[MS-0234.005.003.019]

SAN DIEGO INTEGRATION TASK FORCE MEETING
MONDAY, JANUARY 5, 1981
MINUTES

Members Present:
Judy McDonald, Acting Chair
Fred Castro, 2nd Vice-Chair
Jerry Baker
Richard Calvin
Tom Carter
Morris Casuto
Ann Hunsaker
Alan McCutcheon
Mike Madigan
Clarence Pendleton
Bill Rohan
Delia Talamantez
Eunice Winston
Beverly Yip

Members Absent:
Hal Brown, Chair
Jim Anderson
Irma Castro
Judge Joseph Davis
Larry Gonzales
Judge Judy McConnell
Hartwell Ragsdale

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

Judy McDonald was Acting Chair. Hal Brown was ill. The Chair introduced Mr. Payton Cook, Principal of Lincoln High School. Mr. Cook said that there are 963 students presently enrolled at Lincoln. The school has just added a new center for health and medicine. Lincoln is part of an exchange with Patrick Henry and Clairemont. Eighty percent of the seniors have passed all of their competencies. CTBS scores have been going up. Attendance has improved. Bleachers and bathrooms have been added enabling the site to have daytime football. Mr. Payton said that this will help the students feel that they have everything that all the other schools have.

INTRODUCTION OF CONSULTANTS

The Chair introduced Dr. Tom Nagle and he proceeded to explain his role as consultant to the school board. He and the other consultants have been working with the Board in terms of defining their role. They were not hired as administrators and they are directly hired by the Board and speak and respond to them. They do not constitute another layer of bureaucracy. Dr. Nagle was brought in primarily because of his background in mastery learning. The AGP focuses heavily on mastery learning as its prime means of delivery. In his opinion this is an incredible effort for the district to undertake in the time frame that they have chosen to develop that program. His job description calls for him to be involved with everything and anything that has to do with the AGP. The AGP is organized around some of the latest concepts that have proven successful in education. The first is mastery learning, the premise of which is that nearly any child can learn anything if the conditions and amount of time are correct. The second is time on task; the more time a child spends on a task the more that child learns. With time on task it is difficult to determine the quality of the time. The AGP program also attempts to minimize distractions and interruptions.

Lessons are written in reading and math organized around specifically stated objectives in terms of particular types of tasks that children will be able to carry out. There is also a testing program that measures those same objectives. Every child is held to a standard that says he/she has to achieve 80% on any of these assessments in order to go on to the next level. If they don't achieve that level then a re-teaching program is instituted in order to get the child to that level. A reinforcement program is instituted if that level is still not achieved. At the present time only the minority isolated schools plus those involved in the exchange program are using the AGP. When the instructional exchange program gets under way next year, the majority schools involved will also have to use AGP.

The Chair introduced Dr. Lillian Beam. Dr. Beam will be concentrating on the 23 minority isolated schools and will be responsible for analyzing all the race/human relations programs in the district. She will be working with a monitoring team called the MAR Team and they will be setting up a series of meetings, meeting with the community, parents and students. The final goal is to identify exemplary programs with the idea of replicating them where possible. They will also be looking at the Race/Human Relations Program in the VEEP schools.

The Chair introduced Dr. John McLevie who comes with a background in program development. He will be looking at the 23 isolated schools. His first task was to develop the survey for the O'Farrell area with regard to the SCPA move there. His work continues in that area and he will be meeting with the faculty and booster club to find out if the District and the Board is responsive to the needs of the parents, students, and community. Dr. McLevie will be working on the development of community input and the process of making changes happen.

The consultants will be working with the Board to help them be clear about their objectives and set their priorities.

COMMITTEE REPORTS:

Race/Human Relations Monitors' Report - Maxine Patrick
A copy of Maxine Patrick's report as presented to the Task Force is attached. (Attachment A)

Exchange and Learning Centers - Ann Hunsaker
The committee has set priorities and decided what the monitors will be focusing on. Ann Hunsaker will write the questions that concern the committee for distribution to the monitors. Some of the things the committee would like for monitors to take a look at are: curriculum planning, and what happens to children with health problems who are exchanged with another school. Does the receiving school assume the responsibility that the sending school had? Ann suggested that the monitors report back in February.

LES/NES Child Committee Report - Delia Talamantez
A copy of Delia Talamantez' report is attached (Attachment B). She is concerned that the AGP Program is not fully available in Spanish. Dr. Patrick and Mr. Gil Guzman, with the School District, are both willing to meet with this committee so that they will be able to monitor more effectively.

Summary report by Maxine Patrick
Presented To Integration Task Force 1-5-81

ATTACHMENT A

THE CHARGE

TO MONITOR, ANALYZE, AND EVALUATE THE SCHOOL DISTRICTS RACE HUMAN RELATIONS PROGRAM FOR ITS EFFECTIVENESS TOWARDS INCREASING A POSITIVE RACIAL ATMOSPHERE IN THE SCHOOLS WHICH ALLOWS MINORITY AND MAJORITY STUDENTS THE OPPORTUNITY TO AN EDUCATION FREE FROM PENALTIES CAUSED BY RACIAL ATTITUDES.

Class Discipline Teacher expectation, people's attitude

THE MONITORS

1. BRENDA BRIGHAM, A COMMUNITY DEVELOPER FOR ACCESS
2. BETTY MCINTOSH, COMMUNITY NURSE FOR THE GOOD NEIGHBOR CENTER
3. VICKIE MARTIN, WHO HEADS HER OWN BUSINESS AS A LEARNING SPECIALIST
4. VINCENTE MONTANO IS PASTOR OF THE TEMPLE DE REFUGIO
5. MAXINE PATRICK, CURRICULUM COORDINATOR OF ADULT AND CONTINUING EDUCATION OF SDCCD

ALL MONITORS ON THE RACE HUMAN RELATIONS TEAM HAVE 2-3 YEARS OF EXPERIENCE AND ARE VERY AWARE OF CULTURAL AND RACIAL DIFFERENCES.

THE MONITORS' ROUTINE

-- MEET ONCE PER MONTH & DISCUSS METHODS OF COLLECTING DATA AND SHARE OUR EXPERIENCES.

-- INTERFACE WITH DR. STYLES' GROUP AND THE DISTRICT'S RACE HUMAN RELATIONS PERSONNEL.

-- SELECTED THE FOLLOWING SCHOOLS TO MONITOR:

VICKIE MARTIN

ROOSEVELT JR. HIGH
MONTGOMERY JR. HIGH
SAN DIEGO HIGH
BIRNEY EL
FLORENCE EL
JEFFERSON EL

MAXINE PATRICK

SAN DIEGO HIGH
PATRICK HENRY
MEMORIAL JR.
MUIRLANDS JR.
ENCANTO EL
SERRA JR/SR

BETTY MCINTOSH

SCHWEITZER EL
GOMPERS JR/SR
CLAIRMONT
CADMAN EL
MORESTON JR

BRENDA J. BRIGHAM

BURBANK EL
LINCOLN HIGH
BAKER
MEAD
KENNEDY

VINCENTE MONTANO

SENSITIZES US TO NEEDS OF SPANISH SPEAKING POPULATION

TALKED TO PEOPLE AT:

CURIE
SPRECKLES
STANDLEY
WILSON

Kearney

THESE REPRESENT A BROAD SAMPLING OF SCHOOLS WITH VEEP PROGRAMS, AS WELL AS RACIALLY ISOLATED SCHOOLS - BOTH MAJORITY AND MINORITY-, A SEQUENCE OF FEEDER SCHOOLS, AND SCHOOLS WITH EXCHANGE PROGRAMS AND LEARNING CENTERS. TOO, IT COVERS SCHOOLS IN EACH GEOGRAPHICAL COMMUNITY IN THE CITY.

THE METHODOLOGY:

1. MEET PRINCIPAL TO GAGE HIS AWARENESS OF SITES RACE HUMAN RELATIONS PROGRAM.
2. OBTAIN COPY OF WRITTEN SITE PLAN.
3. MEET COORDINATOR OF RACE HUMAN RELATIONS ACTIVITIES ON CAMPUS.
4. BEGIN EXTENSIVE INTERVIEWING OF PARENTS, TEACHERS, STUDENTS' SCHOOL STAFF IN BOTH FORMAL AND INFORMAL SETTINGS.

POSITIVE COMMENTS

PARENTS

MAGNETS AT GOMPERS AND ENCANTO ARE OUTSTANDING AND WOULD CONTINUE BUS THEIR CHILDREN ACROSS TOWN TO ENSURE QUALITY EDUCATION.

STUDENTS

EXCITED ABOUT THE TEACHERS AND ACTIVITIES AT SD HIGH & PATRICK HENRY. SAY IT'S A GOOD SCHOOL.

FORMER STUDENT AT MORSE HIGH SHOOL IS A SOPHOMORE AT S.D. STATE UNIVERSITY. HAS RETURNED TO MORSE HIGH AND IS AN AIDE IN THE RACE HUMAN RELATIONS PROGRAM.

SHE CONSIDERS THE PROGRAM AS THE HIGH LIGHT OF HER HIGH SCHOOL CAREER. IT FACILITATED HER SOCIAL ADJUSTMENT AT STATE; THEREFORE, SHE CAN FOCUS ON HER STUDIES. SAYS THAT MORSE IS INTEGRATED ALREADY. AND QUESTIONS WHY INTEGRATION IS BASED ON MAJORITY CULTURE RATHER THAN ETHNIC MIXTURES OF BLACK & BROWN TYPES.

STAFF

ENJOYED WORKING AT SCHOOLS.

PROBLEMS

AT ONE SECONDARY SCHOOL TEACHER WHO IS RETALIATED AGAINST YEARLY BY THE PRINCIPAL BECAUSE SHE GIVES OUTSTANDING CULTURAL AWARENESS PROGRAMS.

AT ANOTHER SECONDARY SCHOOL, PARENTS REPORT THAT HER DAUGHTER RECEIVES FAILING GRADES IN A MAJORITY SCHOOL BECAUSE THE TEACHER DOES NOT CHECK THE HOME WORK.

PROBLEM EVALUATION OF CITE PLANS

CITE PLANS ARE RATED ON A SCALE FROM 1-3. PROBLEM WRITTEN PLAN IS "1" BUT CENTRAL OFFICE DOES NOT FOLLOW UP IMPLEMENTATION OF PLAN.

ARBITRARY SUBJECTIVE EVALUATION BY REVIEWERS; REVIEWERS HAVE BIASES AND ARE NOT CULTURALLY AWARE OF LACK OF SKILLS & DEDUCTION OF RACE HUMAN RELATIONS FACILITATORS.

PROBLEMS- PLAYGROUND ELEMENTARY

1. RE SEGRATION ON PLAYGROUND
2. AIDE ENHANCES THE INTERACTION
   SHOULD BE DONE ON HIGH SCHOOL LEVEL

DISCIPLINE

SOME TEACHERS DO NOT HAVE CONTROL ON THE CLASSROOM.
PROBLEM CAST SYSTEM IS NOT ADDRESSED
VIETNEMESE,CAMBODIAN,LAOTIAN, HMONGS HAVE CULTURAL EVENTS EMPHASIZING DANCE AND FOODS AND STUDENT COMMENTS ABOUT THE INDOCHINESE STUDENTS. ACT WEIRD, DIFFERENT, STAY BY THEMSELVES. THEY ARE NOT BEING ADDRESSED. PRINCIPAL IS NOT INVOLVED. 10 HRS. IS REQUIRED. BURBANK IS EXEMPLARY. ADDRESS PROBLEM

SOME STUDENTS KNOW SD HIGH

PROBLEM SOUTH EAST ASIA

LANGUAGE PROBLEM. CUSTOMS. NURSE TREATMENT DO NOT HAVE ENOUGH CULTURAL AWARENESS ABOUT THE CULTURE. BANK SHOULD BE ESTABLISHED.

FUTURE

DO WHAT WE'RE DOING. MORE MONITORING
TOO MANY TASK FORCE MEMBERS TO ANSWER TO
NO RECOGNITION OF EFFORTS
NEED HELP TO FIND OUT WHAT IS GOING ON WITHOUT ATTENDING MEETINGS.
NEED MORE FREEDOM TO MONITOR & LESS PROCEDURAL INVOLVEMNET.

BILINGUAL PROGRAM:

1. It appears that the program has little continuity within the school and less if you see how the program operates from school to school.

2. There is a standardized test for LES/NES children designed to measure the effectiveness of the program, but it is not consistently used.

3. There are state laws requiring that subjects such as Reading and Math be taught for a minimum amount of time per day. However, the District does not require the bilingual program to follow these mandates.

4. The Achievement Goal Program (AGP) is a sound curriculum and LES/NES children are not using all aspects of the program. For example, the Math portion of AGP is translated into Spanish (it is not translated into any Indo-Chinese language). However, the text the teacher uses is not in Spanish. Instructions are not in Spanish and therefore are difficult to translate and teachers are often unable to give proper directions to children.

5. The Bilingual Program does not have a built-in mechanism to monitor its effectiveness and/or continuity.

6. State law states that parents of LES/NES children can sign waivers so that their children do not have to participate in the bilingual program.

7. In some cases, teachers for the Indo-Chinese child are difficult to find and instructional aides are used to teach @ $4.10 per hour. Naturally, the turnover rate is high.

ACHIEVEMENT GOAL PROGRAM:

1. There is continuity from school to school and within schools.

2. The effectiveness of AGP can be measured by standardized tests and is used consistently.

3. The program follows state laws mandating minimum time for Reading, etc.

4. The program in schools participating is offered to all English-speaking children.

5. AGP has a monitoring system built into the curriculum.

6. Parents are not given options if they wish their children to participate in AGP. It is the standard curriculum.

7. There are credentialed teachers to teach the English-speaking child.

ATTACHMENT B

Dist. 1/5/81

Dear Committee Members:

I have gathered some valuable information concerning the effects of the integration process on the bilingual program. There are a host of problems I see, not merely with the integration aspects, but with the priority level of bilingual education in the District. Within each of these issues, there is an overwhelming under current of concerns which is equally as serious.

As you know, Judge Welsh recognizes that a quality curriculum is essential to public education. As a result of his concern, the District has developed the Achievement Goal Program (AGP). From what I can gather from conversations with educators, AGP is a teaching tool (if followed) that guarantees that the teacher will teach subjects uniformly and more effectively. This new teaching guide, however, is not available for children who are limited- or non English-speaking (LES/NES). The only exception is a Math portion of the AGP which has been translated into Spanish. However, it has not been translated into any Indo-Chinese language. The Math portion that has been translated on worksheets, moreover, is not similar to the format of the English version. There are two publishing companies that have AGP translated into Spanish as well as English. The District chose another publisher who only has it in English.

Attached is a comparison that I see of the differences in the two programs. This, of course, only addresses the question of equal education and not at all the issue of integration and the LES/NES child. This issue I leave open for further discussion and planning.

Sincerely,

Delia

Delia Talamantez

Attachment

Bilingual Program

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1/5/81

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