Education approved the phasing out of all but one of the Specialized Learning Center Programs for the 1983-84 school year. The remaining center at Freese Elementary School will operate on a revised schedule during the first semester of 1983-84 and will serve as a transition to the Old Town Historical/Cultural Program for fourth-grade students, to be fully implemented in 1984-85.

Each participating school is scheduled for one week's time beginning in October. Curricular offerings include an intensive one-week experience in music and art as well as continued instruction in basic skills and counseling opportunities. A transitional theme in preparation for the Old Town Historical/Cultural Program will be used.

Person to contact regarding this program: Lottie Hess - 293-8558.



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

Location: Fifty-seven elementary schools, 14 junior high schools, 12 senior high schools

Grade Level: Grades K-12

Participants: Approximately <sup>6,034</sup>~~5,300~~ students

Description: The primary purpose of the Voluntary Ethnic Enrollment Program (VEEP), as with other integration programs, is to improve the racial/ethnic balance of minority imbalanced and predominantly majority group enrolled schools.

Specifically, the goals of the VEEP are:

1. Alleviate segregation and reduce the harmful effects of racial isolation in identified schools.
2. Improve racial/ethnic composition at receiving schools having predominantly minority or majority imbalanced student enrollments.
3. Maintain quality integrated education for students in schools having minority imbalanced or predominantly majority enrollments.
4. Actively promote positive race/human relations programs in minority imbalanced and predominantly majority enrolled schools.

As per Board of Education policy established during the latter part of the 1981-82 school year, each VEEP receiving school is to organize a VEEP Site Support Committee. The committee is to be composed of a site administrator, teachers, counselors (secondary schools), students, parents and community volunteers from the sending and receiving schools. The members may be from an existing on-site committee, a subgroup of an established committee or be newly appointed to fulfill the function. The committee is to plan and develop activities for recruitment and orientation of VEEP students, including the allocation of VEEP funds to support the planned activities and services. The committee is also to coordinate with the assigned race/human relations facilitator to insure that planned activities complement the race/human relations program.

Person to contact regarding this program: Lottie Hess - 293-8558  
Fred Cruz - 293-8307



San Diego City Schools  
Community Relations and Integration Services Division  
1983-84

VOLUNTARY ETHNIC ENROLLMENT PROGRAM - ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:  Elementary
		Elementary	Junior High	Senior High	
Alcott	Majority	Balboa	Memorial	Lincoln	Emerson
Andersen	Majority	Freese	Bell	Morse	Freese
Audubon	Minority	Field Hawthorne MacDowell Sequoia	Einstein	Madison	Field Hawthorne MacDowell Sequoia Whitman
Baker	Minority	Cabrillo	Correia	Pt. Loma	- - -
Balboa	Minority	Bay Park Stevenson Whittier	Marston	Clairemont	Alcott Bay Park Cadman Stevenson Toler Whittier
Barnard	Majority	Logan	Memorial	San Diego	Lowell
Bay Park	Majority	Balboa	Memorial	Lincoln	Balboa
Bayview Terrace	Majority	Sherman	Memorial	San Diego	Sherman
Benchley/ Weinberger	Majority	Kennedy	Gompers	Lincoln	- - -
Bird Rock	Majority	Brooklyn Stockton	Memorial	San Diego	Brooklyn Stockton
Boone	Minority	Doyle Marcy	Standley	University City	Doyle Marcy

\* Regular Feeder Pattern



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:
		Elementary	Junior High	Senior High	Elementary
Breen	Majority	Linda Vista	Montgomery	Kearny	Linda Vista
Brooklyn	Minority	Bird Rock	Muirlands	La Jolla	Bird Rock
Cabrillo	Majority	Logan	Memorial	Lincoln	Baker
Cadman	Majority	Balboa Sherman	Memorial	Lincoln	Emerson Sherman
Carson	Minority	Fletcher Jerabek Mason Ross Sandburg	Wangenheim	Mira Mesa	Fletcher Jerabek Mason Ross Sandburg
Central	Minority	Franklin	Wilson*	Hoover*	Franklin
Chesterton	Majority	Linda Vista	Montgomery*	Kearny*	Linda Vista
Chollas	Minority	Dailard Gage	Pershing	Henry	- - -
Clay	Majority	Marshall	Mann*	Crawford*	Marshall Oak Park
Crown Point	Majority	Sherman Washington	Roosevelt	San Diego	Sherman Washington
Curie	Majority	Kennedy	Gompers	Lincoln	Kennedy
Dailard	Majority	Kennedy	Gompers	Lincoln	Chollas/Mead Webster

\* Regular Feeder Pattern



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:
		Elementary	Junior High	Senior High	
Doyle	Majority	Boone Kennedy Penn	Bell Gompers Bell	Morse Lincoln Morse	Boone Kennedy Penn
Emerson	Minority	Alcott Cadman Toler	Marston	Clairemont	- - -
Encanto	Minority	Gage	Pershing	Henry	- - -
Ericson	Majority	Linda Vista	Montgomery	Kearny	Linda Vista
Euclid	Minority	Hardy	Mann*	Crawford*	Hardy
Farb	Majority	Lee Paradise Hills Perry	Bell	Morse	Lee Paradise Hills Perry
Field	Majority	Audubon	Keiller	Morse	Keiller Audubon
Fletcher	Majority	Carson	Montgomery*	Kearny*	Carson
Florence	Majority	Washington	Roosevelt*	San Diego*	Washington
Franklin	Majority	Central	Wilson*	Hoover*	Central
Freese	Minority	Anderson Lafayette	Hale	Madison	Anderson Lafayette
Fulton	Minority	Whitman	Einstein	Madison	- - -
Gage	Majority	Horton	Gompers	Lincoln	Chollas/Mead Encanto
Grant	Majority	Washington	Roosevelt*	San Diego*	- - -

\* Regular Feeder Pattern



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:  Elementary
		Elementary	Junior High	Senior High	
Green	Majority	Kennedy	Gompers	Lincoln	- - -
Hamilton	Minority	McKinley	Wilson*	Hoover*	McKinley
Hancock	Majority	Paradise Hills	Bell	Morse	Paradise Hills
Hardy	Majority	Euclid Jackson	Mann*	Crawford*	Euclid Jackson
Hawthorne	Majority	Audubon	Keiller	Morse	Audubon
Hearst	Majority	Horton	Gompers	Lincoln	Johnson Horton Oak Park
Hickman	Majority	Linda Vista	Montgomery	Kearny	Linda Vista
Holmes	Majority	Knox	Keiller	Morse	Knox
Horton	Minority	Marvin Hearst	Lewis	Henry	Gage Hearst Marvin
Jackson	Minority	Hardy	Mann*	Crawford*	Hardy
Jerabek	Majority	Carson	Montgomery	Kearny	Carson
Johnson	Minority	Hearst	Lewis	Henry	- - -
Keiller	Minority	Field (Gr. 6) Sequoia (Gr. 6)	Einstein	Madison	- - -

\* Regular Feeder Pattern



## ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:
		Elementary	Junior High	Senior High	Elementary
Kennedy	Minority	Curie Doyle Marcy	Standley	University City	Curie Dailard Doyle Green Marcy Spreckles Benchley/ Weinberger
Knox	Minority	Holmes	Hale	Madison	Holmes Lindbergh
Lafayette	Majority	Freese	Bell	Morse	Freese Valencia Park
La Jolla	Majority	Logan Stockton	Memorial	San Diego	Logan Stockton
Lee	Minority	Tierrasanta Farb (Gr. 6)	Farb	Serra	Tierrasanta Farb (Gr. 6)
Linda Vista	Minority	Breen Chesterton Ericson Hickman Miramar Ranch Walker	Wangenheim	Mira Mesa	Breen Chesterton Ericson Hickman Miramar Ranch Walker
Lindbergh	Majority	Knox	Gompers	Lincoln	- - -
Logan	Minority	La Jolla Torrey Pines	Muirlands	La Jolla	Barnard Cabrillo La Jolla Ocean Beach Silver Gate Sunset View Torrey Pines

\* Regular Feeder Pattern



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:  Elementary
		Elementary	Junior High	Senior High	
Loma Portal	Majority	Dewey	Correia*	Pt. Loma*	Lowell
Lowell	Minority	Barnard Loma Portal Ocean Beach	Correia	Pt. Loma	- - -
MacDowell	Majority	Audubon	Keiller	Morse	Audubon
Marcy	Majority	Boone Kennedy Penn	Gompers	Lincoln	Boone Kennedy Penn
Marshall	Minority	Clay	Mann*	Crawford*	Clay
Marvin	Majority	Horton	Gompers	Lincoln	Horton
Mason	Majority	Carson	Montgomery	Kearny	Carson
McKinley	Majority	Hamilton Rowan	Wilson*	Hoover*	Hamilton Rowan
Mead	Minority	Dailard Gage	Pershing	Henry	- - -
Miller	Majority	Perry	Bell	Morse	Perry
Miramar Ranch	Majority	Linda Vista	Montgomery	Kearny	Linda Vista
Oak Park	Minority	Clay Hearst	Mann* Lewis	Crawford* Henry	- - -
Ocean Beach	Majority	Logan	Memorial	San Diego	Lowell
Pacific Beach	Majority	Sherman	Memorial	San Diego	Sherman

\* Regular Feeder Pattern



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:
		Elementary	Junior High	Senior High	
Paradise Hills	Minority	Hancock Vista Grande Farb (Gr.6)	Farb	Serra	Hancock Vista Grande Farb (Gr. 6)
Penn	Minority	Doyle Marcy	Standley	University City	Doyle Marcy
Perry	Minority	Miller Farb (Gr.6)	Farb	Serra	Miller Farb (Gr.6)
Ross	Majority	Carson	Montgomery*	Kearny*	Carson
Rowan	Minority	McKinley	Wilson*	Hoover*	McKinley
Sandburg	Majority	Carson	Montgomery	Kearny	Carson
Sequoia	Majority	Audubon	Keiller	Morse	Audubon
Sessions	Majority	Sherman	Memorial	San Diego	Sherman
Sherman	Minority	Bayview Terrace Cadman Crown Point Pacific Beach Sessions	Pacific Beach	Mission Bay	Bayview Terrace Cadman Crown Point Pacific Beach Sessions
Silver Gate	Majority	Logan	Memorial	Lincoln	- - -
Spreckels	Majority	Kennedy	Gompers	Lincoln	- - -
Stevenson	Majority	Balboa	Memorial	Lincoln	Balboa
Stockton	Minority	Bird Rock La Jolla Torrey Pines	Muirlands	La Jolla	Bird Rock La Jolla Torrey Pines

\* Regular Feeder Pattern



VOLUNTARY ETHNIC ENROLLMENT PROGRAM

ALLIED PATTERNS

Geographical Elementary School	Eligible Participants	SENDS TO:			RECEIVES FROM:
		Elementary	Junior High	Senior High	
Sunset View	Majority	Logan	Memorial	Lincoln	- - -
Tierrasanta	Majority	Lee	Bell	Morse	Lee
Toler	Majority	Balboa	Memorial	Lincoln	Emerson
Torrey Pines	Majority	Logan Stockton	Memorial	San Diego	Logan Stockton
Valencia Park	Minority	Lafayette	Hale	Madison	- - -
Vista Grande	Majority	Paradise Hills	Bell	Morse	Paradise Hills
Walker	Majority	Linda Vista	Montgomery	Kearny	Linda Vista
Washington	Minority	Crown Point Florence	Pacific Beach	Mission Bay	Crown Point Florence Grant
Webster	Minority	Dailard	Pershing	Henry	- - -
Whitman	Majority	Audubon	Keiller	Morse	Fulton
Whittier	Majority	Balboa	Memorial	Lincoln	Balboa

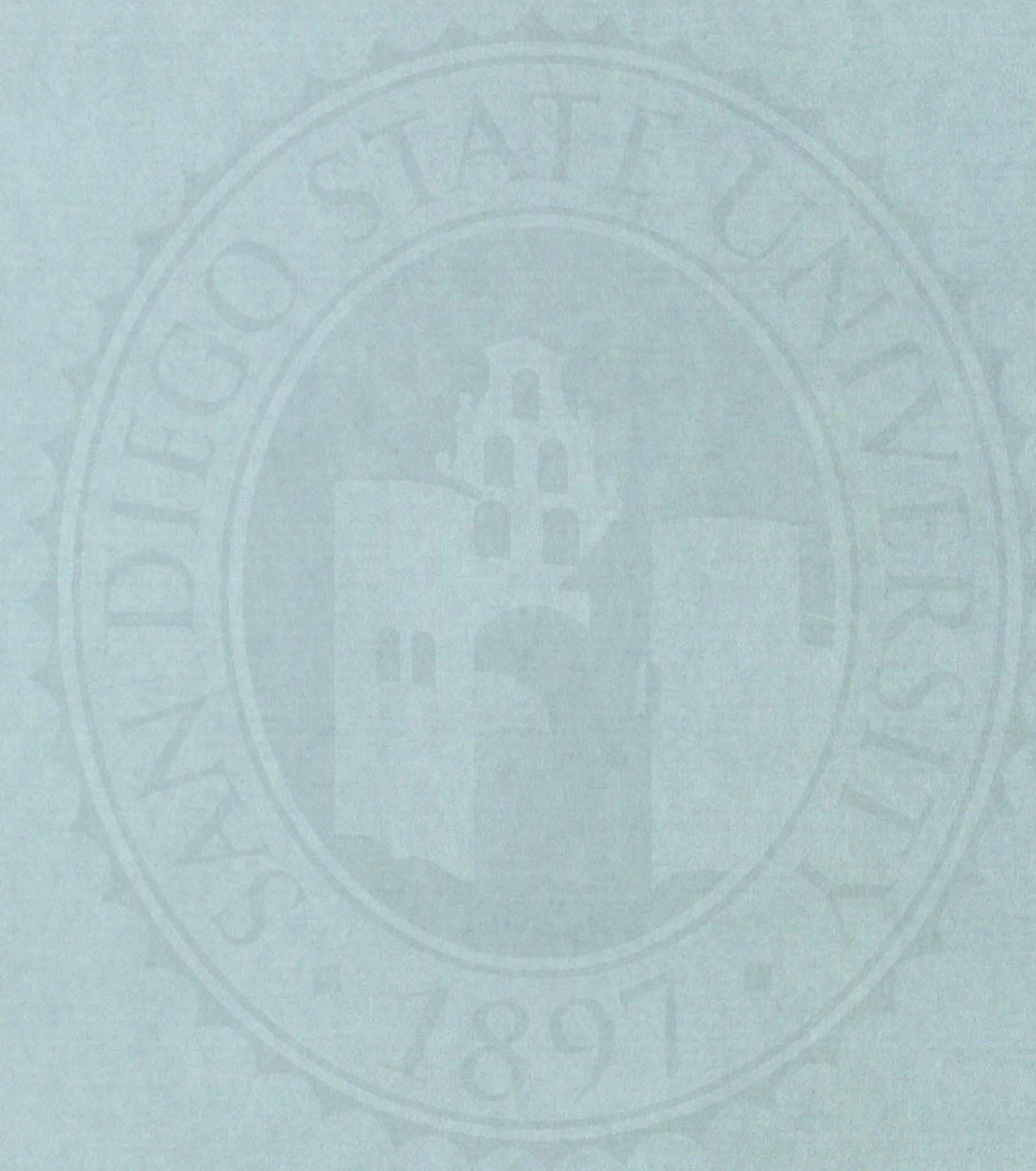
\* Regular Feeder Pattern

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## **Section 5**

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### ***Integration Related Responsibilities***

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Achievement Goals Program (AGP)	5.1
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## ACHIEVEMENT GOALS PROGRAM

The Achievement Goals Program (AGP) is a carefully planned instructional program to improve basic skills. It is designed by San Diego City Schools to incorporate four major principles:

- ...Mastery Learning
- ...Direct Instruction
- ...Time on Task
- ...Reduced Classroom Interruptions

The San Diego program is based on a number of research studies and has been developed for junior and senior high school students at all learning levels and all ability levels. It is highly structured and provides teachers with a series of classroom lessons in reading, mathematics and English language.

The Achievement Goals Program was implemented in 1980 in response to our commitment to improve student achievement and to fulfill a court directive to improve achievement levels. This program includes identified minority-isolated schools and other predominantly minority schools. The first year, only elementary schools were included in the program. In 1981, Bell, Gompers, Keiller, Memorial and Montgomery implemented AGP at the junior high level. In 1982 Lincoln, Morse and San Diego became the first high schools to implement the program.

The intent of AGP is to improve the basic skills in reading, mathematics and English language for students at all levels. Enrichment materials for high achievers and gifted and talented students have been developed for AGP classrooms to challenge the high-achieving student.

AGP design, development and monitoring are handled through Educational Services Division. However, because AGP was developed to support the integration effort by improving student achievement, Community Relations and Integration Services Division assists by channeling integration funds to the program. These funds are used to provide staff positions and materials to this program.



### ASSOCIATED STUDENT BODY

The Associated Student Body (ASB) and the student councils are working and viable student government organizations. The formation of ASB is permitted under Procedure Number 5352 for all elementary, secondary and atypical schools. These student groups function to conduct activities on behalf of students under general supervision and guidance of Community Relations and Integration Services Division staff.

The ASB serves many functions and has numerous purposes, such as:

- to promote the general welfare of the student body.
- to find the interests and serve the needs of the student body.
- to cooperate with the faculty, administration and parents in the promotion of better citizenship, the encouragement of high achievement, the realization of individual endeavor, and improvement of school spirit and morale.
- to promote cooperation among the different sections of the student government and among members of the student body.
- to ensure appropriate training for the student body in the selection of officers, making decisions, and planning and conducting school activities.

Members of the ASB also serve as role models to the general student population. And should encourage representation by all groups in elected and/or selected positions. The process of providing equal access to ASB for all students with leadership potential is specifically directed by Community Relations and Integration Services Division. Under supervision of its administration, each site must develop appropriate performance objectives that focus on equality of recruitment, opportunities, and representation in ASB, and other school clubs and organizations. These objectives are submitted to CRISD for approval before implementation.

Membership in ASB is limited to district-enrolled students only. The formation and organization of each ASB is developed in the constitution and bylaws of each school. The student body organizations are governed by district policies, regulations, and procedures. A class organization for secondary schools may be formed after a charter, constitution, or statement of purpose have been approved by the principal and the student governing group. Purposes, policies, and plans must be in keeping with the standards, policies, and ideals of the school and must not be in conflict with the constitution of the student body organization. The principal appoints a sponsor to assist class officers in the management of class affairs.



Associated Student Body  
(continued)

The activities conducted by the ASB are under the general supervision and guidance of CRISD staff and the site faculty advisor who has been appointed by the administrator responsible. All activities must have educational value and must contribute to the achievement of the general objectives of public education. In addition, the activities must promote the general welfare and morale of all students and must encourage positive integration practices.

Person to contact regarding this program: Yvonne Johnson - 275-3922  
Fred Cruz - 293-8307



## BILINGUAL EDUCATION

Instructional programs for Limited English Proficient (LEP) students are usually composed of two elements:

- + Specialized instruction in English
- + Instruction in the basic skills and other subjects using primary languages and English, as appropriate

Limited English Proficient is a designation given to students who are assessed and classified in accordance with state guidelines for bilingual programs. LEP students are traditionally served by a team of three members:

- The primary language instructor teaches only in the students home language in the areas of math, reading, and language arts. These skills are taught in the primary language so that students can keep up with their English-speaking peers in these developmental concepts.
- The ESL (English-as-a-Second-Language) instructor conducts programs which teach English to students who are not native speakers of English.
- The regular classroom teacher represents a model for the majority language and acts as a reinforcer of those concepts learned through specialized language instruction.

LEP instructional programs support the integration program by insuring that students who are not native speakers of English gain the skills to successfully interact and achieve with students who are fluent in English. LEP instructional programs are designed and directed by the Educational Services Division, but do receive certain programmatic and financial support through integration funds.



# DISTRICT COMMITTEES

Committee	Composition	Purpose
Integration Planning Committee	(Chair) Asst. Superintendent CRISD (Members) Division representatives	To review problems, concerns and proposed changes in the district's integration program operations. Recommends proposed changes in the San Diego Plan for Racial Integration.
Veep Policy Recommendation Committee	(Chair) Director, CRISD and Administrative Intern (Members) Area managers, transportation, data systems, student services	To review problems, concerns and procedures related to the VEEP including recommendation for changes in school allied patterns.
School Contest Advisory Committee	(Chair) Administrative Intern CRISD (Members) Representatives from community organizations and city schools divisions	To screen and approve community organization sponsored contests.
Committee on School Names	(Chair) Community representative (Members) Representatives from community groups and associations, school operations divisions Staff support from CRISD Asst Sup't.	To screen and recommend proposed names for schools and sites.
District Title IX Committee	(Chair) Director CRISD (Members) Representatives from each division	To review concerns, problems and provide direction related to sex equity and Title IX implementation.
District/Community Advisory Committee	(Chair) Asst. Superintendent CRISD (Members) School and parent representatives, representatives from community organizations	To review and provide community input in planning, implementation and evaluation of district integration programs.



District Committees  
(continued)

Committee	Composition	Purpose
Race/Human Relations Staff Advisory Committee	(Chair) Director CRISD (Members)	To advise central administration on policies and procedures governing the district's race/human relations program
Off-Campus Integrated Learning Experiences Steering Committee	(Chair) Director CRISD (Members) Community representatives Division representatives	To assist in the planning and imple- mentation of the OCILE programs.



## EVALUATION

Each year, Community Relations and Integration Services Division, with the assistance of Evaluation Services Department, prepares a report on the San Diego Plan for Racial Integration. The report describes enrollment data in the various integration programs.

Beginning in 1982-83, Evaluation Services Department conducted a comprehensive evaluation of the Race/Human Relations Program. Using a randomly selected sample of 24 schools representative of the district, baseline data was compiled for the long range goals of the program, and evaluations of the 1982-83 student and staff programs were conducted. In 1983-84, twenty schools have been randomly selected for observation. Data will be collected for the degree of racial mixing, the quality of interaction, and other items relative to the long-range goals of the student and staff program.



## MULTICULTURAL EDUCATION

Multicultural Education is an interdisciplinary process based on the strength of cultural diversity, social justice, and the right of alternative life choices for all people. Multicultural education emphasizes the uniqueness and value of every culture while developing the interrelationships among individuals and groups. It includes curricular, instructional and administrative efforts to expose students to the many models and opportunities available from the varied cultures of our society. This process permits a student to develop in any culture and become aware that each individual and/or group is a part of an interrelated, interdependent societal whole. Each student is assisted in developing social skills which will enable ease, comfortableness among, and cooperation with, other cultural communities and groups.

The fundamental goals of multicultural education are: (1) recognizing and valuing diversity; (2) developing greater understanding of differing cultures; (3) respecting and accepting individuals of all cultures; and (4) developing positive and constructive interaction with individuals and groups from other cultures. The California Education Code, Title 2, Sections 51213 and 51227, include provisions for teaching the roles and contributions of the various ethnic minorities and women as they relate to the economic, political and social development of California and the United States. Section 44560 provides for teachers and other school service personnel to receive inservice preparation to understand and relate to the history, culture and current problems of students with diverse cultural backgrounds. In recent years the district has developed curriculum and instructional strategies and acquired materials to assist teachers in implementing effective multicultural education programs in all subject areas.

Multicultural education is considered a support program for the San Diego Plan for Racial Integration. Community Relations and Integration Services Division assists district program staff in planning, implementing and evaluating this integration related program.

Person to contact regarding this program: Yvonne Johnson - 275-3922



## SITE MONITORING OF INTEGRATION PROGRAMS

### GENERAL BACKGROUND AND OVERVIEW

#### Purpose

The fundamental reasons for monitoring integration programs as described in the San Diego Plan for Racial Integration are:

- a. To improve the quality of the district's integration effort by identifying both strengths and weaknesses in program implementation. Strengths should be shared with other programs and/or sites. District resources should be focused on weaknesses so that these may be corrected as rapidly as possible.
- b. To assure the Board of Education, district staff, parents, and community members that the district's integration program is progressing in a fashion that improves the quality of the program, maintains identified strengths, and seeks to correct weaknesses.

Programs to be monitored include selected Voluntary Ethnic Enrollment Program (VEEP) sending and receiving schools, magnet schools and programs, elementary learning centers, exchange programs, and race/human relations and other integration programs.

#### Point of View

Consistent with the philosophy adopted by the Board of Education, we believe that integration programs are most successful in schools whose educational programs are of high quality and whose staffs are dedicated to encouraging all students to reach maximum potential in both academic and personal/social development.

#### Areas of Emphasis

The monitoring process described in the following pages is the result of brainstorming and input sessions in which more than 75 persons have participated. These sessions resulted in a focus on three major areas of emphasis:

- I. Campus Atmosphere (School Climate)
- II. Classroom Atmosphere (Learning Climate)
- III. Guidance/Counseling/Student Activities and Concerns



## SUMMARY OF MONITORING PROCESS

### Identification of Schools To Be Monitored

Forty to fifty schools are monitored each year using a rotational schedule so that no school is monitored two years in a row. Schools selected each year will be from all areas of the city and include Voluntary Ethnic Enrollment Program (VEEP) sending and receiving schools, magnet programs, exchange programs, already balanced schools, minority-isolated schools, sending schools to Off-Campus Integrated Learning Experiences (OCILE) Programs and others. By the end of the rotational schedule all district schools will have been monitored.

### Development of Site Profiles

Prior to the monitoring visits a school site profile of each school to be monitored is developed centrally for each site. This profile, using the latest available data, is reviewed with each site principal in a pre-monitoring visit.

Site profiles provide information on a variety of topics such as:

- + Enrollment
- + Staffing
- + Mobility Rate
- + Scheduling Information
- + Achievement Data
- + Ethnic Balance
- + Attendance and Suspension Data
- + Special Services to Students (Gifted, Limited English Proficient, Special Education, etc.)
- + Integration Program Descriptions
- + Other Pertinent Data

Information from the profiles is provided to site principals and monitoring team members as well as appropriate central office staff.

### Monitoring Team Membership

To the degree possible, each monitoring team will be chaired by a district administrator with a community person serving as co-chairperson. Remaining team members include community persons and district staff such as classroom and resource teachers, counselors, facilitators and others.

### Training for Monitoring Teams

All monitoring team members have a full day of intensive training in the use of the monitoring instruments, in the philosophy and expectations of the monitoring process, and in the various kinds of programs being implemented at school sites.

Several supplementary training sessions are also scheduled as monitoring progresses.



Site Monitoring of Integration Programs  
(continued)

Site Visits

Monitoring team on-site visitations are scheduled for a two-day period for elementary schools and a three day period for secondary schools. An entrance conference is scheduled with the principals and an exit conference to report the findings is scheduled with site staff and interested parents.

Monitors make individual observations and strive to visit every classroom (not necessarily every class) at least once.

Monitoring visits for specific sites are announced when the site profile is mailed to the site and to the monitoring team members five days in advance of the actual visit.

Follow-up

Copies of the completed monitoring team report are provided to the superintendent, area and Community Relations and Integration Services Division (CRISD) assistant superintendents, and appropriate staff as well as to site principals. Site principals are requested to develop and implement an action plan to maintain strengths and correct weaknesses.

An annual report is made to the Board of Education and the community.

Person to contact regarding this program: Lottie Hess - 293-8558



## TITLE IX COMPLIANCE

The national, state, and local legislation enacted in recent years reflects changing perceptions about the sex roles of women and men. These perceptions have direct impact on the design and implementation of educational programs. At the federal level, Title IX of the Education Amendments of 1972, section 901 and 902 prohibits discrimination based on sex in those educational institutions receiving federal financial assistance. At the state level, the California legislature emphasized the importance of providing equal educational opportunity to all persons with the enactment of the Education Code. Section 40 states that the enrollment requirements, course requirements and offerings must be equal.

At the local level, the San Diego City Schools Board of Education has adopted Procedure 2391 to insure compliance with Title IX regulations. The procedure describes the regulations in brief, factual form so site and central office administrators are informed on the areas impacted by Title IX regulations. The Title IX Handbook (1979), Stock No. 41-T-6300, provides examples of educational policies and programs that are subject to Title IX regulations. The following areas are illustrated:

- + Instructional Materials
- + Guidance and Career Counseling
- + Student Activities and Awards
- + Elementary Programs
- + Enrollment in Secondary Courses
- + Physical Education
- + Athletics
- + Married or Pregnant Students
- + Grievance Procedures

The Community Relations and Integration Services Division is responsible for district compliance with Title IX regulations.

Person to contact regarding this program: Yvonne Johnson - 275-3922



### TRANSPORTATION

Students who are involved in the integration programs are collectively transported millions of miles to and from their destinations. The services eligibilities, carriers and procedures often differ between programs and sites within the integration plan. Because of the complexity of the system, the routes, schedules, and services that have to be established must be communicated clearly to the site personnel. Therefore, the information that follows will give each school a summary of service levels, starting time, delivery and pick up times for students who are being transported.

One concern that site personnel often have is who to call in case of transportation problems. Following you will also find a list of schools and the name of the dispatcher who will be responsible for transportation related to those schools. In case of problems, the site administrator or his designee should first call the dispatcher at the Transportation Department. Should the problem not be resolved, then the site person should call the Community Relations and Integration Services Division. For elementary magnet schools, call Lanell Alston, 293-8543; for secondary magnet schools, Trish Harris, 293-8411; for VEEP, Fred Cruz, 293-8307.

The first weeks after school begins, many changes to routes, schedules and services are requested by parents and schools. The volume of these requests requires some time for response. School site personnel should expect some changes to require up to two weeks before implementation. All changes to the routes and schedules are communicated to schools at least two days before implementation. Implementation of changes to routes and schedules are batch processed to occur on Tuesdays and Thursdays of each week.



Business Services Division  
Transportation Services Department  
Integration Section

Staff Programs and Telephone Number(s)

Supervisor

Ralph Decatur 292-8163

Veep and Magnet Schools

Area I	Anne Jarman	292-5023
Area II	Diane Ackerly	292-0848
Area III	Nancy Hollenbaugh	292-5024
Area IV	Stan Ross	292-8164

<u>SLC's/Balboa Park</u>	All areas	Diane Ackerly	292-0848
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<u>Instructional Exchanges/ Children Centers</u>	All areas	Stan Ross	292-8163
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<u>ROP/Career Center/REGY</u>	All areas	Anne Jarman	292-5023
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<u>Parent Pay Transportation</u>	All areas	Stan Ross	292-8164
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<u>Primary Language Centers</u>	All areas	Nancy Hollenbaugh	292-5024
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NOTE: This draft includes proposed  
early-out days and times.  
No Entry = No Recommendation.  
Schools with transportation  
service should not schedule  
early-outs after 1230 (excluding lunch).

Daily Bus Trips are 1983-84 Projections

Revised Planning Copy for 8/17/83  
Per Action By Board of Education  
Please Disregard Previous Copies

ELEMENTARY SCHOOL SCHEDULE PLANNING  
1983-84

SCHOOL	PROGRAM	1983-84 Network				Pairing	Prior Schedule				Modified	New Schedule				Spv	Modified	Time Change	
		Daily Bus Trips					Dismiss	Dismiss	Dismiss	Dismiss		Dismiss	Dismiss	Dismiss	Dismiss		Dismiss	Dismiss	Dismiss
		AA	AD	AS	SP														
Adams						0	0800			1405		0800			1405			N/C	N/C
Alcott	VP			2			0800			1400	Th 1220	0800			1400		Th 1220	N/C	N/C
Alcott	SH		34			36	Field	0915		1315In	1515		0915		Inf 1315	1515		N/C	N/C
Andersen	EXCH			2			Freese	0800			1400		0800			1400		N/C	N/C
Andersen	HH		20			22	Hlms/Wtm	0800			1400	M 1215	0800			1400		N/C	N/C
Angier	EXCH			2		2	Boone	0900			1500		0800			1400	F 1200	-60	-60
Audubon	COM	7				7		0800			1400	W 1225	0800			1400	W 1225	N/C	N/C
Baker	MAG			24			Emrsn	0900			1515	W 1245	0900			1515	W 1245	N/C	N/C
Baker	L/A			3		27					1600	MTXF				1600MTXF		N/C	N/C
Balboa	SLC			2		2		0800			1400	Th 1200	0900			1500		+60	+60
Barnard	VP						O. Beach	0800			1400	F 1235	0800			1400	F 1235	N/C	N/C

5.15



SCHOOL	1983 - 1984 Network					Pairing	Prior Schedule				Modified	New Schedule				Spv	Modified			
	PROGRAM	Daily Bus Trips					Total	School	Dismiss			Week E0	Dismiss				W/Lunch	Start	Dismiss	
		AA	AD	AS	SP				Start	Kndg			Pre-F	Upper	Start					Kndg
Bay Park	LH		8					0800			1400	Th 1215	0800			1400		Th 1215	N/C	N/C
Bay Park	VP			2		10	Whtr/Tlr	0800	1230		1400	Th 1215	0800	1230		1400		Th 1215	N/C	N/C
Bayv Terr	SED		12				Sess	0930			1530		0930			1530			N/C	N/C
Bayv Terr	VP			3		15		0800	1220		1400	Th 1200	0800	1220		1400		Th 1200	N/C	N/C
Bird Rock	VP			2		2		0915			1515	W 1315	0915			1515		W 1315	N/C	N/C
Birney YRd	LH		2					0800			1400		0800			1400			N/C	N/C
Birney YRd	PLC	4				6		0800			1400		0800			1400			N/C	N/C
Boone	SED		6					0930			1530		0930			1530			N/C	N/C
Boone	EXCH			4		10	Jns/Ang	0800			1400	F 1220	0800			1400		F 1220	N/C	N/C
Breen						0		0800			1400		0800			1400			N/C	N/C
Brooklyn YRd						0		0830			1410		0830			1410			N/C	N/C
Burbank													0830			1430		T 1230		
Burbank	CC			4		4	Dwy/BvT	0830			1430	T 1230	0830			1430			N/C	N/C
Cabrillo	SLC			2				0800			1400		0900			1500			+60	+60
Cabrillo	VP			2		4		0800			1400	W 1230	0800			1400		W 1230	N/C	N/C
Cadman	VP			5		5		0900	1245		1500	W 1225	0900	1245		1500		W 1225	N/C	N/C
Carson	VP			2		2		0900			1515	W 1250	0900			1515		W 1250	N/C	N/C
Carver	LH		8			8		0800			1400		0800			1400			N/C	N/C
Central						0		0830			1435	W 1235	0830			1435		W 1235	N/C	N/C
Chesterton						0		0915			1515	W 1300	0915			1515		W 1300	N/C	N/C
Chollas	CH, LH		6					0900			1515	T 1245	0900			1515		T 1245	N/C	N/C
Chollas	MAG			22		28		0900			1515	T 1245	0900			1515		T 1245	N/C	N/C



1983 - 1984 Network						Prior Schedule					New Schedule					Spv Act	Modified	Time Change	
SCHOOL	PROGRAM	Daily Bus Trips				Pairing	Dismiss			Modified	Dismiss				Week E0		W/Lunch	Start	Dismiss
		AA	AD	AS	SP		Total	Start	Kndg		Pre-F	Upper	Start	Kndg					
Clay	VP			3		3		0800	1250		1400	W 1215	0800	1250		1400	W 1215	N/C	N/C
Crown Point	VP							0800			1400		0800			1400		N/C	N/C
Crown Point	TMR		14			14		0930			1530		0930			1530		N/C	N/C
Cubberly	CH,PF		15			15		0745		1045	1345		0745		1045	1345		N/C	N/C
Curie	VP			2			Doyle	0800			1400	Th 1215	0800			1400	Th 1215	N/C	N/C
Curie	EXCH			2		4	Kennedy	0800			1400	Th 1215	0800			1400	Th 1215	N/C	N/C
Dailard	CC			2			Md	0800			1400		0800			1400		N/C	N/C
Dailard	VP			4				0800			1400	T 1250	0800			1400	T 1250	N/C	N/C
Dailard	COM	3				9		0800	1200		1400	T 1250	0800	1200		1400	T 1250	N/C	N/C
Darnall	SED		4					0930			1530		0930			1530		N/C	N/C
Dewey								0800			1400		0800			1400			
Doyle	SLC			2				0800			1400		0900			1500		+60	+60
Doyle	VP			2			Curie	0800			1415	Th 1150	0800			1415	Th 1150	N/C	N/C
Doyle	CH		8			12		0745			1345		0800			1400		+15	+15
Edison						0		0830			1435		0830			1435		N/C	N/C
Emerson	MAG			24		24	Bkr	0900			1515	W 1245	0900			1515	W 1245	N/C	N/C
Encanto	MAG			40			Johnson	0900			1515	Th 1245	0900			1515	Th 1245	N/C	N/C
Encanto	LH		2			42		0900			1515	Th 1245	0900			1515	Th 1245	N/C	N/C
Ericson	SLC			2		2		0800			1400		0900			1500		+60	+60
Euclid						0		0825			1425		0825			1425		N/C	N/C
Field													0800			1400			
Field	SH		24			24	Alcott	0930			1530		0930			1530		N/C	N/C
Fletcher	TR,SH		26				LVa	0915		1300	1515		0915		1300	1515		N/C	N/C
Fletcher	VP			3		29		0915	1245		1515	W 1345	0915	1245		1515	W 1345	N/C	N/C



1983 - 1984 Network							Prior Schedule					New Schedule					Spv	Modified			Time Change	
SCHDL	PROGRAM	Daily Bus Trips				Total	Pairing	Dismiss				Week EO	Dismiss					Act	W/Lunch	Start	Dismiss	
		AA	AD	AS	SP			Start	Kindg	Pre-F	Upper		Start	Kindg	Pre-F	Upper						
Florence	LH		6					0915			1515		0915			1515		Th 1300	N/C	N/C		
Florence	VP			2		8	Grant	0915			1530	T 1300	0915			1530		Th 1300	N/C	N/C		
Foster	MAG			12		12		0915			1530	Th 1300	0915			1530		Th 1300	N/C	N/C		
Franklin	LH		6					0800			1400	T 1205	0800			1400		T 1205	N/C	N/C		
Franklin	VP			3		9		0800			1400	T 1200	0800			1400		T 1200	N/C	N/C		
Freese	EXCH			2			Andsn	0800			1400	M 1230	0800			1400		M 1230	N/C	N/C		
Freese	LH		4					0800			1400		0800			1400		M 1230	N/C	N/C		
Freese	SLC			10		16		0800			1400	M 1230	0900			1500			+60	+60		
Fremont	MAG			20		20		0915			1515		0915			1515			N/C	N/C		
Fulton	MAG			22		22		0900			1540	T 1255	0900			1540		T 1255	N/C	N/C		
Gage	SLC			2				0800			1400		0900			1500			+60	+60		
Gage	VP			4		6		0800			1400	Th 1215	0800			1400		Th 1215	N/C	N/C		
Grant	MAG			16		16	Florence	0915			1530	Th 1300	0915			1530		Th 1300	N/C	N/C		
Green	MAG			12		12		0915			1530	T 1300	0900			1525		T 1300	-15	- 5		
Hamilton YRd	LH		8			8		0800			1400	W 1230	0800			1400		W 1230	N/C	N/C		
Hancock YRd	VP			2		2	Miller	0800			1400	Th 1215	0800			1400		Th 1215	N/C	N/C		
Hardy	VP			5		5		0900	1220		1510	W 1300	0900	1220		1510		W 1300	N/C	N/C		
Hawthorne	CC			2		2	Mead	0800			1400	W 1230	0800			1400		W 1230	N/C	N/C		
Hearst	SLC			2				0800			1400		0900			1500			+60	+60		
Hearst	VP			2		4	Mrvn	0800			1400	W 1205	0800			1400		W 1205	N/C	N/C		
Hickman						0		0800			1400		0800			1400			N/C	N/C		
Holmes	SLC			2				0800			1400		0900			1500			+60	+60		
Holmes	CH,PF		36				An/Lf/Wh	0800		1100	1400		0800		1100	1400			N/C	N/C		
Holmes	VP			2		40		0800			1400		0800			1400			N/C	N/C		



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SCHDL	1983 - 1984 Network						Pairing	Prior Schedule				Modified	New Schedule				Spv	Modified	Time Change	
	Daily Bus Trips					Total		Dismiss			Week EO		Dismiss			Week EO		Start	Dismiss	
	PROGRAM	AA	AD	AS	SP			Start	Kndg	Pre-F			Upper	Start	Kndg					Pre-F
Horton	MAG			18				0800			1400	W 1150	0800			1400		W 1150	N/C	N/C
Horton	SLC			2		20		0800			1400		0900			1500			+60	+60
Jackson								0800			1400	W 1230	0800			1400		W 1230	N/C	N/C
Jackson	CH		14			14		0800			1400		0800			1400			N/C	N/C
Jefferson						0		0800			1400		0800			1400			N/C	N/C
Jerabek	SLC			2				0800			1400		0900			1500			+60	+60
Jerabek	VP			3		5	Mr/Rnch	0800	1120		1400	W 1215	0800	1120		1400		W 1215	N/C	N/C
Johnson	MAG			20		20	Encanto	0900			1515	W 1245	0900			1515		Th 1245	N/C	N/C
Jones	EXCH			2			Boone	0800			1400		0800			1400			N/C	N/C
Jones YR	LH		4			6		0800			1400	F 1200	0800			1400		F 1200	N/C	N/C
Juarez	VP			2		2		0800			1400	F 1150	0800			1400		F 1150	N/C	N/C
Kennedy	EXCH			2			Curie	0800			1400	T 1150	0800			1400		Th 1200	N/C	N/C
Kennedy	SLC			2				0800			1400		0900			1500			+60	+60
Kennedy YR	LH,PF		6			10		0800	1220		1400	Th 1200	0800		1220	1400		Th 1200	N/C	N/C
Knox	MAG			22		22	Val Pk	0900			1515	W 1300	0900			1515		W 1300	N/C	N/C
La Jolla	VP			7				0900	1245		1500	W 1330	0900	1245		1500		W 1330	N/C	N/C
La Jolla	LTA			1		8					1600	MTWF				1600MTWF			N/C	N/C
Lafayette	P Inf		14				Sch/Lbgh	0930	0945		1400		0930	0945		1400			N/C	N/C
Lafayette	AUHPF		67					0745	1045		1400		0745	1045		1400			N/C	N/C
Lafayette	VP			3		84		0800	1130		1400		0800	1130		1400			N/C	N/C
Lee	LH		4			4		0900			1505	T 1215	0900			1505		T 1215	N/C	N/C
Lind Vst								0900			1500	W 1245	0900			1500		W 1245	N/C	N/C
Lind Vst Ax	TMR		19			19	Fletcher	0900			1500		0900			1500			N/C	N/C



1983 - 1984 Network						Prior Schedule						New Schedule						Spv	Modified	Time Change	
SCHDOL	PROGRAM	Daily Bus Trips				Pairing	Dismiss			Modified	Dismiss				Week EO	W/Lunch	Start		Dismiss		
		AA	AD	AS	SP		Total	Start	Kindg		Pre-F	Upper	Start	Kindg						Pre-F	Upper
Lindbgh YR	OH,SHP		49				Laf/Sch	0915		1400	1530		0915		1400	1530			N/C	N/C	
Lindbgh YR	MAG			10		59		0915			1530	W 1255	0915			1530		W 1255	N/C	N/C	
Logan YR	LH		6				Sherman	0800			1400	Th 1230	0800			1400		Th 1230	N/C	N/C	
Logan YRd	SLC			2		8		0800			1400	Th 1230	0900			1500			+60	+60	
Loma Portal	SLC			2									0900			1500					
Loma Portal	VP			2		4		0900			1510	W 1230	0900			1510		W 1230	N/C	N/C	
Longfellow	MAG			28		28	Whittier	0900			1515	Th 1245	0900			1515		Th 1245	N/C	N/C	
Lowell YRd	MAG,LH			22				0900			1530	T 1300	0900			1530		T 1300	N/C	N/C	
Lowell YRd	LTA			1		23					1600	WTh				1600 WTh			N/C	N/C	
MacDowell													0800			1400		W 1215			
MacDowell	SED		10										0930			1530					
MacDowell	SLC			2		12		0800			1400	W 1215	0900			1500			+60	+60	
Marcy	VP			2			Sprkls	0915			1515	Th 1240	0915			1515		Th 1240	N/C	N/C	
Marcy	SLC			2									0900			1500					
Marcy	LTA			1		5					1515	Th				1515 Th			N/C	N/C	
Marshall						0		0830			1435		0830			1435			N/C	N/C	
Marvin	SLC			2				0800			1400		0900			1500			+60	+60	
Marvin	VP			2			Hrst	0800			1400	W 1225	0800			1400		W 1225	N/C	N/C	
Marvin	LH, PF		6			10							0800			1400		W 1225			
Mason YRd	VP			3		3		0800	1130		1400	W 1200	0800	1130		1400		W 1200	N/C	N/C	
McKinley	SLC			2				0800			1400		0900			1500			+60	+60	
McKinley	VP			2		4		0800			1400	Th 1200	0800			1400		Th 1200	N/C	N/C	
Mead	CC			2		2	Hwthrne	0800			1400	T 1250	0800			1400		T 1250	N/C	N/C	
Miller YRd	LH		2				Hancock	0800			1400	Th 1215	0800			1400		Th 1215	N/C	N/C	
Miller YRd	VP			2		4	Hancock	0800			1400	Th 1215	0800			1400		Th 1215	N/C	N/C	
Miss Bch	TMR		34			34		0930			1530		0930			1530			N/C	N/C	
Montzma	PLC		4			4		0800			1400		0800			1400			N/C	N/C	



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1983 - 1984 Network						Prior Schedule						New Schedule						Spv Act	Modified	Time Change	
SCHDL	PROGRAM	Daily Bus Trips				Pairing School	Dismiss				Modified Week E0	Dismiss				Week E0 W/Lunch	Start		Dismiss		
		AA	AD	AS	SP		Total	Start	Kindg	Pre-F		Upper	Start	Kindg	Pre-F					Upper	
Mmr Rnch	SLC			2			0800			1400		0900			1500			+60	+60		
Mmr Rnch	VP			3	5	Jrbk	0800	1120		1400	W 1210	0800	1120		1400	W 1210	N/C	N/C			
Oak Park	LH,CH		6				0900			1515	Th 1245	0900			1515	Th 1245	N/C	N/C			
Oak Park	MAG			26	32	Webster	0900			1515	Th 1245	0900			1515	Th 1245	N/C	N/C			
Ocn Beach	VP			2		Barnard	0800			1400	T 1230	0800			1400	T 1230	N/C	N/C			
Ocn Beach	CC			4		Burbank	0800			1400	T 1230	0800			1400	T 1230	N/C	N/C			
Ocn Beach	LTA			1	7					1550	W				1550 W		N/C	N/C			
Pac Bch	VP			3			0800	1200		1400	W 1215	0800	1200		1400	W 1215	N/C	N/C			
Pac Bch	LH PF		9		12		0800		1200	1400	W 1215	0800		1200	1400	W 1215	N/C	N/C			
Paradise Hls					0		0830			1435		0830			1435		N/C	N/C			
Penn					0		0830			1435		0830			1435		N/C	N/C			
Perry YRd					0		0830			1435		0830			1435		N/C	N/C			
Revere	SH		32		32		0930			1530		0930			1530		N/C	N/C			
Rolando Park	MAG			12	12		0915			1515	T 1300	0915			1515	T 1300	N/C	N/C			
Ross	CH		18			SDCC	0800			1400		0800			1400		N/C	N/C			
Ross	PLC,VP	5			23		0800	1150		1400		0800	1150		1400		N/C	N/C			
Rowan	CH		.4		4		0825			1435		0825			1435		N/C	N/C			
Sandburg					0		0830			1435		0830			1435		N/C	N/C			
Schwzr	PH		49			Laf,Lbgh	0800			1400		0800			1400		N/C	N/C			
Schwzr Hf Dy	PH		24		73	Ho,Lf,Lb	0915		1100	1400		0915		1100	1400		N/C	N/C			
Sequoia YRd	OH		8		8							0800			1400		N/C	N/C			
Sessions	SLC			2			0800			1400		0900			1500		+60	+60			
Sessions	VP			2			0800			1400	W 1215	0800			1400	W 1215	N/C	N/C			
Sessions	SED		12		16	ByVw	0930			1530		0930			1530		N/C	N/C			



1983 - 1984 Network						Prior Schedule						New Schedule						Modified		Time Change	
SCHDL	Daily Bus Trips					Pairing	Dismiss				Modified	Dismiss				Spv	Week EO	W/Lunch	Start	Dismiss	
	PROGRAM	AA	AD	AS	SP		Total	School	Start	Kndg		Pre-F	Upper	Start	Kndg						Pre-F
Sherman	SLC			2				0800			1400	W 1215	0900			1500			+60	+60	
Sherman	LH		6			8	Logan	0815			1415	W 1215	0800			1415			N/C	N/C	
Silvergate	MAG			12		12		0900			1515	Th 1300	0900			1515	Th 1300		N/C	N/C	
Spreckels	MAG			14		14	Marcy	0915			1515	Th 1240	0915			1515	Th 1240		N/C	N/C	
Stevenson								0900			1500		0900			1500			N/C	N/C	
Stevenson	LH,SH		14			14		0915			1515		0915			1515			N/C	N/C	
Stockton													0800			1400					
Stockton	SLC			2		2		0800			1400		0900			1500			+60	+60	
Sunset View	MAG			10		10		0840			1505	T 1230	0840			1505	T 1230		N/C	N/C	
Toler	VP			2		2	B Park	0800			1400		0800			1400			N/C	N/C	
Ttry Pns	VP			5		5		0915	1310		1515	W 1320	0915	1310		1515	W 1320		N/C	N/C	
Trsnta YRd	SLC			2				0800			1400		0900			1500			+60	+60	
Trsnta YRd	VP							0800			1400	W 1210	0800			1400	Th 1210				
Trsnta YRd	SED		6			8		0930			1530		0930			1530			N/C	N/C	
Val Pk	CH		4										0900			1515	W 1245				
Val Pk	MAG			22		26	Knox	0900			1515	W 1245	0900			1515	W 1245		N/C	N/C	
Vista Grande													0800			1400	Th 1220				
Vista Grande	SLC			2		2		0800			1400	Th 1200	0900			1500			+60	+60	
Walker	SLC			2									0900			1500					
Walker	LH		6			8		0800			1400	W 1205	0800			1400	W 1205		N/C	N/C	
Washington						0		0830			1430		0830			1430			N/C	N/C	
Webster	MAG			28		28	Oak/Pk	0915			1515	Th 1300	0915			1515	Th 1300		N/C	N/C	
Wegeforth								0800			1400		0800			1400			N/C	N/C	
Weinberger	MAG			28		28		0915			1530	W 1255	0915			1530	W 1255		N/C	N/C	
Whitman	SLC			2				0800			1400		0900			1500			+60	+60	
Whitman	LH		20			22	And/Hms	0815			1415	M 1200	0815			1415	M 1200		N/C	N/C	
Whittier	VP			3		3	BP/Lgfw	0900	1250		1500	T 1225	0900	1250		1500	Th 1230		N/C	N/C	
Wiggin	TMR		34			34		0930			1530		0930			1530			N/C	N/C	

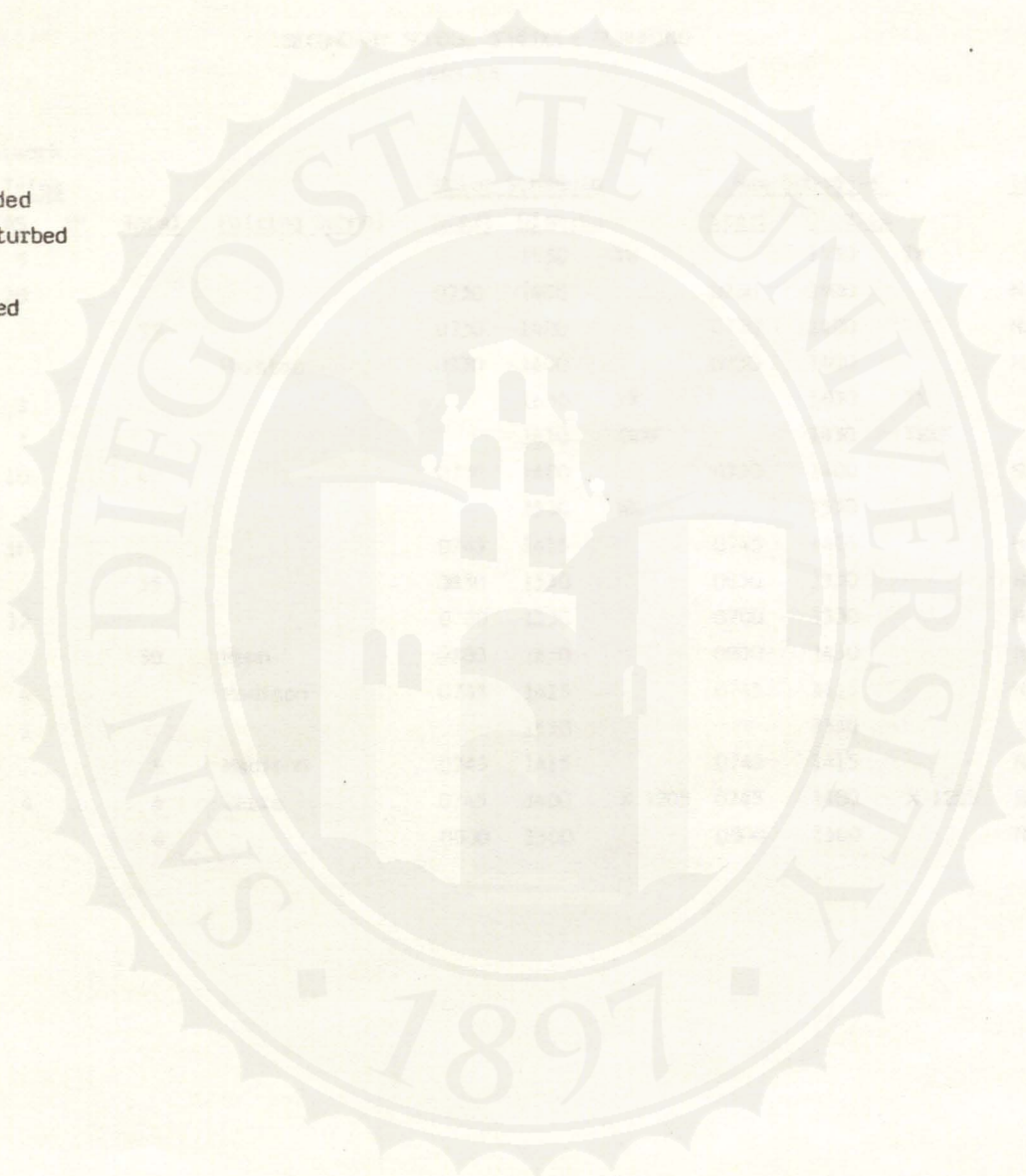


SLC-Specialized Learning Center  
 VP-Voluntary Ethnic Enrollment Program  
 COM-COMMUTER  
 MAG-MAGNET  
 CC-Childrens Center  
 EXCH-Exchange Program  
 LH-Learning Handicapped  
 HH-Hard of Hearing  
 SH-Severely Handicapped  
 AUT-Autistic  
 TMR-Trainable Mentally Retarded  
 SED-Severely Emotionally Disturbed  
 YRd-Year Round  
 CH-Communicatively Handicapped  
 PLC-Primary Language Center  
 PF-Pre-Formal  
 SHAPE

Revised: 6/22/83  
 6/24/83  
 8/08/83

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SECONDARY SCHOOL SCHEDULE PLANNING

1983-84

1983-84 Network

Daily Bus Trips

		AA	AD	AS	SP	Total	Pairing School	Prior Schedule		New Schedule		Time Change	
								Start	Dismiss	Start	Dismiss		
Bell	LTA			5				1530	TW	1530	TW		N/C
Bell	MAG			20				0730	1400	0730	1400	N/C	N/C
Bell	COM	10				35		0730	1400	0730	1400	N/C	N/C
Clairem.	OH,HH,LH		28				Marston	0730	1400	0730	1400	N/C	N/C
Clairemont	LTA			1				1630	TX	1630	TX		N/C
Clairemont	LTA			1				1830	TW XF	1830	TW XF		N/C
Clairemont	VP			10		40		0730	1400	0730	1400	N/C	N/C
Correia	LTA			2				1530	WX	1530			N/C
Correia	MAG,VP			10				0745	1415	0745	1415	N/C	N/C
Correia	SED		23			35		0830	1330	0830	1330	N/C	N/C
Crawford	IS			12				0700	1330	0700	1330	N/C	N/C
Crawford	LH CH		18			30	Mann	0800	1430	0800	1430	N/C	N/C
Einstein	VP			4			Madison	0745	1415	0745	1415	N/C	N/C
Einstein	LTA			1				1530		1530			N/C
Einstein	PLC	4				9	Madison	0745	1415	0745	1415	N/C	N/C
Farb YRd	SLC,VP			4		4	Serra	0745	1400	0745	1400	N/C	N/C
Garfield	TM	6				6		0800	1300	0800	1300	N/C	N/C

5.24



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Daily Bus Trips						Pairing School	Prior Schedule		New Schedule		Time Change		
AA	AD	AS	SP	Total	Start		Dismiss	Start	Dismiss				
Gompers	LTA		7				1515	TX		1515	TX	N/C	N/C
Gompers	MAG		26		33		0730	1400		0730	1400	N/C	N/C
Hale	OH/HH	22					0730	1400		0730	1400	N/C	N/C
Hale	VP		8		30		0730	1400		0730	1400	N/C	N/C
Henry	LTA		2					1530			1530		N/C
Henry	LTA		1					1630			1630		N/C
Henry	LTA		1					1815			1815		N/C
Henry	PLC	5				Pershing	0730	1400		0730	1400	N/C	N/C
Henry	PHDIS	2				Pershing	0730	1400		0730	1400	N/C	N/C
Henry	LH		2							0730	1400		
Henry	VP		18		31		0730	1400		0730	1400	N/C	N/C
Hoover	LH	10			10	Wilson	0730	1400		0730	1400	N/C	N/C
Kearny	IS		12				0700	1330		0730	1330	N/C	N/C
Kearny	LH	2			14		0800	1430		0800	1430	N/C	N/C
Keiller	LTA		3					1500	TW		1500	N/C	N/C
Keiller	MAG		18		21		0730	1400		0730	1400	N/C	N/C
La Jolla	LTA		1					1630			1630		N/C
La Jolla	LTA		1					1800			1800		N/C
La Jolla	VP		6		8		0800	1430		0800	1430	N/C	N/C
Lewis	LH	2					0730	1400		0730	1400	N/C	N/C
Lewis	VP		6		8		0730	1400		0730	1400	N/C	N/C
Lincoln	LTA		2					1600			1600		N/C
Lincoln	LH	2								0800	1430		
Lincoln	IS		12		16		0800	1430		0800	1430	N/C	N/C



Daily Bus Trips						Prior Schedule		New Schedule		Time Change		
	AA	AD	AS	SP	Total	Pairing School	Start	Dismiss	Start	Dismiss		
Madison	HH	14					0730	1400	0730	1400	N/C	N/C
Madison	IS		12				0730	1400	0730	1400	N/C	N/C
Madison	LTA		1					1600		1600		N/C
Madison	LTA		1					1630		1630		N/C
Madison	VP		12			Einstein	0730	1400	0730	1400	N/C	N/C
Madison	PLC	4			44	Einstein	0730	1400	0730	1400	N/C	N/C
Mann	LH	18			18	Crawford	0745	1415	0745	1415	N/C	N/C
Marston	VP		18				0730	1400	0730	1400	N/C	N/C
Marston	PLC	2					0730	1400	0730	1400	N/C	N/C
Marston	LH/CH		28		48	Clairemont	0730	1400	0730	1400	N/C	N/C
Memorial	MAG		14		14		0730	1400	0730	1400	N/C	N/C
Mira Mesa	VP		2			Wangenheim	0730	1400	0730	1400	N/C	N/C
Mira Mesa	COM	4			6		0730	1400	0730	1400	N/C	N/C
Mission Bay	IS		12				0700	1330	0700	1330	N/C	N/C
Mission Bay	VP		4				0800	1430	0800	1430	N/C	N/C
Mission Bay	LTA		1					1715		1715		N/C
Mission Bay	TMR	16			33	PB JHS	0915	1515	0915	1515	N/C	N/C
Morse	IS		12				0800	1430	0800	1430	N/C	N/C
Morse	LH	2					0800	1430	0800	1430	N/C	N/C
Morse	COM	4			18		0800	1430	0800	1430	N/C	N/C
Muir at Beale	MAG		20		20		0730	1315	0730	1315	N/C	N/C
Muirlands	LTA		1					1530		1530		N/C
Muirlands	VP		16		17		0730	1400	0730	1400	N/C	N/C
Pacific Bch	VP		10				0730	1400	0730	1400	N/C	N/C
Pacific Bch	LTA		1					1500		1500	TX	N/C
Pacific Bch	TMR	16			27	Mission Bay	0900	1500	0900	1500	N/C	N/C



		Daily Bus Trips						Prior Schedule		New Schedule		Time Change		
		AA	AD	AS	SP	Total	Pairing School	Start	Dismiss	Start	Dismiss			
Pershing	VP			21				0730	1400	0730	1400	N/C	N/C	
Pershing	COM	2						0730	1400	0730	1400	N/C	N/C	
Pershing	LTA			2						0730	1530		N/C	
Pershing	PHDIS	2					Henry	0730	1400	0730	1400	N/C	N/C	
Pershing	PLC	5				32	Henry	0730	1400	0730	1400	N/C	N/C	
Point Loma	LTA			2					1630		1630		N/C	
Point Loma	LTA			1					1800		1800		N/C	
Point Loma	MAG,VP			12		15		0730	1400	0730	1400	N/C	N/C	
Riley	SED		26			26		0700	1200	0700	1200	N/C	N/C	
Roosevelt	LH		2							0745	1415			
Roosevelt	SED		20			22		0730	1230	0730	1230	N/C	N/C	
SCPA	LTA			5					1630		1630		N/C	
SCPA	MAG			44		49		0745	1415	0745	1415	N/C	N/C	
San Diego	IS			12		12		0800	1430	0800	1430	N/C	N/C	
Serra	LTA			1					1630		1630		N/C	
Serra	VP			4		5	Farb	0730	1400	0730	1400	N/C	N/C	
Standley	LTA			1					1515	W	1515	W	N/C	
Standley	VP			8		9		0730	1400	0730	1400	N/C	N/C	
Taft	LH		4			4		0730	1400	0730	1400	N/C	N/C	
Twain	TM	8				8		0800	1300	0800	1300	N/C	N/C	
Univ City	LTA			1					1545		1545		N/C	
Univ City	LTA			1					1730		1730		N/C	
Univ City	VP			6		8		0730	1400	0730	1400	N/C	N/C	
Wangenheim	VP			4			Mira Mesa	0745	1415	0745	1415	N/C	N/C	
Wangenheim	COM	4				8		0745	1415	0745	1415	N/C	N/C	
Wilson	LH		10			10	Hoover	0730	1400	0730	1400	N/C	N/C	
Wright Bros	IS			12		12		0730	1105	1330	0730	1105	1330	N/C

0003A



\*Denotes Change

8/17/83

ELEMENTARY SCHOOL SERVICE PARAMETERS  
1983 - 84

SCHDOL	PROGRAM	1983-84 Network					Pairing School	83-84 Proposed		Projected P/U		82-83		Walking	
		Bus Trips				Schedule		Delivery Times	Mean	Distance					
		AA	AD	AS	SP						Total	Start	Dismiss	1st P/U AM	Last DropPM
Adams								0800	1405						
Alcott	VP			2				0800	1400	0645	1505	32	Neighborhood	6 Blks	E.O.
	SH		34			36	Field	0915	1515	0800	1620		Doorstep	N/A	Inf.
Anderson	HH		20			20	Hlms/Wtm	0800	1400	0645	1505		Doorstep	N/A	
Angier	EXCH			2		2		0800	1400	0800	1430	30	Express	N/A	
Audubon	COM			7		7		0800	1400	0645	1505	11	Neighborhood	6 Blks	E.O,Kgn
Baker	MAG			24		24	Emrsn	0900	1515	0745	1620	32	Neighborhood	6 Blks	E.O.
Balboa	SLC			2		2		0900	1500	0830	1530	30	Express	N/A	
Barnard	VP			2			Ocean Beach	0800	1400	0645	1505	21	Neighborhood	6 Blks	E.O.
Bay Park	VP			2			Toler/Whittier	0800	1400	0645	1505	29	Neighborhood	6 Blks	E.O,Kgn
	LH		8			10	Longfellow	0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Bayv Terr	VP			3				0800	1400	0645	1505	22	Neighborhood	6 Blks	E.O,Kgn
	SED		12			15		0930	1530	0815	1635		Doorstep	N/A	
Bird Rock	VP			2		2		0915	1515	0800	1620	26	Neighborhood	6 Blks	E.O,Kgn
Birney YRd	PLC	4						0800	1400	0645	1505	16	Neighborhood	6 Blks	
Birney YRd	LH		2			6		0800	1400	0645	1505		Neighborhood	6 Blks	

5.28



Boone	EXCH	2		Jones/Angier	0800	1400	0800	1435	30	Express	N/A	E.O.
	SED	6	8		0930	1530	0815	1635		Doorstep	N/A	
Breen					0800	1400						
Brooklyn YRd					0830	1410						
Burbank	CC	4	4	Dewey/Bayview Ter	0830	1430	0830	1600	30	Express	N/A	
Cabrillo	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	VP	2	4		0800	1400	0645	1505	28	Neighborhood	6 Blks	E.O.
Cadman	VP	5	5		0900	1500	0745	1605	35	Neighborhood	6 Blks	E.O.,Kgn
Carson	VP	2	2		0900	1515	0745	1620	13	Neighborhood	6 Blks	E.O.
Carver	LH	8	8		0800	1400	0645	1505		Neighborhood	6 Blks	
Central					0830	1435						
Chesterton					0915	1515						
Chollas	MAG	22			0900	1515	0745	1620	35	Neighborhood	6 Blks	E.O.
	CHLH	6	28		0900	1515	0745	1620		Neighborhood	6 Blks	E.O.
Clay	VP	3			0800	1400	0645	1505	31	Neighborhood	6 Blks	E.O.,Kgn
Crown Point					0800	1400						
	TMR	14	14		0930	1530	0815	1635		Doorstep	N/A	
Cubberley					0800	1400						
	CHPF	15	15		0745	1345	0630	1450		Doorstep	N/A	E.O.,PF
Curie	VP	2		Doyle	0800	1400	0645	1505	29	Neighborhood	6 Blks	E.O.
	EXCH	2	4	Kennedy	0800	1400	0800	1430	30	Express	N/A	
Dallard	COM	3			0800	1400	0645	1505	16	Neighborhood	6 Blks	E.O.,Kgn
	VP	4			0800	1400	0645	1505	30	Neighborhood	6 Blks	E.O.
	CC	2	9	Mead	0800	1400	0700	1430	30	Express	N/A	



5.30

Darnall				0800	1400							
	SED	4	4	0930	1530	0815	1635		Doorstep	N/A		
Dewey				0800	1400							
Doyle	SLC	2		0900	1500	0830	1530	30	Express	N/A		
	VP	2		0800	1400	0645	1505	29	Neighborhood	6 Blks	E.O.	
	CH	8	12	0800	1400	0645	1505		Doorstep	N/A	E.O.	
Edison				0830	1435							
Emerson	MAG	24	24	0900	1515	0745	1620	32	Neighborhood	6 Blks	E.O.	
Encanto	MAG	40		0900	1515	0745	1620	40	Neighborhood	6 Blks	E.O.	
	LH	2	42	0900	1515	0745	1620		Neighborhood	6 Blks	E.O.	
Ericson	SLC	2	2	0900	1500	0830	1530	30	Express	N/A	E.O.	
				0800	1400							
Euclid				0825	1425							
Field				0800	1400							
	SH	24	24	0930	1530	0815	1635		Doorstep	N/A		
Fletcher	VP	3		0915	1515	0800	1620	12	Neighborhood	6 Blks	E.O, Kgn	
	TRSH	26	29	0915	1515	0800	1620		Doorstep	N/A		
Florence	VP	2		0915	1530	0800	1635	12	Neighborhood	6 Blks	E.O.	
	LH	6	8	0915	1515	0800	1620		Neighborhood	6 Blks	E.O.	
Foster	MAG	12	12	0915	1530	0800	1635	34	Neighborhood	6 Blks	E.O.	
Franklin	VP	3		0800	1400	0645	1505	15	Neighborhood	6 Blks	E.O, Kgn	
	LH	6	9	0800	1400	0645	1505		Neighborhood	6 Blks	E.O.	
Freese	SLC	10		0900	1500	0830	1530	30	Express	N/A		
	LH	4		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.	



	EXCH	2	16		0800	1400	0800	1430	30	Express	N/A	
Fremont	MAG	20	20		0915	1515	0800	1620	29	Neighborhood	6 Blks	
Fulton	MAG	22	22		0900	1540	0745	1645	37	Neighborhood	6 Blks	E.O.
Gage	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	VP	4	6		0800	1400	0645	1505	20	Neighborhood	6 Blks	E.O,Kgn
Grant	MAG	16	16	Florence	0915	1530	0800	1635	29	Neighborhood	6 Blks	E.O
Green	MAG	12	12		0900	1525	0745	1630	42	Neighborhood	6 Blks	E.O.
Hamilton YRd	LH	8	8		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Hancock YRd	VP	2	2	Miller	0800	1400	0645	1505	28	Neighborhood	6 Blks	E.O.
Hardy	VP	5	5		0900	1510	0745	1615	24	Neighborhood	6 Blks	E.O,Kgn
Hawthorne					0830	1435						
	CC	2	2	Mead	0800	1400	0730	1430	30	Express	N/A	E.O.
Hearst	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	VP	2	4	Marvin	0800	1400	0645	1505	38	Neighborhood	6 Blks	E.O.
Hickman					0800	1400						
Holmes	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	VP	2			0800	1400	0645	1505	25	Neighborhood	6 Blks	E.O.
	CHPF	36	40	And/Laf/Whm	0800	1400	0645	1505		Doorstep	N/A	
Horton	MAG	18			0800	1400	0645	1505	33	Neighborhood	6 Blks	E.O.
	SLC	2	20		0900	1500	0830	1530		Express	N/A	
Jackson	CH	14	14		0800	1400	0645	1505		Doorstep	N/A	
Jefferson					0800	1400						
Jerabek	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	VP	3	5	Miramar Ranch	0800	1400	0645	1505	27	Neighborhood	6 Blks	E.O,Kgn
Johnson	MAG	20	20	Encanto	0900	1515	0745	1620	30	Neighborhood	6 Blks	E.O.



Jones YRd	EXCH	2		Boone	0800	1400	0800	1430	30	Express	N/A	
	LH	4	6		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Juarez	VP	2	2		0800	1400	0645	1505	36	Neighborhood	6 Blks	E.O.
Kennedy YRd	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	EXCH	2		Curie	0800	1400	0800	1430	30	Express	N/A	
	LHPF	6	10		0800	1400	0645	1505		Neighborhood	6 Blks	E.O,PF
Knox	MAG	22	22	Valencia Park	0900	1515	0745	1620	38	Neighborhood	6 Blks	E.O.
Lafayette	VP	3			0800	1400	0645	1505	30	Neighborhood	6 Blks	Kgn
	AUHHFF	67			0745	1400	0630	1150		Doorstep	N/A	PF:1045
	Inf	14	84	Lndbgh/Schwztzr	0930	1400	0815	1505		Doorstep	N/A	
La Jolla	VP	7	7		0900	1500	0645	1505	29	Neighborhood	6 Blks	E.O,Kgn
Lee	LH	4	4		0900	1505	0745	1610		Neighborhood	6 Blks	E.O.
Lind Vst Anx					0900	1500						
	TMR	19	19	Fletcher	0900	1500	0745	1605		Doorstep	N/A	
Lindbergh YRd	MAG	10			0915	1530	0800	1635	24	Neighborhood	6 Blks	E.O.
	OHSB	49	59	Schwztzr/Lafayette	0915	1530	0800	1635		Neighborhood	6 Blks	SHP:1400
Logan YRd	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	LH	6	8	Sherman	0800	1400	0745	1505		Neighborhood	6 Blks	E.O.
Loma Portal	VP	2			0900	1510	0745	1615	10	Neighborhood	6 Blks	E.O.
	SLC	2	4		0900	1500	0830	1530		Express	N/A	
Longfellow	MAG	28	28	Whittier	0900	1515	0745	1620	32	Neighborhood	6 Blks	E.O.
Lowell YRd	MGLH	22	22		0900	1530	0745	1635	31	Neighborhood	6 Blks	E.O.
MacDowell					0800	1400						
	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	SED	10	12		0930	1530	0815	1635		Doorstep	N/A	



Jones YRd	EXCH	2		Boone	0800	1400	0800	1430	30	Express	N/A	
	LH	4	6		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Juarez	VP	2	2		0800	1400	0645	1505	36	Neighborhood	6 Blks	E.O.
Kennedy YRd	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	EXCH	2		Curie	0800	1400	0800	1430	30	Express	N/A	
	LHPF	6	10		0800	1400	0645	1505		Neighborhood	6 Blks	E.O,PF
Knox	MAG	22	22	Valencia Park	0900	1515	0745	1620	38	Neighborhood	6 Blks	E.O.
Lafayette	VP	3			0800	1400	0645	1505	30	Neighborhood	6 Blks	Kgn
	AUHHF	67			0745	1400	0630	1150		Doorstep	N/A	PF:1045
	Inf	14	84	Lndbgh/Schwztzr	0930	1400	0815	1505		Doorstep	N/A	
La Jolla	VP	7	7		0900	1500	0645	1505	29	Neighborhood	6 Blks	E.O,Kgn
Lee	LH	4	4		0900	1505	0745	1610		Neighborhood	6 Blks	E.O.
Lind Vst Anx					0900	1500						
	TMR	19	19	Fletcher	0900	1500	0745	1605		Doorstep	N/A	
Lindbergh YRd	MAG	10			0915	1530	0800	1635	24	Neighborhood	6 Blks	E.O.
	OHS	49	59	Schwztzr/Lafayette	0915	1530	0800	1635		Neighborhood	6 Blks	SHP:1400
Logan YRd	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	LH	6	8	Sherman	0800	1400	0745	1505		Neighborhood	6 Blks	E.O.
Loma Portal	VP	2			0900	1510	0745	1615	10	Neighborhood	6 Blks	E.O.
	SLC	2	4		0900	1500	0830	1530		Express	N/A	
Longfellow	MAG	28	28	Whittier	0900	1515	0745	1620	32	Neighborhood	6 Blks	E.O.
Lowell YRd	MGLH	22	22		0900	1530	0745	1635	31	Neighborhood	6 Blks	E.O.
MacDowell					0800	1400						
	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	SED	10	12		0930	1530	0815	1635		Doorstep	N/A	



Marcy	VP	2		Spreckels	0915	1515	0800	1620	37	Neighborhood	6 Blks	E.O.
	S.L.C	2	4		0900	1500	0830	1530		Express	N/A	
Marshall					0830	1435						
Marvin	S.L.C	2			0900	1500	0830	1530	30	Express	N/A	
	VP	2		Hearst	0800	1400	0645	1505	38	Neighborhood	6 Blks	E.O.
	LH	6	10		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Mason YRd	VP	3	3		0800	1400	0645	1505	34	Neighborhood	6 Blks	E.O.,Kgn
McKinley	S.L.C	2			0900	1500	0830	1530	30	Express	N/A	
	VP	2			0800	1400	0645	1505	21	Neighborhood	6 Blks	E.O.
Mead	CC	2	2	Hawthorne	0800	1400	0730	1430	30	Express	N/A	E.O.
Miller YRd	VP	2		Hancock	0800	1400	0645	1505	28	Neighborhood	6 Blks	E.O.
	LH	2	4	Hancock	0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Mmr Rnch	S.L.C	2			0900	1500	0830	1530	30	Express	N/A	
	VP	3	5	Jerabek	0800	1400	0645	1505	29	Neighborhood	6 Blks	E.O.,Kgn
Mission Beach	TMR	34	34		0930	1530	0815	1635		Doorstep	N/A	
Montezuma	PLC	4	4		0800	1400	0645	1505	25	Neighborhood	6 Blks	
Oak Park	MAG	26		Webster	0900	1515	0745	1620	36	Neighborhood	6 Blks	E.O.
	CHLH	6		0900	1515	0745	1620			Neighborhood	6 Blks	E.O.
Ocn Beach	VP	2		Barnard	0800	1400	0645	1505	20	Neighborhood	6 Blks	E.O.
	CC	4		Burbank	0800	1400	0800	1400	30	Express	N/A	E.O.
Pacific Beach	VP	3			0800	1400	0645	1505	28	Neighborhood	6 Blks	E.O.
	LH	9	12		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.,PF:1200
Paradise Hls					0830	1435						
Penn					0830	1435						

5.33



Perry YRd				0830	1435							
Revere	SH	32	32	0930	1530	0815	1635		Doorstep	N/A		
Rolando Park	MAG	12	12	0915	1515	0800	1620	25	Neighborhood	6 Blks	E.O.	
Ross	CH	18		SDCC	0800	1400	0645	1505		Doorstep	N/A	
	VPPL	5	23		0800	1400	0645	1505	18	Neighborhood	6 Blks	E.O., Kgn
Rowan	CH	4	4		0825	1435	0710	1540		Neighborhood	6 Blks	
Sandburg					0830	1435						
Schwartz Hlfdy	PH	24		Laf/Hol/Lbgh	0915	1400	0800	1505		Doorstep	N/A	
	PH	49	73	Laf/Hol/Lbgh	0800	1400	0645	1505		Doorstep	N/A	
Seq YRd	OH	1		MacDowell	0800	1400	0645	1505	36	Doorstep	N/A	
Sessions	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	VP	2			0800	1400	0645	1505	39	Neighborhood	6 Blks	E.O.
	SED	12	16	Bayview Terrace	0930	1530	0815	1635		Doorstep	N/A	
Sherman	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	LH	6	8	Logan	0815	1415	0700	1520		Neighborhood	6 Blks	
Silvergate	MAG	12	12		0900	1515	0745	1620	41	Neighborhood	6 Blks	E.O.
Spreckels	MAG	14	14	Marcy	0915	1515	0800	1620	37	Neighborhood	6 Blks	E.O.
Stevenson					0900	1500						
	LHSH	14	14		0915	1515	0800	1620		Nghbrhd/Doorstep	6 Blks	
Stockton	SLC	2	2		0900	1500	0830	1530	30	Express	N/A	
Sunset View	MAG	10	10		0840	1505	0725	1610	33	Neighborhood	6 Blks	E.O.
Trsnta YRd					0800	1400						
	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	SED	6	8		0930	1530	0815	1635		Doorstep	N/A	
Toler	VP	2	2	Bay Park	0800	1400	0645	1505	28	Neighborhood	6 Blks	



Torrey Pines	VP	5	5		0915	1515	0800	1620	41	Neighborhood	6 Blks	E.O,Kgn
Valencia Pk	MAG	22		Knox	0900	1515	0745	1620	38	Neighborhood	6 Blks	E.O.
	CH	4	26		0900	1515	0745	1620		Neighborhood	6 Blks	
Vsta GrndeYRd					0800	1400						
	SLC	2	2		0900	1500	0830	1530	30	Express	N/A	
Walker	SLC	2			0900	1500	0830	1530	30	Express	N/A	.
	LH	6	8		0800	1400	0645	1505		Neighborhood	6 Blks	E.O.
Washington					0830	1430						
Webster	MAG	28	28	Oak Park	0915	1515	0800	1620	36	Neighborhood	6 Blks	E.O.
Wegeforth					0800	1400						
Weinberger	MAG	28	28		0915	1530	0800	1635	38	Neighborhood	6 Blks	E.O.
Whitman					0800	1400						
	SLC	2			0900	1500	0830	1530	30	Express	N/A	
	LH	20	22	Andrsn/Holmes	0815	1415	0700	1520		Neighborhood	6 Blks	E.O.
Whittier	VP	3	3	Bay Pk/Lngflw	0900	1500	0745	1605	28	Neighborhood	6 Blks	E.O,Kgn
Wiggin	TMR	34	34		0930	1530	0815	1635		Doorstep	N/A	



SLC-Specialized Learning Center  
VP-Voluntary Ethnic Enrollment Program  
COM-COMMUTER  
MAG-MAGNET  
CC-Childrens Center  
EXCH-Exchange Program  
LH-Learning Handicapped  
HH-Hard of Hearing  
SH-Severely Handicapped  
AUT-Autistic  
TMR-Trainable Mentally Retarded  
SED-Severely Emotionally Disturbed  
YRd-Year Round  
CH-Communacatively Handicapped  
PLC-Primary Language Center  
PF-Pre-Formal  
SHAPE

07/18/83

LCD:jm

0002W



\*Denotes change

SECONDARY SCHOOL SERVICE PARAMETERS  
1983 - 84

8/17/82

1983-84 Network							83-84 Proposed	Projected P/U		82-83	Walking			
Bus Trips							Schedule	Delivery Times		Mean	Distance			
	AA	AD	AS	SP	Total	Coupling School	Start	Dismiss	1st P/U AM	Last Drop PM	Ride Time	Type of Service	To P/U Point	Extra Service
Bell	COM	10					0730	1400	0645	1435	13	Arterial	10 Blks	
Bell	MAG/LH		20		30		0730	1400	0615	1505	31	Arterial	10 Blks	
Clairemont	VP		10				0730	1400	0615	1505	25	Arterial	10 Blks	
	OH/PH/LH	28			38	Marston	0730	1400	0615	1505		Arterial/Drstp	10/6 Blks	
Correia	MAG/VP		10				0745	1415	0630	1520	27	Arterial	10 Blks	
	SED	23			33		0830	1330	0715	1435		Doorstep	N/A	
Crawford	LH/SH	18					0800	1430	0645	1535	34	Arterial/Neighborhood	10/6 Blks	
	IS		12		30		0700	1330	0700	1330	30	Express	N/A	
Einstein	VP		4			Madison	0745	1415	0630	1520	32	Arterial	10 Blks	
	PLC	4			8	Madison	0745	1415	0630	1520	33	Arterial	10 Blks	
Farb YRd	VP		4		4	Serra	0745	1400	0630	1505	38	Arterial	10 Blks	
Garfield	TM	4			4		0800	1300	0645	1405		Neighborhood	6 Blks	
Gompers	MAG		26		26		0730	1400	0615	1505	32	Arterial	10 Blks	
Hale	VP		8				0730	1400	0615	1505	26	Arterial	10 Blks	
	HH/OH	22			30		0730	1400	0615	1505		Doorstep	N/A	
Henry	VP		18				0730	1400	0615	1505	26	Arterial	10 Blks	

5.37



	PLC	5			Pershing	0730	1400	0615	1505	30	Arterial	10 Blks
	PHDIS	2		25	Pershing	0730	1400	0615	1505		Doorstep	N/A
Hoover	LH	10		10	Wilson	0730	1400	0615	1505		Arterial	10 Blks
Keiller	MAG		18	18		0730	1400	0615	1505	30	Arterial	10 Blks
Kearny	LH	2				0800	1430	0645	1535		Arterial	10 Blks
	IS		12	14		0700	1330	0700	1330	30	Express	N/A
La Jolla	VP		6	6		0800	1430	0645	1535	26	Arterial	10 Blks
Lewis	VP		6			0730	1400	0615	1505	20	Arterial	10 Blks
	LH	2		8		0730	1400	0615	1505		Arterial	10 Blks
Lincoln	IS		12			0800	1430	0800	1430	30	Express	N/A
	LH	2		14		0800	1430	0645	1535		Arterial	10 Blks
Madison	PLC	4			Einstein	0730	1400	0615	1505	33	Arterial	10 Blks
	HH		14			0730	1400	0615	1505		Doorstep	N/A
	VP		12			0730	1400	0615	1505	25	Arterial	10 Blks
	IS		12	42		0730	1400	0730	1430	30	Express	N/A
Mann	LH		18	18	Crawford	0745	1415	0630	1520		Arterial	10 Blks
Marston	PLC	2				0730	1400	0615	1505	29	Arterial	10 Blks
	CH/LH		28		Clairemont	0730	1400	0615	1505		Arterial/Nbrhood	10/6 Blks
	VP		18	48		0730	1400	0615	1505	30	Arterial	10 Blks
Memorial	MAG		14	14		0730	1400	0615	1505	35	Arterial	10 Blks
Mira Mesa	COM	4				0730	1400	0615	1505	22	Arterial	10 Blks
	VP		2	6	Wangenheim	0730	1400	0615	1505	28	Arterial	10 Blks
Mission Bay	TMR		16		Pac Beach JrHS	0915	1515	0800	1620		Doorstep	N/A
	VP		4			0800	1430	0645	1535	24	Arterial	10 Blks
	IS		12	32		0700	1330	0700	1330	30	Express	N/A



Morse	COM	4			0800	1430	0645	1535	24	Arterial	10 Blks
	LH	2			0800	1430	0645	1535		Arterial	10 Blks
	IS		12	18	0800	1430	0800	1430	30	Express	N/A
Muir at Beale	MAG		20	20	0730	1315	0615	1420	32	Arterial	10 Blks
Muirlands	VP		16	16	0730	1400	0615	1505	30	Arterial	10 Blks
Pacific Beach	TMR	16			0900	1500	0745	1605		Doorstep	N/A
	VP		10	26	0730	1400	0615	1505	25	Arterial	10 Blks
Pershing	PLC	5			0730	1400	0615	1505	30	Arterial	10 Blks
	COM	2			0730	1400	0615	1505	30	Arterial	10 Blks
	PHDIS	2			0730	1400	0615	1505		Doorstep	N/A
	VP/LH		20	29	0730	1400	0615	1505	28	Arterial	10 Blks
Pt.Loma	MAG/LH/VP		12	12	0730	1400	0615	1505	31	Arterial	10 Blks
Riley	SED	26		26	0700	1200	0545	1305		Doorstep	N/A
Roosevelt	SED	20			0730	1230	0615	1335		Doorstep	N/A
	LH	2		22	0745	1415	0630	1520		Arterial	10 Blks
San Diego	IS		12	12	0800	1430	0800	1430	30	Express	N/A
SCPA/OFrrell	MAG		44	44	0745	1415	0630	1520	29	Arterial	10 Blks
Serra	VP		4	4	0730	1400	0615	1505	38	Arterial	10 Blks
Standley	VP		8	8	0730	1400	0615	1505	28	Arterial	10 Blks
Taft	LH	4		4	0730	1400	0615	1505		Arterial	10 Blks
Twain	TM	8		8	0800	1300	0645	1405		Neighborhood	6 Blks
Univ City	VP		6	6	0730	1400	0615	1505	31	Arterial	10 Blks
Wangenheim	COM	4			0745	1415	0630	1520	32	Arterial	10 Blks
	VP		4	8	0745	1415	0630	1520	30	Arterial	10 Blks
Wilson	LH	10		10	0730	1400	0615	1505		Arterial	10 Blks

Mission Bay

Henry

Mira Mesa

Hoover



Wright Bros IS

12

12

0745

1330

0730

1315

30

Express

N/A

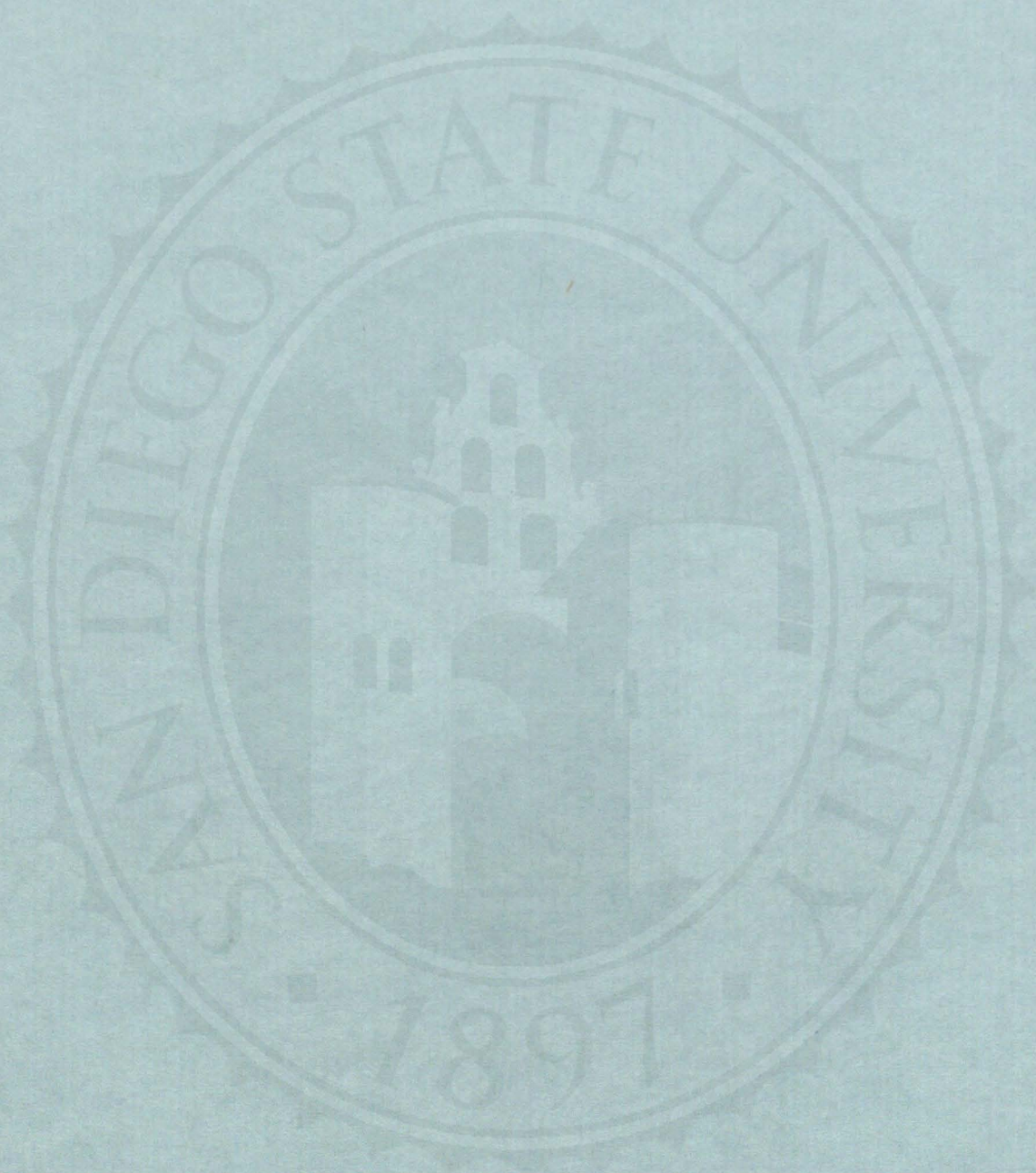
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## Section 6

### BUSINESS/EDUCATION PARTNERSHIPS PROGRAM

#### Community Relations

	Page
Business/Education Partnerships Program	6.1
School Contests	6.2
Volunteer Program	6.3

Persons to contact regarding this program: Joanne Jett - 263-8410



## BUSINESS/EDUCATION PARTNERSHIPS PROGRAM

**Description:** The district's Business/Education Partnership Program, begun in September 1982, is designed to increase communication and involvement between the schools and the resources of the business community. It includes the Adopt-A-School program, the Adopt-A-Teacher mini-grant program, and other privately-funded projects and donations to benefit San Diego City Schools.

The Adopt-A-School program provides the much needed link between the public schools and private business or community organizations. Each partnership is designed individually to meet the needs of the school and the business involved. When planning for each partnership program is complete, a written agreement is then presented to the Board of Education for recognition. Approximately 25 Adopt-A-School partnerships are currently in operation.

A new partnership effort, the Adopt-A-Teacher program has recently begun. Small grants, averaging \$300 to \$350 each, will be awarded on a competitive basis to eligible teachers who wish to conduct specific classroom projects that require resources unavailable through district funds. At this time the mini-grants are made possible through funds donated by a former teacher and are available to teachers at Hancock, Miller, Tierrasanta and Vista Grande elementary schools and Farb Middle School.

Person to contact regarding this program: Jeanne Jehl - 293-8530.



### SCHOOL CONTESTS

During the year there are requests from a variety of organizations to sponsor contests involving students in San Diego City Schools. The contests fall into three categories:

1. Contests involving a total district commitment with each school conducting the contest at the grade levels indicated,
2. Contests which may be conducted at the principal's discretion (i.e. those sponsored by the principal, district resource staff or other organizations),
3. National or statewide contests which are not sponsored by the district but are approved for posting at school sites.

Community Relations and Integration Services Division (CRISD) acts to direct the supervision, at the district level, of these contests. The assistant superintendent of CRISD designates a chairperson for the School Contest Advisory Committee which is composed of citizens, representatives of the operating divisions, and specialists in the subject areas in which the contests are being conducted. The committee proposes appropriate criteria for screening contests and designs regulations for conducting contests in the schools. In addition, the committee considers all requests to sponsor contests and makes final recommendations for approval and scheduling.

Person to contact regarding contests: Fred Cruz - 293-8307.



### VOLUNTEER PROGRAM

Description: The volunteer program was formally authorized by the district in 1975. The function of the various volunteer programs operating in the schools is to link various community persons who are able to donate their time and skills with the schools. The district volunteer coordinator works with those available site volunteer coordinators to provide help in classrooms, library/media centers, counseling centers, school offices and workrooms. It is estimated that some 5,000 volunteers currently are serving the schools in various capacities.

The district volunteer coordinator also establishes a working relationship with various community volunteer groups, all of which refer volunteers to the school system.

Several times each year, workshops and training sessions are held to provide volunteers with additional skills for the classroom. Volunteer coordinators are trained in program organization, recruitment techniques, and community resources.

Person to contact regarding this program: Lillian Mitchell - 293-8303.







San Diego City Schools  
Community Relations and Integration Services Division

DIRECTORY

<u>Division Office</u>		
4100 Normal Street, San Diego, CA. 92103	293-8300	Rm. 2220

GEORGE T. FREY, ASSISTANT SUPERINTENDENT	293-8305	2220
Karen Heinrich, Secretary III	293-8306	2220
Patricia Raymond, Clerk-Typist III	293-8300	2220
Sandra Stark, Administrative Assistant	293-8300	2220

K-12 Magnet Programs

Lanell Alston, Resource Teacher	293-8543	2202
Trish Harris, Resource Teacher	293-8411	2202
Rose Lane, Clerk-Typist II	293-8543	2202

Business/Education Partnerships (Adopt-A-School)

Jeanne Jehl, Resource Teacher	293-8530	2121
Susan Lane, Secretary I	293-8530	2121

VEEP, ASB, School Contests Coordination

Fred Cruz, Administrative Intern	293-8307	2121
Susan Lane, Secretary I	293-8307	2121

<u>Integration Support Services, (Monitoring, Race/Human Relations Outdoor Education Program, Balboa Park Program, Old Town Historical/Cultural Program, Exchanges, Learning Center, Naturally Integrated Schools, VEEP)</u>		
4100 Normal Street, San Diego, CA. 92103	293-8558	Rm. 2109

LOTTIE HESS, DIRECTOR	293-8558	2109
Lilia Alcaraz, Secretary II	293-8558	2109
Gary Doht, Administrative Assistant	293-8546	2109
Margaret Sorenson, Clerk-Typist III	293-8558	2109
Adele Lancaster, Resource Teacher	293-8319	2109
Patricia Meredith, Resource Teacher	293-8319	2109
Diane Singer, Resource Teacher	293-8319	2109

Race/Human Relations Outdoor Education Program

Camp Palomar, Palomar Mountain, Ca. 92060	742-3204
---	----------

Helen Dillon, Principal  
Charlene Zilius, Counselor  
Robert P. Butler, Teacher  
Patricia Durkin, Teacher  
Christina Gomen, Teacher  
Sandra Jones, Teacher  
Geoffrey McCloud, Teacher  
Walter Price, Teacher  
Dale Allen Ransom, Teacher



Community Relations and  
Integration Services Division Directory  
(continued)

Jeanne Baccoli, Aide  
Joe Fulcher, Aide  
Elizabeth Laval, Aide  
Humberto Morales, Aide  
Anh Nguyen, Aide  
Smail Saidani, Aide  
Bob Sankey, Aide  
Jannette Soriano, Aide  
William Stevens, Aide  
Elizabeth Wintringer, Aide  
David Scott Best, College Intern  
Jesse Blair, College Intern  
Judson Joyce, College Intern  
Wendy Joyce Mason, College Intern  
Rick Saez, College Intern

County Staff assigned to program (joint supervision with CRISD):  
County Department of Education

Nurse, Clerk, Cafeteria Crew, Maintenance Crew

Balboa Park Program

Conference Bldg., Room 5, Balboa Park, San Diego, CA. 9210 239-3419

Gerald Lamb, Vice Principal  
(vacant) Secretary  
Warren Brown, Teacher  
Dolores Hayes, Teacher  
Bettye Jo Olds, Teacher  
Evelyn Hird, Aide  
Mariam Battle, Aide  
Merry Ogden, Aide  
Lorna Persing, Aide  
Mary MacClay, Aide  
Robert Jessop, Aide  
S.E. Taylor, Aide  
Danny King, Aide

Integration Support Services (Race/Human Relations, Multicultural Education, Title IX, Community Relations, Volunteer Program)) Race/Human Relations Office 5055 July Street, San Diego, CA. 92110
---

YVONNE JOHNSON, DIRECTOR	275-3922	Longfellow, B-2
Linda Bovet, Secretary II	275-3922	Longfellow, B-2
Dameris Wesselmann, Secretary I	275-3922	Longfellow, B-2
Judy Atkins, Clerk-Typist II	275-3922	Longfellow, B-2
Joan Auer, Resource Teacher	293-8320	2109
Joanne Miller, Clerk-Typist II	293-8320	2109



Community Relations and  
Integration Services Division Directory  
(continued)

Facilitators

Christina Baca  
Janice Bennett  
William Crane  
Tony Crawford  
Marco Curiel  
M. Linette DaRosa  
Patricia Dibos  
Richard Flores  
Shirley Hardy  
Janice Kaneko  
Rick Novak  
George Pappas  
Penny Patten  
Donald Sanders  
Diana Shipley  
Roger Strasner  
Hector Torres  
Bonny Yap

All facilitators may be  
reached at 275-3922  
or 275-3923  
Longfellow, B-2

Human Relations Assistants

Glen Mashburn  
Barbara Coleman

275-3922 Longfellow, B-1  
275-3922 Longfellow, B-1

Community Aides for Integration

Olga Ampelas  
Mary Cloud  
Mary Ellen Coleman  
Gloria Elijah  
Sally Knowles  
Eric Overstreet

Edward Pascua  
Barbara Pierce  
Edwina Ramirez  
James Rankin  
Herb Sims  
Ernestine Wilburn

Emerson  
Sunset View/Silver Gate  
Longfellow, B-2  
Webster  
Chesterton  
Green (M-W)  
Longfellow, B-2 (Th-F)  
Chollas/Mead  
Johnson  
Bird Rock  
Boone  
Horton  
Knox

Volunteer Program

4100 Normal Street, San Diego, CA. 92103

Lillian Mitchell, Administrative Assistant  
Linda Pearman, Clerk-Typist II

293-8303 2121  
293-8303 2121



San Diego City Schools  
Community Relations and Integration Services Division

1983-84 Facilitator Assignments

Program Office: Community Relations and Integration Services  
Race/Human Relations Office at Longfellow, B-1  
5055 July Street  
San Diego, Ca 92110  
275-3922

Program Director: Dr. Yvonne Johnson

Facilitators are resource teachers assigned to the specialized area of race/human relations. For a description of the facilitator role and areas of responsibility, please refer to the Race/Human Relations Multi-Year District Program for Staff and Students, July 1983. Facilitators are evaluated, as are all district teachers, using the Stull Bill evaluation process. In addition, once a year, a request is made to site administrators and program managers to complete the form found on Page 7.8 of this notebook section.

Facilitators are assigned to schools based on the Schools Operations Division Areas I-IV and to central office divisions. School assignments are organized to correspond to high schools and their feeder junior, middle, atypical and elementary schools. Following is an alphabetical list of facilitators assigned for the 1983-84 school year. Details of assignments are included on the pages indicated.

Baca, Christina	7.6
Bennett, Janice	7.6
Crane, William	7.5
Crawford, Tony	7.6
Curiel, Marco	7.5
daRosa, Linnette	7.5
Dibos, Posy	7.6
Flores, Richard	7.6
Hardy, Shirley	7.5
Kaneko, Janice	7.7
Novak, Rick	7.5
Pappas, George	7.6
Patten, Penny	7.5
Sanders, Donald	7.5
Shipley, Diana	7.5
Strasner, Roger	7.6
Torres, Hector	7.7
Yap, Bonny	7.7



# 1983-84 Facilitator Assignments

Facilitator:	SHIRLEY HARDY	DONALD SANDERS	LINETTE DAROSA	WILLIAM CRANE
School				
Operations Area:	I	I	I	I
Senior High:	San Diego	Mission Bay	Point Loma	La Jolla
Junior High:	Memorial Roosevelt	Pacific Beach	Correia	Muirlands
Middle:				
Atypical:		Wiggin		Riley
Elementary:	Birney* Burbank* Cadman Logan* Sherman* Lowell* Stockton	Bay Park Bayview Terrace Crown Point Pacific Beach Sessions Toler Encanto +(III)	Barnard Cabrillo Dewey* Fremont Loma Portal Ocean Beach Silver Gate Sunset View	Bird Rock Brooklyn* Florence La Jolla McKinley Torrey Pines Washington
Other:	Support: Guidance Dept.	Support: Bus. Services Div.	Support: Basic Ed. Dept.	Support: CRISD Impl. Obj. 17

Facilitator:	RICK NOVAK	PENNY PATTEN	MARCO CURIEL	DIANA SHIPLEY
School				
Operations Area:	II	II	II	II
Senior High:	Crawford	Patrick Henry	Lincoln	University City
Junior High:	Mann	Lewis Pershing		Stanley
Middle:				
Atypical:			Gompers Secondary	Revere Devel- opment Center
Elementary:	Carver Clay Darnall* Euclid Jackson Marshall Montezuma* Rolando Park	Benchley/ Weinberger Foster Dailard Gage Green Hearst Marvin	Baker Balboa* Chollas Emerson Horton Johnson Knox Mead Webster	Curie* Doyle Marcy Spreckles Grant* +(I) Longfellow+(I) Kennedy*
Other:	Evaluation Services Dept. R/H Rel. Outdoor Education Program	Support: Guidance Dept.	Support: Personnel Div.	Support: Coop. Learning/ Implementation Objective 17

\*Year-round School

+Listed outside of designated Schools Operations Division Area



# 1983-84 Facilitator Assignments

Facilitator: JANICE BENNETT      GEORGE PAPPAS      TONY CRAWFORD			
School			
Operations Area:	III	III	III
Senior High:	Madison	Serra Jr./Sr	**Morse (C. Baca, high school only, other schools, Crawford)
Junior High:	Einstein Hale		Bell
Middle:		Farb	
Atypical:		Twain ILC Twain, Beach Twain, Eastern Twain, Mesa Twain, Jr. High	Schweitzer +(I)
Elementary:	Anderson Field Holmes Lafayette Lindberg* MacDowell Sequoia*	Hancock* Hawthorne Miller* Tierrasanta* Vista Grande* Jefferson+(I) Whitman	Audubon Boone Freese Lee Paradise Hills Penn Perry* Valencia Park
Other:	Transportation Department Support: Coop. Lrng./Implement.	Support: Finance Department	Race/Human Rel. Outdoor Ed. Prog.

Facilitator: ROGER STRASNER      CHRISTINA BACA      RICHARD FLORES      POSY DIBOS				
School				
Operations Area:	IV	IV	IV	IV
Senior High:	Clairemont	**Hoover (T. Crawford, h.s. only, other schools for Baca)	Kearny	Mira Mesa
Junior High:	Marston Taft	Wilson	Montgomery	Wangenheim
Middle:				
Atypical:	Mission Beach Fairhaven	Wright Brothers	Muir at Beale	Garfield Learning Ctr.
Elementary:	Angier Cubberley Jones* Juarez Wegeforth Hardy +(II) Fulton +(III)	Adams Alcott Edison* Franklin Hamilton* Rowan Whittier Central	Carson* Chesterton Fletcher Linda Vista* Stevenson Oak Park Ross	Breen Ericson Hickman Jerabek Mason* Miramar Ranch Sandburg Walker
Other:	Support: Spec. Ed. Dept.	Support: Bus. Services Div.	Support: Coop. Lrng./Implement. Objective 17	Support: Health Serv. Dept.

\*Year-round School

+Listed outside of designated Schools Operations Division Area



## 1983-84 Facilitator Assignments

In addition to facilitators assigned to school sites, the following serve other divisions, departments and special programs.

<u>BONNY YAP</u>		<u>HECTOR TORRES</u>	<u>JANICE KANEKO</u>
<u>Children's Centers</u>	<u>State Preschool</u>	<u>Business Services Division</u>	<u>Educational Services Division</u>
Bayview	Baker	Land and Facilities Planning	Special Education
Brooklyn	Balboa		Health Services
Burbank	Brooklyn	Food Services	Guidance Services
DeAnza	Burbank	Purchasing/Materiel	Gifted and Talented Education
Dewey	Cabrillo	Maintenance	Hearing/Placement
Euclid	Central	Plant Operations	Basic Education
Field	Dewey	Utilities Management	Vocational/Applied Arts Curriculum
Fletcher	Emerson	Risk Management	Instructional Media Services
Florence	Encanto	Contract Compliance	External Funding
Garfield	Euclid	Transportation (Bennett)	
Hawthorne	Field		
Jefferson	Freese		
Kennedy	Hamilton		
Los Altos	Horton	<u>Community Relations Integration Services</u>	<u>Planning, Research and Evaluation Div.</u>
Mead	Jefferson		
Miller	Kennedy		
Montezuma	Knox	<u>Race/Human Relations Volunteer Program</u>	<u>Educational Planning</u>
Oak Park	Linda Vista	<u>Business/Education Partnerships Program</u>	<u>Educational Research</u>
Ocean Beach	Lowell		<u>Evaluation Services (Novak)</u>
Ross	Mead		
Rowan	Oak Park		
Stockton	Ocean Beach	<u>Finance Department</u>	<u>Personnel Services Division</u>
Walker	Paradise Hills		
Wegeforth	Sherman	<u>Finance</u>	<u>Compensation</u>
Whittier	Stockton	<u>Accounting</u>	<u>Personnel Admin.</u>
	Valencia Park	<u>Budget and Cost Controls</u>	<u>Staff Development</u>
Keiller Middle School		<u>Information Services</u>	<u>Employee Relations</u>
SCPA at O'Farrell		<u>Legislative Liaison</u>	<u>Data Systems</u>
			<u>Police Services</u>
			<u>School Operations Division Offices Areas I-IV</u>
			<u>Superintendent</u>
			<u>Legal Services</u>
			<u>Special Assistant to the Superintendent</u>



San Diego City Schools  
Community Relations and Integration Services Division  
Race/Human Relations Program

EVALUATION OF SERVICES PROVIDED BY RACE/HUMAN RELATIONS FACILITATOR  
1983-84

Name of Facilitator Providing Services _____	School/ Site _____
---	-----------------------

The site administrator or designee is requested to complete the following information regarding the evaluation of services of the site-assigned race/human relations facilitator, as well as the race/human relations program in general. It is not necessary to schedule a site conference with the facilitator. Your evaluation of services provided by the district facilitator during the planning and implementation of your 1983-84 race/human relations program will be appreciated.

Please return this form to the Community Relations and Integration Services Division, Race/Human Relations Office at Longfellow, B-1 by April 26, 1984.

Please circle the appropriate number which best describes your judgement of the service provided. It is requested that any "Requires Improvement" rating be accompanied by a written explanation.

I. SERVICES PROVIDED TO SCHOOL/NON-SCHOOL SITES

<u>Service</u>	<u>Not</u> <u>Effective</u>		<u>Somewhat</u>		<u>Very</u> <u>Effective</u>	<u>Does</u> <u>Not</u> <u>Apply</u>
.Contact site/offer assistance	1	2	3	4	5	DNA
.Assist in assessing site needs	1	2	3	4	5	DNA
.Provide information about and/or leadership for race/human relations program	1	2	3	4	5	DNA
.Serve on race/human relations committee	1	2	3	4	5	DNA
.Facilitate the committee in problem solving and decision making	1	2	3	4	5	DNA
.Provide resources	1	2	3	4	5	DNA
.Conduct staff inservice	1	2	3	4	5	DNA
.Provide assistance for implementation of student race/human relations program	1	2	3	4	5	DNA
.Meet with teachers to assist them in conducting lessons	1	2	3	4	5	DNA
.Conduct demonstration lessons	1	2	3	4	5	DNA
.Meet with students in conflict situations	1	2	3	4	5	DNA
.Meet with parents/community regarding race/human relations	1	2	3	4	5	DNA
.Assist with action planning	1	2	3	4	5	DNA



Evaluation of Services Provided by  
Race/Human Relations Facilitator

II. PLEASE INDICATE THE OVERALL SERVICES PROVIDED BY YOUR DISTRICT FACILITATOR BELOW: (Please circle one)

<u>Ineffective</u>		<u>Somewhat</u>		<u>Very Effective</u>
1	2	3	4	5

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. AS AN ADMINISTRATOR/DESIGNEE, HOW OFTEN HAVE YOU UTILIZED THE SERVICES OF THE DISTRICT FACILITATOR FOR STAFF DEVELOPMENT? (Please circle one)

<u>Rarely</u>				<u>Frequently</u>
1	2	3	4	5

IV. HOW CAN THE SERVICES OF THE DISTRICT FACILITATOR BE USED MORE EFFECTIVELY?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V. RACE/HUMAN RELATIONS PROGRAM

Your comments regarding the student and/or staff program will be appreciated.

A. Student Program \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Staff Program \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VI. GENERAL COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Site Administrator/Designee

\_\_\_\_\_  
Position Title





## SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

4100 Normal Street

DATE: August 31, 1983

MEMO TO: K-12 Principals

FROM: Frey

SUBJECT: MONITORING PROCESS, 1983-84

It is important to distinguish the district's integration monitoring process from other evaluation and monitoring that may be conducted in San Diego City Schools by various groups. Integration monitoring for 1983-84 will be scheduled for 40 elementary and secondary school sites. None of these sites will be among those to be evaluated for the Race/Human Relations Program by Dr. Betty Tomblin's group, and the process is separate from the one followed by Dr. Tomblin's evaluation teams. In addition, the Integration Task Force that operates under the direction and supervision of the Court may conduct monitoring visits to sites on a schedule determined by them and using methods determined by them. The district has no control over their monitoring process although we will encourage them to work with us for consistency.

The district's integration monitoring effort for 1983-84 will follow the same general procedure established for integration monitoring during 1982-83. This procedure is summarized below.

1. A profile will be developed by central staff on each school to be monitored in 1983-84. Profile information is used to prepare monitoring teams for a knowledgeable look at sites and includes such information as enrollment, staffing, mobility rate, scheduling information, achievement data, ethnic balance, attendance and suspension data, special services to students (gifted, limited-English-proficient, special education, etc.), integration program description, and other pertinent data.

Pre-monitoring site visits will be conducted for all schools to be monitored. At that time, the draft of the profile for the school will be reviewed by the site principal for accuracy and any necessary revisions can be made at that time. Following the pre-monitoring site visits, schools will receive a copy of their integration monitoring profile.

2. Training sessions will be conducted for all persons to be assigned to monitoring teams. Such training sessions will include information on district programs--both instructional and categorical. All monitors are required to have training prior to serving on the monitoring teams.



K-12 Principals  
August 31, 1983

3. The monitoring process begins immediately following the monitoring team training sessions. Elementary schools are monitored for a two-day period; secondary schools are monitored for a three-day period. Monitoring days are sequential and, when the monitoring team has completed its two- to three-day visit at the school site, the team does not return to that site again. Monitoring team reports are reviewed with site staff at exit conferences prior to the departure of the monitoring team.
4. Monitoring teams are chaired by a district administrator with a community co-chairperson. Teams consist of district staff, parents, and community persons. District staff members represent a variety of fields of expertise and include those persons currently on the district's leadership list. Following the monitoring visits, typed copies of the monitoring team's report are prepared. One copy is returned to the site principal; other copies are sent to the School Operations Division Area Superintendents and Managers, to the Assistant Superintendent, Community Relations and Integration Services Division, and to Dr. Payzant.

Principals are asked to review the monitoring team's report and to prepare a site plan for maintaining the strengths noted and for addressing those items which the monitoring team listed as requiring review, study, and/or improvement. Strengths and weaknesses noted on the monitoring checklist should also be included in the principal's review and planning.

5. Prior to beginning the monitoring process, principals will have an opportunity to receive and review the monitoring documents. Principals will be encouraged to do a self-study with their own site prior to the visit of the monitoring team. Copies of such self-studies should be provided to the monitoring team chairpersons and to the Community Relations and Integration Services Division director, Lottie Hess. These self-studies are included as an appendix to the monitoring team reports.
6. Sites are not notified until five days prior to the monitoring team's visit of the dates they are scheduled to be monitored. Monitoring teams will learn the name of the school they are to monitor at the same time. All monitors receive copies of the site profile at that time.

To the degree possible, area assistant superintendents, area managers, and/or area interns are encouraged to participate in the process.

7. Principals may, if they wish, invite parents or community members from their area to serve with the monitoring team at the time of the monitoring team visit.

GTF:1a

cc: Area Assistant Superintendents, Area Managers, and Community Relations and Integration Services Division Directors.



San Diego City Schools

Community Relations and Integration Services Division

SCHOOLS TO BE MONITORED

1983-84

AREA I.

Point Loma High  
La Jolla High  
Muirlands Junior High

Fremont Elementary  
Ocean Beach Elementary  
Grant Elementary  
Bird Rock Elementary  
Birney Elementary  
Jefferson Elementary  
Schweitzer Elementary

AREA II.

Crawford High  
University City High  
Standley Junior High  
Lewis Junior High

Curie Elementary  
Benchley/Weinberger Elementary  
Darnall Elementary  
Dailard Elementary  
Rolando Park Elementary  
Doyle Elementary

AREA III.

Serra Junior/Senior High  
Morse High  
Keiller Middle School  
Einstein Junior High

Valencia Park Elementary  
Penn Elementary  
Andersen Elementary  
Miller Elementary  
Boone Elementary  
Audubon Elementary

AREA IV.

Wilson Junior High  
Taft Junior High  
Wangenheim Junior High

Edison Elementary  
Adams Elementary  
Whittier Elementary  
Ericson Elementary  
Jones Elementary  
Angier Elementary  
Hamilton Elementary