[MS-0234.006.008.019]

INTEGRATION TASK FORCE

APPLICATION FOR MONITOR

PLEASE PRINT:

NAME _____
LAST FIRST MIDDLE INITIAL

OFFICE ADDRESS _____
Street and Number City Zip Code

HOME ADDRESS _____
Street and Number City Zip Code

TELEPHONE NUMBER: _____ Home

_____ Business

ARE YOU EMPLOYED? _____ BY WHOM? _____

IN WHAT CAPACITY? _____

AGE	SEX	LANGUAGE(S) YOU SPEAK FLUENTLY	PLEASE SPECIFY
_____ 18-25	_____ Female		
_____ 26-35	_____ Male	_____ English	___ American Indian
_____ 36-45		_____ Spanish	___ Black
_____ 46-59		_____ Tagalog	___ Caucasian
_____ 60 plus		_____ Vietnamese	___ Hispanic
		_____ Other(specify)	___ Pan Asian

ARE YOU A PARENT OF SCHOOL-AGE CHILD/CHILDREN, (K-12) ___ Yes ___ No

HOW DO YOU FEEL MONITORS EFFECTIVELY CAN ASSIST THE INTEGRATION PROGRAM?

_____

_____

_____

_____

_____

WHY DO YOU FEEL YOU ARE QUALIFIED TO SERVE AS A MONITOR? _____

_____

_____

_____

_____

(complete Page 2)

LIST COMMUNITY/CIVIC ORGANIZATIONS TO WHICH YOU BELONG:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

DESCRIBE YOUR VOLUNTEER-COMMUNITY ACTIVITIES:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

WILL YOU BE ABLE TO COMMIT THE MINIMUM OF FOUR (4) HOURS PER WEEK TO PERFORM YOUR DUTIES AS A MONITOR?
(See General Qualifications and Considerations attached to application)

_____

_____

_____

_____
Signature

RETURN COMPLETED FORM TO:

Integration Task Force
County Courthouse, Rm 5005
220 W. Broadway
San Diego, Calif. 92101

4/2/79

JUDY McDONALD

Willard Gee (Gompers)
Betty McIntosh (Gompers)
Eric Kangus (Lincoln)
Victoria Martin (Lincoln)
Rita Driscoll (Oak Park)
Claree Doty (Oak Park)
Susan Jay (Sherman)
Mike Landreth (Sherman)
Alma Coles (Benchley)
Pam Cooper (Benchley)

W.B. ROHAN

Margaret Weed (Hale)
Lois Miller (Hale)
Dexter Baker (Rolando Park)
Frank Phillips (Rolando Park)
Bert Toor (O'Farrell)
Mary Krimmel (O'Farrell)

BEVERLY YIP

Wanda Younger Brockman (Freese)
Andres Castro (Burbank)
Helen Hamilton (Chollas)

JIM ANDERSON

Mary Manister (Pt. Loma)
Virginia Gilloon (Pt. Loma)
Dee Dee Hapner-McClurg (Fremont)
Charles MacCleod (Fulton)

PHIL DEL CAMPO

Mavis Macfarlane (La Jolla Hi)
Robert Simmons (La Jolla Hi)
Shirley McGill (Muirlands)
Helen Teague (Muirlands)
Donald Dillard (Einstein)
Laura Hoke (Einstein)

LEE GRISSOM

Oscar Sainz (Montgomery)
Susan Neptune (Wright Bros.)

HAL BROWN

Ed Ingles (Lewis)
Miriam Gertsler (Foster)
Geraldine Lawrence (Foster)

FRED CASTRO

Harvey Hall (Collier)
Margaret T. Gregory (Collier)
Bette T. O'Neal (Lowell)
Nancy Palmtag (Lowell)
Leslie M. Ima (Spreckels)
Phyllis D. Strom (Spreckels)

MEL LOPEZ

Sandra Robinson (S. D. High)
Carol Clark (Bell)

ANN HUNSAKER

Hector Peralta (P. Henry)
Nancy Stewart (P. Henry)
Ruth Poole (Kearney)
Jamie Bert (Kearney)
Ronnie Rossman (Crawford)
Thomas Ryan (Crawford)

QUESTIONS FOR VEEP MONITORS
Answer only if applicable

INTRO: Judge Welsh has indicated he wants the "gut" reactions from the Monitors.

1. Are VEEP students treated in a different manner (i.e., discipline) than resident students?

(A) Worse ☐ (B) Same ☐ (C) Better ☐

Rationale: _____

_____

2. What in your opinion is the VEEP school (i.e., Staff, Teachers, Administration) doing toward furthering the Voluntary Integration effort?

(A) Poor ☐ (B) Good ☐ (C) Excellent ☐

Rationale: _____

_____

3. How is the Race/Human Relations Program as implemented by your school working?

(A) Not at all ☐ (B) Partially ☐ (C) Completely ☐

Rationale: _____

_____

4. How do you evaluate the effectiveness of the Race/Human Relations Programs in your school in handling specific problems?

(A) Effective ☐ (B) Very Effective ☐ (C) Not Effective ☐

Rationale: _____

_____

5. Are morale/disciplinary problems among the VEEP group

(A) Rare ☐ (B) Uncommon ☐ (C) Frequent ☐

Rationale: _____

_____

6. How does the receiving community accept the VEEP students?

(A) Good ☐ (B) Poor ☐ (C) Bad ☐

Rationale: _____

_____

Other comments you feel are pertinent to this report:

_____

_____

_____

_____

MAGNET SCHOOLS

Answer only if applicable

1. Has the Magnet Program at contributed meaningfully to integration:

A) Please identify most successful integrative aspects as to: 1) Magnet participants, 2) Non-magnet participants

B) Please identify the least desirable aspects as to: 1) Magnet participants, 2) Non-magnet participants

2. What problems, if any, have developed at as a result of this Magnet Program?

3. To what extent, if any, do minority children not enrolled in the Magnet Program benefit from the presence of majority children in the Magnet Program?

4. As a result of your observations, what changes would you make in order to make this magnet program more effective?

RACE/HUMAN RELATIONS

Answer only if applicable

1. Does the program tend to revolve around race relations as opposed to human (p.r.) relations?

2. Is there some structured opportunities for interaction between teachers and parents? Unstructured? What are they? Are they coming?

3. What is the degree of parent-parent interaction?

4. Does the program deal with the teacher expectations of students?

5. To what extent are minority students and parents involved in the preparation and implementation of the plan?

LEARNING CENTERS

Answer only if applicable

1. What programs are available for orienting students who will be attending the learning center? (please describe)

2. Is there a regular school program besides the learning center at the learning center site?

3. What is the benefit that accrues to the regular school from having a learning center at the site? (please describe in terms of racial composition, educational programs, resources, etc.)

4. What is the contact betw-en students involved in the learning center and the rest of the school? (please describe in terms of duration, frequency, low structured, by whom)

5. What is the contact between students who are involved in the learning center? (describe the interaction)

6. Are students evaluated on learning experiences after participation in the learning center program? If yes, how? If not, why not?

7. What is the race/human relations program that is available at the learning center? (please describe)

8. Are there observable problems at the learning centers due to the diversity of achievement levels of the students involved?

9. Does the one day per week experience in the learning center produce observable improvement in performance, in the basic skills, the other 4 days in the home school? How? Explain.

10. What teaching methods are used at the learning centers to teach the basic skills? Do these produce results? (Show evidence.) Has the level of achievement improved? How?

11. Are the teaching programs in the basic skills coordinated between the learning centers and the home school? How?

OTHERS

Answer only if applicable

1. Has the program at met its desired goals for the current school year? Please identify the most successful and the least desirable aspects of the program in your response?

2. What problems, if any, developed at School since its implementation of the program?

3. As a result of your observations, are there any changes that you would recommend in order to make the programs more effective?

4. What has been accomplished at as a direct result of its Race/Human Relations Plan?

5. In what way has its Race/H-man Relations Plan had a positive effect on students, faculty, and parents. Please cite specific activities, sessions, etc.

6. What problems have surfaced that may be related to Race/Human Relations Plan?

	TOTAL STUDENT POPULATION	TOTAL ENROLLED IN MAGNETS	TOTAL ENROLLED IN LRNG CTRS	TOTAL NOT INVOLVED IN ANY PROGRAM
Baker	514	27	30	457
Balboa	979	12	59	908
Burbank	304	17	0	287
Chollas	407	20	60	327
Emerson	552	32	90	430
Freese	740	32	119	589
Fulton	255	30	120	105
Horton	489	42	92	355
Johnson	251	33	60	158
Kennedy	686	44	124	518
Knox	366	114	0	252
Logan	972	16	60	896
Lowell	485	15	146	324
Mead	285	24	0	261
Sherman	1009	9	90	910
Stockton	555	31	62	462
Webster	454	15	0	439
Gompers	444	11	0	433
Memorial	971	12	0	959
O'Farrell	768	26	0	742
Lincoln	1162	80	0	1082
Morse	1857	60	0	1797
Valencia Park	618	90	0	528

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STUDENTS ATTENDING MAGNET PROGRAMS

	NO. OF STUDENTS FROM RACIALLY ISOLATED SCHOOLS	RESIDENT STUDENTS IN MAGNET PROGRAM	TOTAL NO. OF NON-RESIDENT STUDENTS	NON-RESIDENT ANGLOS ATTENDING MAGNETS	RESIDENT ANGLOS ATTENDING MAGNETS
Benchley Elementary School Primary Magnet	32	69	165	103	57
School of Creative & Performing Arts (Elementary)	31	0	180	115	0
(Secondary)	8		46	30	0
*Encanto Elementary General & Math/Science Magnet	0	963	176	176	254
Foster Elementary Fundamental Magnet Program	49	363	89	0	306
Fremont Elementary School Individualized Instruction	41	95	211	142	52
Muir Alternative General Magnet (Elementary)	13	0	120	86	0
(Secondary)	21		143	94	0
*Horton Elementary Intercultural-Spanish Magnet	0	24	30	30	4
Lindbergh Elementary School Career Awareness Magnet	143	770	154	1	602
Longfellow Elementary Intercultural-Spanish	54	39	374	191	34
*Lowell Elementary School Bilingual Magnet	0	87	8	8	1
Oak Park Elementary Intercultural Spanish Magnet	0	63	87	87	25
Rolando Park Fundamental Magnet	40	255	76	0	212

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	NO. OF STUDENTS FROM RACIALLY ISOLATED SCHOOLS	RESIDENT STUDENTS IN MAGNET PROGRAM	TOTAL NO. OF NON-RESIDENT STUDENTS	NON-RESIDENT ANGLOS ATTENDING MAGNETS	RESIDENT ANGLOS ATTENDING MAGNETS
Silver Gate Individualized Instruction Magnet	138	506	156	0	434
Spreckels Elem. Bilingual Magnet	57	115	103	8	106
*Valencia Park Lab (UCSD) Magnet	0	491	164	164	23
*Webster Fundamental Magnet	0	306	162	162	26
Collier Jr. High Bilingual Magnet	8	11	15	0	8
*Gompers Jr. High Math/Science Magnet	37	3	79	40	0
*Memorial Jr. High Intercultural-Spanish Magnet	0	5	18	16	0
*Morse Sr. High Urban Studies Magnet	1	53	18	14	31
*O'Farrell Jr. High Fundamentl Magnet	3	64	32	Elem. 12 Sec. 24	35
Pt. Loma Sr. High Bilingual Magnet Program	1	12	10	0	10
Wright Bros. Career High School General Magnet	107	0	268	174	0

*Isolated schools--Encanto is a "tipping" school.

TOTAL number of non-resident White students attending magnet programs in isolated schools ----------624.

TOTAL number of non-resident Minority students attending magnet programs in non-isolated schools ----------1133

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ATTACHMENT 1

STUDENTS ATTENDING LEARNING CENTERS

STOCKTON LEARNING CENTER

School	No.
Loma Portal	82
Jerabek	30
Emerson	60
Stevenson	60
Cadman	30
Sessions	30
Fulton	60
Whittier	60
Grant	60
Sherman	30
Pacific Beach	60
Hawthorne	60
Logan	60
Curie	30

CARVER LEARNING CENTER

School	No.
Johnson	60
Ericson	60
Walker	60
Lowell	30
Emerson	30
*MacDowell	60
Wegeforth	60
Fulton	60
Lowell	60
Dailard	30
Ocean Beach	30
*MacDowell	60
Sherman	60
Lafayette	130

GRANTVILLE LEARNING CENTER

School	No.
Baker	30
Horton	30
Sunset View	59
Franklin	50
Kennedy	64
Bayview Terr	60
Franklin	62
+Freese	30, 30
+Alcott	30, 30, 30
Horton	62
Cleveland	60
Barnard	66
Marvin	65
Torrey Pines	64
Chollas	60

CHOLLAS LEARNING CENTER

School	No.
Stockton	62
Scripps	60
Clay	62
Kennedy	60
Marcy	32
Whitman	30, 60
Freese	59
Crown Pt.	60
Grant	59
Lowell	56
Jones	89
Ocean Beach	30
Balboa	59
Tierrasanta	62
Curie	30
Grantville	33

*These represent different classes sent on different days of the week. These are not the same 60 students in each class.

+These represent different classes sent on the same day of the week.

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Master

Monitor Forms