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SAN DIEGO INTEGRATION TASK FORCE MEETING
Monday, October 6, 1980
Stockton Elementary School

AGENDA

I. ACHIEVEMENT GOALS - School District

II. COMMENTS FROM MR. AMBROSE BRODUS, SAN DIEGO URBAN LEAGUE, ON THE DISTRICT ADVISORY COMMITTEE FOR INTEGRATION

III. SCHOOL OF CREATIVE AND PERFORMING ARTS PROGRAM

IV. THE DISTRICT REPORT ON THE TEST SCORES

V. COMMITTEE REPORTS

A. Monitors - Judy McDonald
B. VEEP - Morris Casuto
C. Race/Human Relations - Beverly Yip

(PLEASE SEE BACK)

9/30/80
amc

October 6, 1980

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9/8/80 amc

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SAN DIEGO INTEGRATION TASK FORCE MEETING
MONDAY, OCTOBER 6, 1980
MINUTES

MEMBERS PRESENT:
Hal Brown, Chairman
Judy McDonald, 1st Vice-Chair
Jim Anderson
Jerry Baker
Dr. Lillian Beam
Tom Carter
Judge Joseph Davis
Alan McCutcheon
Mike Madigan
Bill Rohan
Delia Talamantez
Eunice Winston
Beverly Yip

MEMBERS ABSENT:
Fred Castro, 2nd Vice-Chair
Richard Calvin
Irma Castro
Morris Casuto
Larry Gonzales
Ann Hunsaker
Judge Judy McConnell
Dr. Ralph Ocampo
Clarence Pendleton
Hartwell Ragsdale

The meeting was called to order at 4:05 p.m.

The Chairman introduced Dr. David Wright, Principal of Stockton Elementary School.

Mr. Ambrose Brodus was unable to attend the meeting.

The Chairman introduced Mrs. Yvonne Larsen who said that she wished to reconfirm their offer and commitment to make available the resources of the San Diego School District. Their goals are the same, to alleviate the harm of racial isolation in the 23 isolated schools. They are unequivocally committed to voluntary integration and believe that they have an opportunity to successfully continue to bring about a voluntary integration plan. Mrs. Larsen then introduced Dr. Ralph Patrick, Deputy Superintendent of Operations, who gave a presentation on the Achievement Goals Program.

ACHIEVEMENT GOALS PROGRAM - Dr. Ralph Patrick
This program was put in place in 12 minority isolated schools. Preparations are being made for implementation at the secondary sites next year and efforts are at full speed to accomplish this task. It is a plan to address reading and math programs in schools that have no magnet programs. The program is a product of work that has been under way in this district for a number of years. The greater the success rate, the greater it enhances the student's later performance. Dr. Patrick presented the following outline of the components making up the AGP:

Direct Instruction Method
Specify objectives
Specify format
Provide practice sequence skills
Use small group instruction
Specify pacing
Test and reteach each content item until pupil is successful
Monitor pacing of objectives, content taught

Mastery Learning
Set limited objectives for each unit
Provide about 10 days for instruction of each unit
Test pupils for achievement of unit objectives
Provide immediate reteaching for pupils in achieving objectives

Time on Task
Focus on instruction on objectives to be tested
Ensure sufficient learning time on objectives
Relate all pupil seat work to objectives
Provide for high rate of pupil success
Teach pupils in groups
Monitor all seat work
Provide immediate correction of pupil work

Classroom Distractions
Increase learning time
Set classroom standards
Arrange pupil materials for easy access
Establish site policies

Dr. Patrick was asked the following:

How did the Chicago students do on the mastery skills test compared to San Diego? He said that the Chicago district is still well below publisher's norms. San Diego is above publisher's norms. Dr. Isaac, also with the school district, had no information on the relative movement in Chicago.

Does Modesto have a program that San Diego could adopt instead of creating our own? Dr. Patrick explained that what Modesto has done is develop an approach to specify the specific instructional objectives. The San Diego School District has done that but the strength of doing what San Diego has done is to more carefully combine it with the requirements of the test forms.

Is there a way to monitor the work that the teacher has done? Much more monitoring will occur of this program. The Board has approved resource teacher positions. The resource teacher will provide support for the classroom teacher, find out what problems are occurring, what changes should be made in the format. The resource teachers will not evaluate the program and the teacher. Monitoring will be further accomplished by unit tests.

How do these materials meet the needs of monolingual students? The math program has been translated into Spanish. The reading program will continue to use the Spanish continuum. The district does not have and probably will not have the achievement goals program in Spanish this year.

Will we be able to have some kind of measurement before May? The district will give us their progress reports as a result of cumulative testing every quarter.

The Task Force requested that they receive at the completion of each unit what the proficiencies are by school for the rest of the year.

SCHOOL OF CREATIVE AND PERFORMING ARTS

The School Board is about to make a decision as to where this program is going to be located. The District has set up an advisory committee which has been meeting throughout the summer and they have issued a report to the Board. A meeting was scheduled this same date at O'Farrell at 7:00 p.m., and the O'Farrell community was going to have an opportunity to present their feelings about the SCPA program. There are some alternatives that have been put together by the advisory committee which the Task Force should take a look at.

The Chairman introduced Ms. Busara Sadikifu who came to the meeting to present the feelings of a community group calling itself the Resident Education Task Force. This group is composed of parents, educators, students and interested community people. Their primary goal is quality education. This committee does not support relocation of the SCPA at O'Farrell and several reasons were given. This committee recommends:

1. The development of an effective process to receive maximum input from residents and parents of the neighborhoods of the 23 minority isolated schools before the implementation of any significant changes in programs or curriculum.

2. Not to locate the SCPA at O'Farrell but to continue support for the improvement and expansion of the fundamental program.

3. Consideration of another site for SCPA that is near the center city, possibly San Diego High School.

4. Implementation of Judge Louis Welsh's September 8, 1980 memorandum calling for the development of curriculum and programs that will bring at least 70% of the resident students at the 23 minority isolated schools up to or above their grade level.

The District is scheduled to make a decision on the recommendations from the advisory committee on October 14. It is important that the Task Force come up with a recommendation on where the school should be located.

**A TASK FORCE MEETING IS SCHEDULED FOR MONDAY, OCTOBER 13, 1980, 4:00 P.M., **
AT STOCKTON ELEMENTARY.