March 16, 1981 [MS-0234.005.003.080]

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SAN DIEGO INTEGRATION TASK FORCE MEETING
MONDAY, MARCH 16, 1981
MINUTES

MEMBERS PRESENT:
Hal Brown, Chairman
Judy McDonald, 1st Vice-Chair
Jerry Baker
Richard Calvin
Tom Carter
Morris Casuto
Larry Gonzales
Ann Hunsaker
Dr. William Johnson
Alan McCutcheon
Mike Madigan
Clarence Pendleton
Hartwell Ragsdale
Bill Rohan
Delia Talamantez
Beverly Yip

MEMBERS ABSENT:
Fred Castro, 2nd Vice-Chair
James Anderson
Irma Castro
Judge Joseph Davis
Judge Judy McConnell
Eunice Winston

The meeting was called to order at 4:10 p.m.

The Chairman introduced Ms. Verna Bain. She said that Baker Elementary is not numerically one of the most successful ones. They pride themselves in quality not numbers. They lose students because the students move out of the city. Baker is a University Lab School. They work with Pt. Loma College student teachers. It is an instrumental music magnet.

I. ANALYSIS OF PROGRAMS AND ADDITIONAL INFORMATION - Dr. Tom Goodman

The Chairman made reference to the handout Dr. Goodman passed around entitled Enrollment Statistics Isolated Schools, 1976-1980. He pointed out that the handout showed that some schools have become desegregated:

	% MAJORITY	
	1976	1980
Fulton	1.3	31.4
Johnson	.4	33.3
Valencia Park	2.4	20.2
Webster	1.4	47.6
Gompers	.8	38.9

The Chairman also pointed out that some schools have not desegregated but reversed:

	% MAJORITY	
	1976	1980
Burbank	3.1	1.0
Chollas	4.0	3.3
Freese	21.5	15.0
Logan	4.3	0.9
Sherman	10.0	4.7
Stockton	5.3	3.4
Lincoln	1.5	0.3
Morse	24.0	19.4

The Chairman asked Dr. Goodman if he could give some explanation as to why the situation exists where some schools have desegregated and others have not.

Dr. Goodman said that the population in the city has changed. The area around Memorial changes dramatically. Also some of the programs have been very popular. The Valencia Park program has been very popular. The bilingual/bicultural programs may detract from more enrollments in some of these schools, but mostly he thinks it is a change in population.

Dr. Goodman pointed out that the number of students participating in either part-time or full-time programs is:

Majority	13,174
Minority	14,761

	MINORITY	MAJORITY
Career Center	313	306
VEEP	3707	32
Instruc. Exchange	597	523

Mike Madigan requested a breakdown of the sending schools participating in VEEP. He said that we should be thinking in terms of what went right with the major successes and what went wrong with the failures. He also pointed out that it might be interesting to find out why the 32 majority students are participating in VEEP. He also requested the 1981-82 projections for the magnets.

Tom Carter said that it is his impression that there is not a lot of strong emphasis from the top to make sure that the school system is responsive to the efforts to integrate and to discuss race/human relations issues. He asked Dr. Goodman if he knew what was happening at the receiving school in the white community. Are they also being responsive to the race/human relations issue.

Dr. Goodman said that the Board of Education and the Office of the Superintendent are doing all they can to publicize what is available.

Mr. Carter said that there are many ways to find out if the intent is being carried out. Dr. Goodman said the District has people visiting the schools, and they have full time counselors to the feeder schools.

Mr. Carter asked what kind of feedback they get from these people. Dr. Goodman said that most resistance comes from the local level.

Mr. Carter also asked Dr. Goodman what he does about an administrator or teacher who not only does not teacher race/human relations but is "bucking" it and stressing the opposite viewpoint. Dr. Goodman said that they ask the principal to call this person in and this information is put in the person's folder for unwillingness or playing games.

MONITOR REPORTS

Magnet Monitors: C. B. Schroeder, Susan Jay, Bettie McIntosh, Jim Mishler, Beverly Story, John Cavanagh

Beverly Story said that information about the SCPA is not being sent out. There is concern that the children will be enrolling at other schools and miss out on SCPA. Literature should be sent out on these feeder schools and it should come from the District she said.

Valencia Park has lost some students because they have moved. In Ms. Story's opinion there is an integrated setting in the classroom, cafeteria and play area. They voted down a year-round school.

Bettie McIntosh is a monitor at Horton and Gompers. She said the calibar of instruction is excellent in those classes. The classrooms are very small, about 2/3 the average classroom so that communication between student and teacher is bound to be better. There is a gripe by parents in the total school that there is not enough communication about what is going on and what is going to happen.

Ms. McIntosh visited the Distar classrooms grades 1-2 to draw comparisons. She said that the teachers in AGP and Distar are very hardworking. Buses are a problem at both these magnets. Buses are frequently late. She has also noticed a lot of tardiness. Some majority parents were afraid that their child would stick out because of appearance. Ms. McIntosh has not noticed any difference in appearance of children. About 99% in total program in Horton are neat. There is a concern about closed enrollment in the magnets.

She said that Gompers is a good school and has excellent teaching of math/science/computers. She has noticed that when there is a student teacher, a teacher leaves the classroom about five minutes after the class begins. A textbook is not available for each child in the resident program. The textbooks are shared by all the classes during the day. Whereas each child in the magnet program has his or her own textbook. She feels this is unfair.

In the magnet program at Gompers she has heard from teachers that there is an intolerance to failure. If there is a student who is considered a failure student, the attitude is "let's VEEP him out." The electives class is supposed to be a good place for a good mix of students. She doesn't see it happening. She doesn't see a mixture of resident and magnet students occurring. There is a good mix in PE and music.

John Cavanagh's letter is attached.

INSTRUCTIONAL EXCHANGE

Betty Zimmerman said that the teachers are the key to that program. A drawback is the length of time. It is a two period program. The students seem to be relating to each other very well. They are open with each other in the classrooms and she thinks that this is because of the teachers also.

Delia Talamantez said that there is nothing at the Learning Centers for the LES/NES child and so they virtually waste a whole day.

COMMITTEE REPORTS

Race/Human Relations Program - B. Yip

The committee has met with the race/human relations monitors who monitored about twenty schools. The VEEP receiving schools are the most problemmatic. There is a lack of commitment on the part of the principal or race/human relations committees. They don't carry out the program that they are supposed to carry out and there are some people who are sabotaging the program. In the committee's report they will specify what those schools are.

Bettie McIntosh said that she is concerned about the few faculty members at every school she attended who feel that they know race/human relations so well that they don't need to bother with workshops. Some teachers feel that some of the facilitators may not be the best.

The Task Force will ask Dr. Goodman for a written report that will give an analysis of the five schools that are succeeding in terms of majority enrollment as well as an analysis of the other schools.

REPORT FROM MAGNET MONITORS: March 16, 1981

1. At the elementary school level, a total school magnet, not magnets within a school, provide a much better system for producing quality integrated educational programs.

2. Geographical location (attractiveness of site) and the physical plant are very important to the success or failure of a magnet program.

3. To develop and maintain a quality magnet, it is necessary to have a total effort by the whole school staff. It is also important to have parent involvement and commitment within the magnet. There must also be an ongoing program for recruiting new students at all levels of the magnet program and this program must be totally honest in explaining all options available to the student.

4. Continuation of the individual magnet program from elementary to secondary is essential to the maintenance of the whole program.

5. The quality of education can be as high or higher in the magnet schools as in any other schools.

6. Early and complete planning by the District will enable the school (magnet) to function better.

Susan Jay
Bettie McIntosh
Jim Mishler
(Beverly Story)
(John Cavanagh)

C. B. Schroeder, Jr.
Chairperson

ELEMENTARY SCHOOL

SCHOOL	HOURS 80'-81'	MONITOR
EMERSON	10 HRS	MISHLER
LOWELL	6 HRS	MISHLER
	2 HRS	SCHROEDER
HORTON	22 HRS	MCINTOSH
SHERMAN	4 HRS	JAY
WEBSTER	20 HRS	JAY
OAK PARK	30 HRS	JAY
KNOX	6 HRS	STORY
VALENCIA PARK	30 HRS	STORY
	130 HRS	

SECONDARY SCHOOLS

SCHOOL	HRS 80'-81'	MONITOR
O'FARRELL	30 HRS	STORY
SAN DIEGO HIGH	4 HRS	SCHROEDER
GOMPERS	73 HRS	MCINTOSH
SCPA	14 HRS	SCHROEDER
LINCOLN	27 HRS	MISHLER
MORSE	HRS	CAVANAGH
MEMORIAL	HRS	CAVANAGH

Candace Elmore
3714 Lotus Dr.
San Diego, Calif. 92106

March 15, 1981

C. D. Schroeder
Monitor, Integration Task Force
4100 Normal St.
San Diego, Calif. 92103

Mr. Schroeder:

This letter has been prompted by some difficulties I encountered in applying for positions in magnet schools for my daughter, a majority student who will enter kindergarten in the Fall of 1981. I hope my comments will be taken as observation, rather than criticism. In any case, they are intended to provide the Task Force with an outsider's view.

I have filed applications at six schools to date. At only two of these, Fremont and Muir, were the general office personnel, the public's first contact with a school, prepared to handle my inquiries with any degree of knowledge or even courtesy.

Encanto refused to accept my application in the Spring of 1980 when I appeared at the school in person to inquire about the program. (I had been advised by the district office to apply at each school and had already applied at Muir and Fremont, both of which had waiting lists at the time.) When I persisted, I was told to contact Mrs. Saunders, who was not in that day. I returned to make an application in January, 1981 and found Mrs. Saunders to be wonderfully helpful. It is my feeling, though, that in her absence someone should be able to perform the very routine function of filling out a form, especially when, as in my case, a visitor has travelled some distance.

At two other schools, Emerson and Valencia Park, my request for application forms was greeted by what can only be described as a mixture of suspicion, hostility and apathy. I applied at Valencia Park in March of 1980 and was told flatly that I could not apply by a clerk who finally relented, checked with another employee and produced the necessary form. I applied at Emerson in January of 1981. Clerks there insisted, en masse, that I could not apply in advance of the start of the school year, i.e.: September, 1981. The principal appeared and instructed the

clerk on how to take my application and then answered many questions for me.

I visited Baker in January of 1981 and was asked to wait for the community aide to get information about the program. Eventually, that school's principal noticed me waiting and invited me into her office to talk. Although she and the principal at Emerson were most gracious, I felt that I was taking up their valuable time and was unsure how many questions I had a right to ask in these situations.

I would like to mention that everyone I talked to at Fremont was not only courteous but strikingly friendly and eager to answer all my questions. The employees at that school seem to work happily together. This is undoubtedly due, in part, to the school's small size, but it has a really positive impact on the visitor and, surely, the children.

It is also worth mentioning that only one school, Encanto, was prepared to provide the visitor with printed material describing its program. Also, Encanto is the only school I visited that provides a complete tour of the facilities. It's fair to say that Encanto, being large and well-established, has more to say for itself than other schools.

I reluctantly note that many of the employees who made a negative impression on me were members of minority groups. It is possible some of these people were operating out of some personal prejudice, just as it is possible that I was doing so. It is the reason I want my daughter to attend a racially balanced school. It seems to me, though, that the chief problem is poor job training: lack of public relations skills and lack of knowledge of office forms and procedures.

I worry that parents less determined than I might encounter such resistance and simply give up. Our family can contribute to a magnet school because we have a strong commitment both to integration and to our daughter's education. But shouldn't the schools be reaching out to those families who, lacking such a commitment, may nevertheless be won over by the superiority of a school's overall program?

I am left to wonder if I, as a visitor, parent and taxpayer, can be treated with such indifference, even downright rudeness, at a school, how are small children treated there?

Sincerely,

Candace Elmore

Candace Elmore