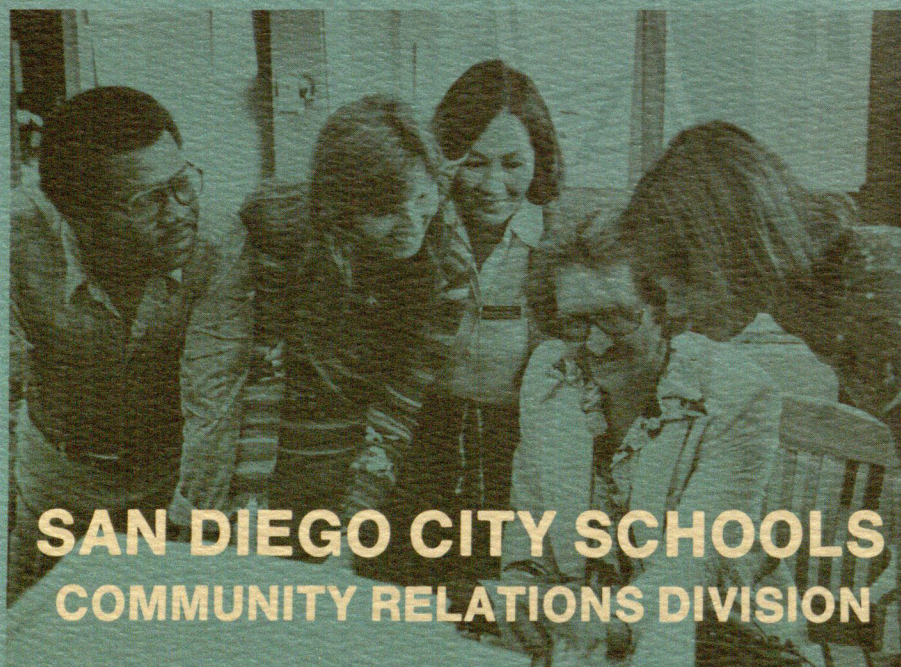


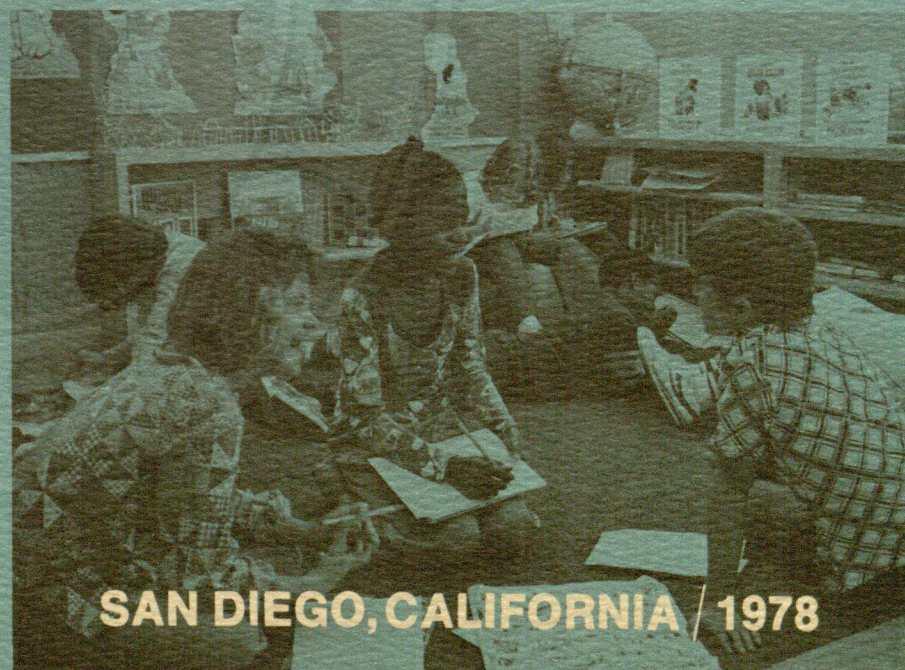


WE BELIEVE IN PEOPLE.
WE BELIEVE IN THE CITY.
WE BELIEVE THAT GROWTH, DEVELOPMENT
AND POSITIVE LIVES ARE POSSIBLE
FOR PEOPLE IN THE CITY.

RACE/HUMAN RELATIONS PROGRAMS



**SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION**



SAN DIEGO, CALIFORNIA / 1978



**MESSAGE FROM THE
SUPERINTENDENT,
SAN DIEGO CITY SCHOOLS**

The initial "San Diego Plan for Racial Integration" states:

"The commitment of the San Diego City Schools' Board of Education is to fulfill its constitutional obligation to reduce segregation in the schools and to alleviate the harmful effects of racial isolation.

"It is the intent of the Board of Education to initiate immediately the sequential steps necessary to establish and implement the components of the San Diego integration plan. It is also the intent of this Board to focus initially on the voluntary aspect of the program, services, and experiences set forth in the San Diego Plan."

To achieve the goals set forth by the Board of Education, the San Diego City School District initiated a vigorous race/human relations program. The program is designed to assure that students enrolled in voluntary integrated programs will encounter positive experiences and attitudes of acceptance in their relationships with other ethnic and racial groups.

In this age of community participation, we invite widespread involvement of the public in the development of quality integrated programs for all students. We hope you will join us in this essential task.

Our aim is to build a dynamic and cooperative partnership with the community which will lead to positive and constructive integrated education programs.

Thomas L. Goodman



**MESSAGE FROM THE
ASSISTANT SUPERINTENDENT,
COMMUNITY RELATIONS DIVISION**

San Diego traditionally has had a reputation for initiating innovative and effective educational programs. The development of a successful voluntary approach to integration is both a challenge and an opportunity shared by the district and the community.

The challenge is to provide a quality program of integrated education that will strengthen positive attitudes towards all people. The opportunity lies in involving all those who represent the community in a joint effort to make the school integration plan work.

In activities coordinated by the Community Relations Division, race/human relations facilitators and the teaching staff work through existing school courses to include multicultural perspective and race/human relations experiences in the daily curriculum. Throughout the district, a wide variety of activities for students, staff, and parents are conducted on the basis of needs identified at individual schools.

Together, the diverse segments of the San Diego community have combined their resources in the current plan. It is a credit to all those involved that the integration programs implemented at the start of the 1977-78 school year have met with such initial success and minimal problems.

The Community Relations Division will continue to provide channels of communication between school and community that emphasize harmonious desegregation with integration as the goal.

Edward J. Fletcher

RACE/ HUMAN RELATIONS

A PHILOSOPHY

The San Diego Unified School District recognizes that every person has the right to be treated as an equal and to be afforded equal opportunity to pursue personal and social fulfillment of potential. It is the policy of the San Diego Unified School District to provide a quality education that will offer students the opportunity to:

- Master basic skills and fundamental knowledge.
- Develop a positive self-image, develop appreciation of individual and cultural differences and similarities.
- Grow in personal integrity and gain a sense of responsibility.
- Realize the development of their talents and aspira-

tions for personal fulfillment and to become contributing members of society . . .

Since September of 1977, every elementary, junior and senior high school; every district office and division, and every camp and children's center has involved a site committee of staff, parents, community representatives, and, in many cases, students in a vigorous effort to develop a needs assessment and race/human relations plan for every school, site and division in the district.

The plans are now being implemented. What this means is that people, working together are seeking and finding ways to achieve not simply desegregation but integration.

There is a world of difference in the two processes. Desegregation mixes people of diverse ethnic backgrounds to eliminate racial segregation. Integration goes beyond the simple mixing of people to remove any barriers which might perpetuate segregation for any group. Integration has another meaning: to make or form a whole, to unify.

In a desegregated school, a numerical ethnic balance of the school population may be achieved, but the students often tend to stay together in their own ethnic group. There is little opportunity or desire to communicate.

In an integrated school, the ethnic balance is enriched by an attitude of acceptance. As the California State Board of Education describes an integrated school, it is . . .

"one where all children perceive themselves and their schoolmates as having equal status, recognition and power, and the ethnic and racial groups are represented at all economic levels."

The race/human relations programs, supported by the district race/human relations team of facilitators, emphasize integration. The focus is on breaking down fears and misconceptions people have about one another. Differences among people are treated as valid and important characteristics. A common ground is

established among students in order to transcend color differences.

Integration maintains the distinctive identity of each group. Differences among persons and groups are respected, accepted, and used as opportunities for learning and growth.

DESEGREGATION/INTEGRATION: A UNIFYING PROCESS

DESEGREGATION:

ELIMINATES RACIAL SEGREGATION.

INTEGRATION:

ELIMINATES RACIAL SEGREGATION, CONSIDERS INDIVIDUAL NEEDS AND UNIFIES PEOPLE OF ALL RACIAL AND ETHNIC BACKGROUNDS.

THE BOARD OF EDUCATION OF THE SAN DIEGO CITY SCHOOLS
IS COMMITTED TO THE PURSUIT OF AN EFFECTIVE
RACE/HUMAN RELATIONS PROGRAM.

RACE / HUMAN RELATIONS A TEAM APPROACH:



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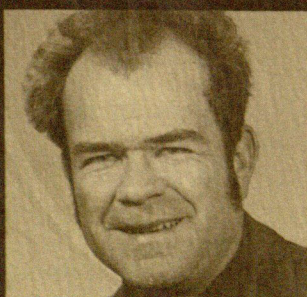
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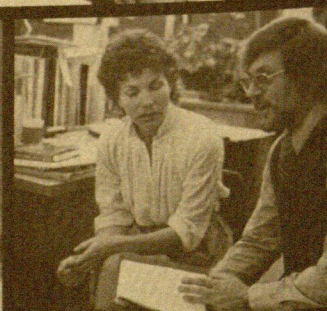
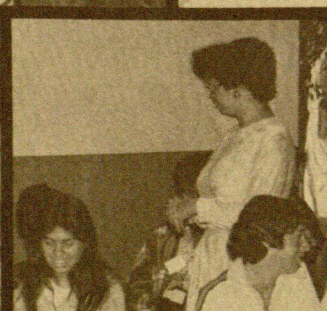
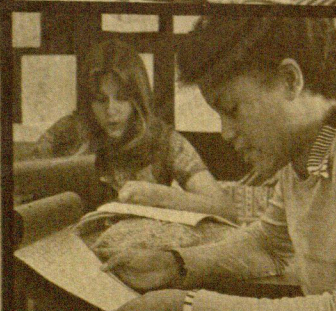
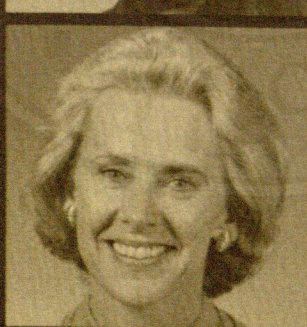
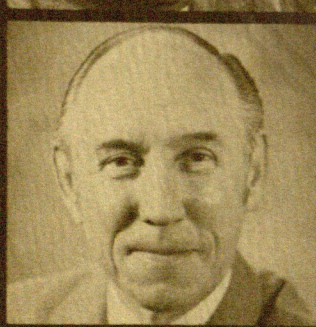
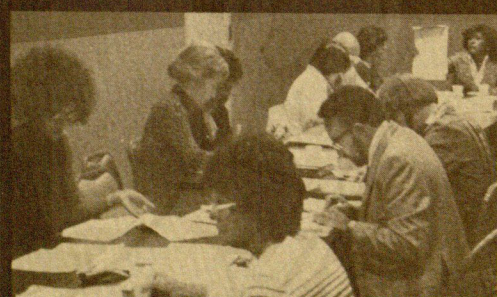
YVONNE W. LARSEN

Member

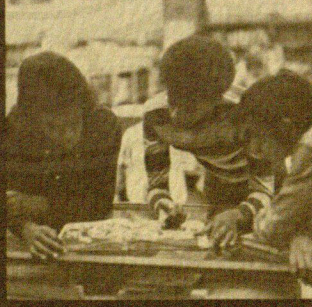
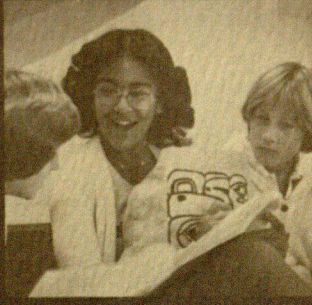
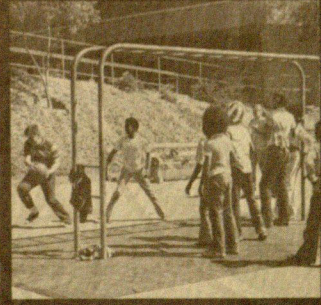
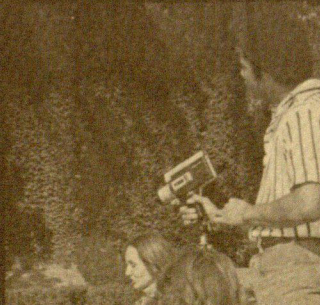
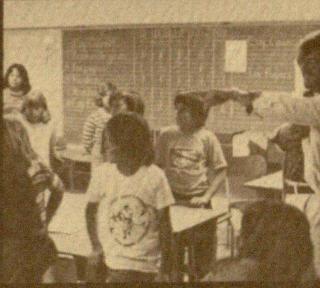
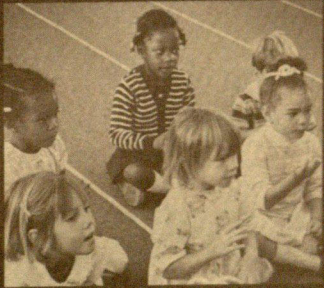
IN COMMITMENT



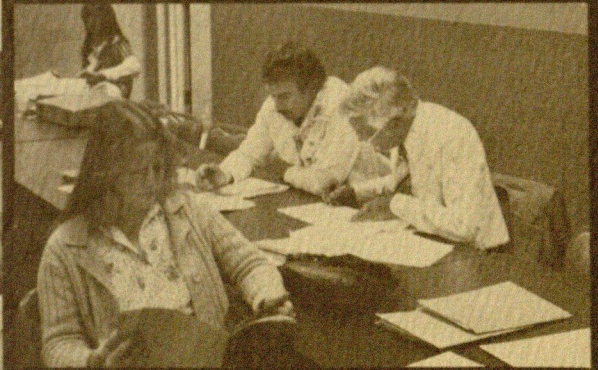
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IN IMPLEMENTATION



IN EVALUATION

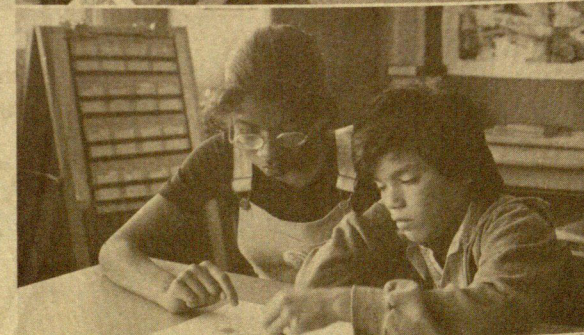
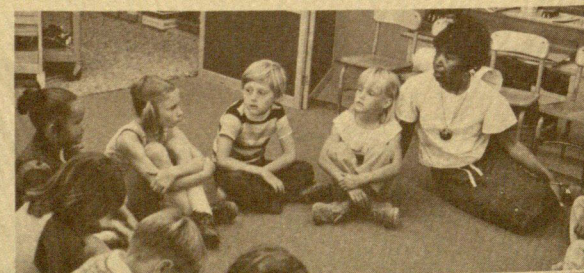


PLANNING FOR RACE/HUMAN RELATIONS

THE ROLE OF THE RACE/HUMAN RELATIONS FACILITATOR

The district race/human relations team of facilitators is a highly qualified group of individuals who assist in race/human relations programs districtwide:

- Facilitators bring to the program extensive experience in teaching, counseling and social work.
- Facilitators are assigned to "families" of schools within a community.
- "Families" of schools are elementary and junior high schools within a high school attendance area.
- Each facilitator aids the school community in assessing its unique needs and in planning, implementing and evaluating individual site programs on the basis of those identified needs.



A BLUEPRINT FOR SUCCESS

THE PLANNING PROCESS

IDENTIFYING NEEDS AT INDIVIDUAL SCHOOLS AND SITES:

During the plan writing process for race/human relations programs developed at individual schools and sites, each site was responsible for conducting a needs assessment.

Certain recurrent themes were obvious in reading and reviewing individual site needs. Comments from parents, staff and students emphasized these themes:

"We need to insure that values and ideas from all cultural and ethnic groups are considered when decisions are made."

"We need to help each other realize that people of all cultures have similar feelings and to increase their understandings of differences."

"We need to foster in all students an appreciation of their own background and culture."

"We need to make each child feel wanted and happy in the school situation."

"We need to enable students to treat each other well, regardless of race."

"We need to make parents aware of all segments of the plan, seeking their understanding, support and participation."

"We need to involve teachers in all phases of race/human relations programs, and to encourage a variety of teaching techniques to motivate the varied participants in school."

WRITING THE PLAN:

- At each school, site and district office a site commit-

tee of parents, students and staff developed a plan for a race/human relations program following format guidelines developed by the Urban Affairs Department.

- Facilitators from the district team assisted at individual sites to develop plans related to specific needs.

REVIEWING THE PLAN:

- Plans were submitted to the Community Relations Division and reviewed by the Community Relations Interdivisional Review Team composed of teachers, administrators, students and members of the Citizens Advisory Commission on Racial Integration (CACRI).

- Plans were ranked "1", "2" or "3" according to their content and appropriateness.

NOTIFICATION OF PLAN STATUS:

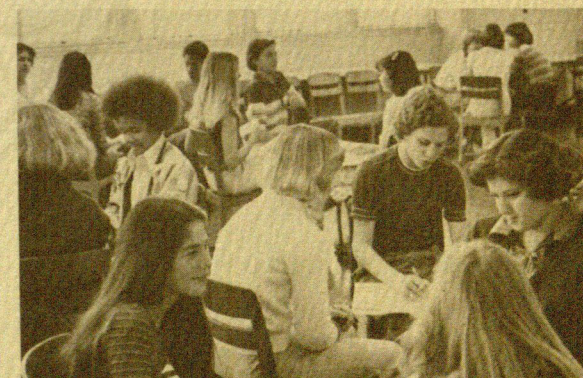
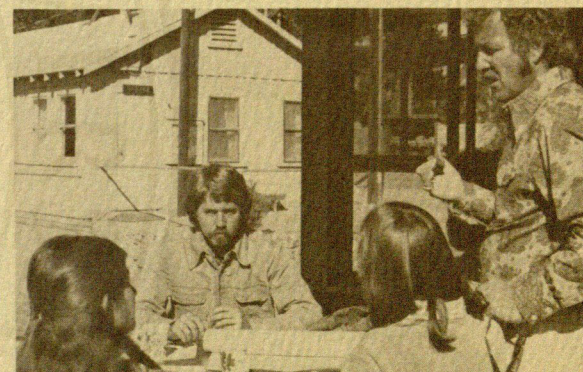
- Sites with a "1" ranking were directed to proceed immediately with implementation.
- Sites with a "2" or "3" ranking were notified of required procedures and asked to modify or revise their plan to comply with district guidelines.
- Revisions and modifications were reviewed and approved.

GREEN LIGHT FOR IMPLEMENTATION:

- The most frequently mentioned needs identified in surveys in the first year of implementation of the San Diego integration plan were communication; inter-personal, interracial, and intergroup relations; cultural awareness; self-concept; climate of acceptance in schools; and parent and community involvement. These areas provide a basis for the elements and

activities proposed to implement the race/human relations programs.

- Every plan currently complies with requirements based on recommendations of the review committee, CACRI guidelines, and the Court recommendation to implement race/human relations programs district-wide.



IMPLEMENTATION OF RACE/HUMAN RELATIONS PROGRAMS



"School desegregation based on numbers may satisfy certain political requirements, but it does not create the heterogeneity required for an integrated system."*

Race/human relations programs are much more than a paperwork plan. Success demands that each plan become a reality. The accomplishment of this goal will be determined by the attitudes and understandings of all of the people involved in the integration process: students, parents, teachers, administrators, classified staff, and the community. Additionally:

- People must be actively involved in developing self-awareness and awareness of others.
- Positive attitudes toward people of all ethnic and racial cultures are essential.
- People must be willing to examine their attitudes and to work toward the common goals of acceptance

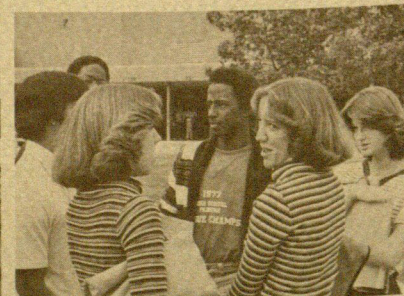
and understanding.

Integration suggests and permits the possibility of strong friendships among students of different races and ethnic groups. These options for friendship are in the students' hands. However:

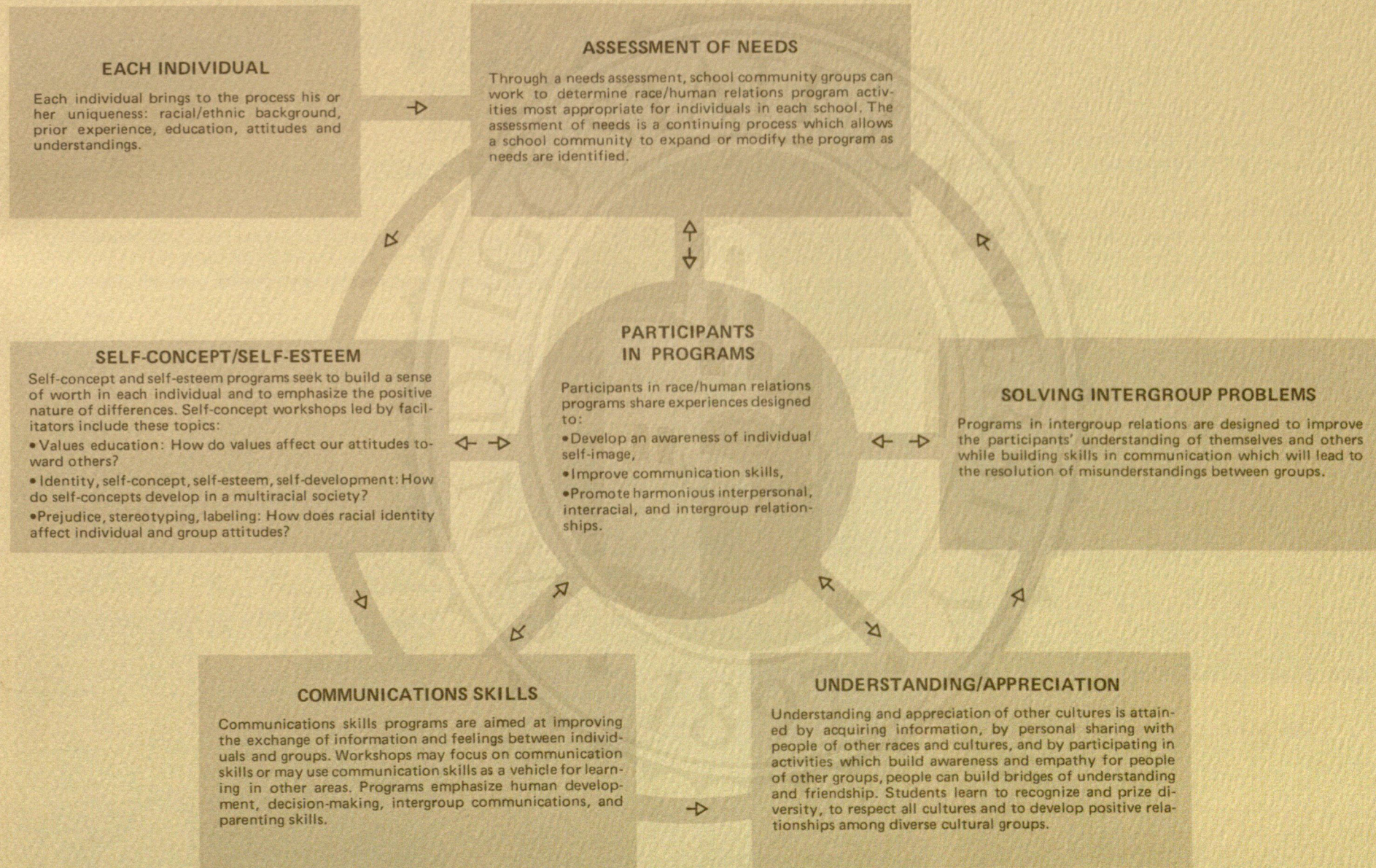
- School programs can help the process by building positive attitudes towards individuals from every racial and ethnic background.
- Parents, staff, teachers, and volunteers can help the process by participating in and encouraging workable relationships between people of all races and creeds.

RACE/HUMAN RELATIONS PROGRAMS HELP THIS HAPPEN!

*Planning Educational Change, Volume III,
Integrating the Desegregated School:
U.S. Office of Education, 1970.



RACE/HUMAN RELATIONS PROGRAMS



INVOLVEMENT DISTRICTWIDE

RACE/HUMAN RELATIONS PROGRAMS

THE ROLE OF THE FACILITATOR IN IMPLEMENTATION:

During the implementation of race/human relations programs, facilitators:

- Provide inservice education programs in personal development, intergroup relations, and communication skills for all students, staff and parents.
- Work continually with schools and site staffs in evaluating, updating and expanding their race/human relations programs.

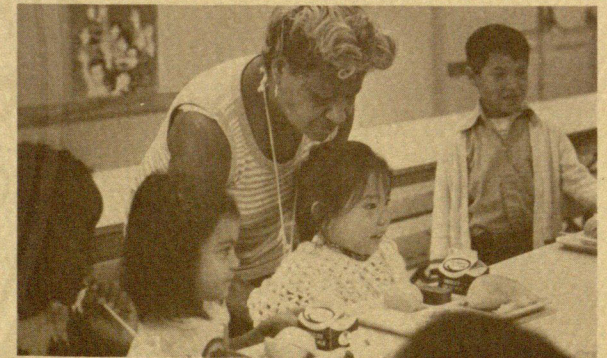
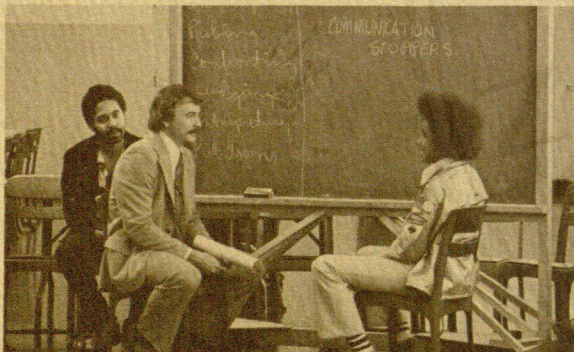
Since the Race/Human Relations Program includes people throughout the district, facilitators also work to implement programs with other groups of district employees and support personnel. Each central office department and division has assessed its needs and implemented a plan for its staff. In addition, all bus drivers and aides who work for the district are involved in race/human relations training.

As resource persons, race/human relations facilitators also work with individuals and committees to plan and evaluate activities, suggest appropriate resources, and develop working relationships within the community.

THE ROLE OF THE COMMUNITY AIDE

Community aides provide an invaluable service in interpreting integration programs to the community.

As role models for students, as ombudsmen and as liaison with parent groups, aides work to enrich and expand understandings within the school community.



EVALUATION FOR SUCCESS

WHAT IS HAPPENING?

One exciting new development in the integration process is a program in which students of all ethnic groups meet each other via educational television before attending integrated classes. Participating schools report that students involved are anxious to meet one another and friendships develop rapidly as a result of these preview meetings on television.

A junior high principal reported, "In the past, students in this junior high have grouped themselves ethnically on field trips. This spring, there was a good ethnic mix on all of the buses and this came about without specific planning for seating arrangements on anyone's part."

A community aide working as liaison with the community to promote the voluntary program recently enrolled her two children in a magnet school with this comment, "If I am going to ask other parents to consider enrolling their children in our integrated programs, I feel my children should be in them too. I need to show that I really believe in what we are doing."

HOW ARE THE FINDINGS MEASURED?

The Community Relations Division in coordination with the Evaluation Services Department has developed an evaluation form to assess the race/human relations programs at all schools, sites, and district offices.

Additional evaluative data includes specific responses related to race/human relations programs reported in the 1978 Kaplan Survey.

Ongoing evaluations or assessments conducted on an

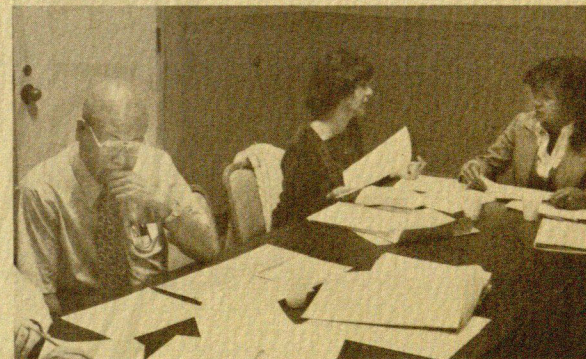
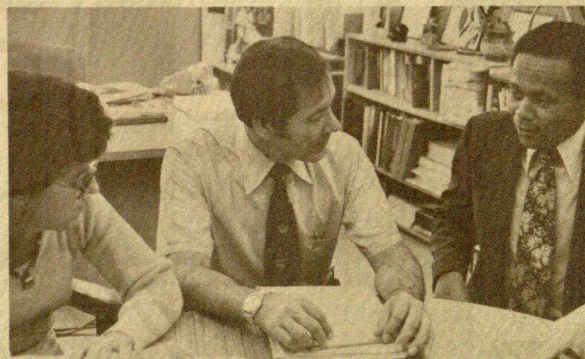
individual basis by the district race/human relations team of facilitators and/or by district offices have also been used to determine the effectiveness of the total district race/human relations effort.

WHAT WILL THE FINDINGS MEAN TO FUTURE PROGRAMS?

The evaluation results will be used to help site admin-

istrators and staffs, school communities and district office staffs to determine the effectiveness of individual programs.

Data will also provide the site committees and the district race/human relations team of facilitators with a data base for identification of needs for future planning, and for implementation of continuing programs at individual sites.



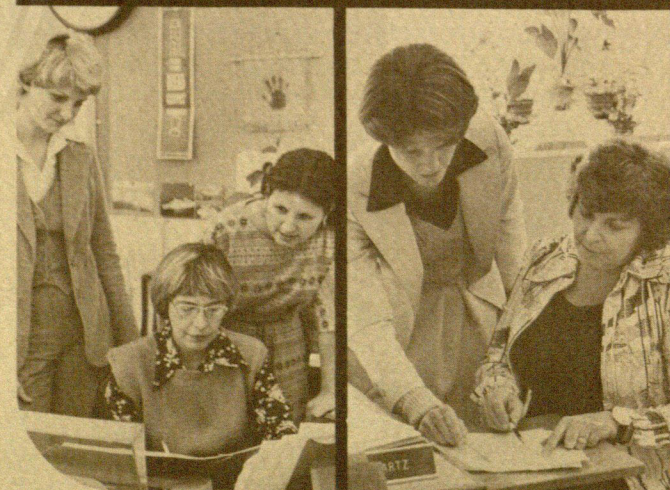
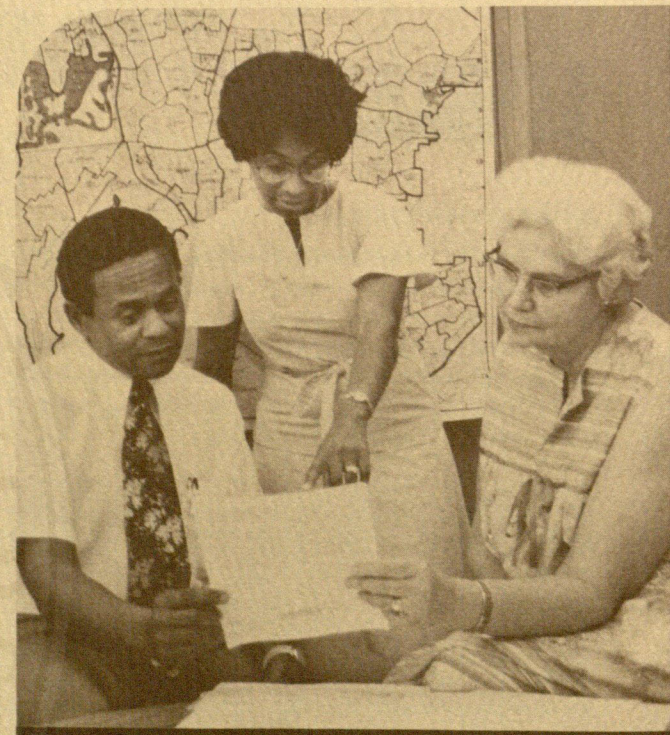
COMMUNITY RELATIONS DIVISION

THE ROLE OF COMMUNITY RELATIONS DIVISION

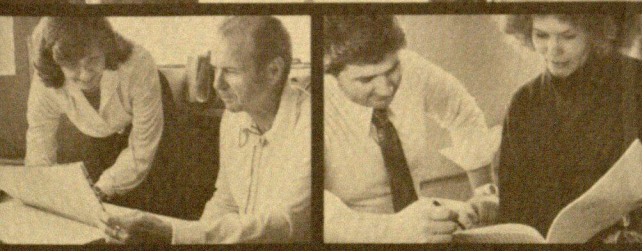
The San Diego Plan for Racial Integration is composed of many diverse elements. Race/human relations programs act as a catalyst to tie elements together in a cohesive whole.

The Community Relations Division assumes the responsibility for directing race/human relations programs districtwide. Specifically:

- The major role of the Division is to provide leadership for the district integration programs and to serve as district liaison with various ethnic groups and with civic, charitable, and professional organizations within the community.
- The Assistant Superintendent, Community Relations Division, coordinates the activities of the Urban Affairs Department, Emergency School Aid Act programs, Multicultural Education programs, and the Volunteer program.
- The Division has assumed major responsibility for compiling exemplary ideas and programs from school/site/race human relations program and media resource materials for a district Option Bank. The Option Bank will serve as a resource during future development and implementation of race/human relations programs at individual schools and sites.



PROVIDING THE TOOLS FOR SUCCESSFUL INTEGRATION



URBAN AFFAIRS DEPARTMENT

Under the leadership of the Urban Affairs Director, the Urban Affairs department:

- Assists operating divisions in the implementation of the Voluntary Ethnic Enrollment Program (VEEP).
- Reinforces positive attitudes in schools sending and receiving ethnic transfer students by providing race/human relations activities which emphasize intergroup experiences and understandings.
- Coordinates and monitors a vigorous race/human relations program districtwide.
- Coordinates the services of a team of race/human relations facilitators who serve in a resource capacity to all district schools, children's centers, support offices, and the community.
- Interprets integration programs to the community.
- Assists in the coordination of the districtwide desegregation/integration activities.

EMERGENCY SCHOOL AID ACT (ESAA)

The ESAA program:

- Provides federal funds which supplement the district's integration efforts.
- Encourages the voluntary reduction or elimination of minority group isolation through special services to programs such as VEEP, Guidance Services and Multicultural Education.
- Meets special needs arising from minority group segregation.
- Aids students in overcoming educational disadvantages of minority group isolation.
- Assists in programs for bilingual students.
- Provides special services to the race/human relations program, including training selected staff to work in a liaison role between schools and community.

VOLUNTEER PROGRAM

Volunteer services provided by individuals and organizations are invaluable. The district appreciates the variety of talents shared and the commitment of volunteer time and effort which enriches the educational program districtwide:

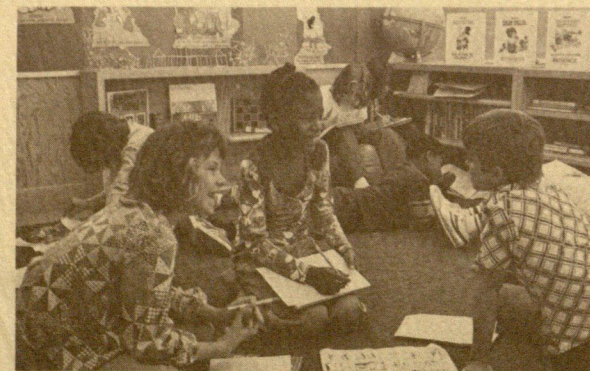
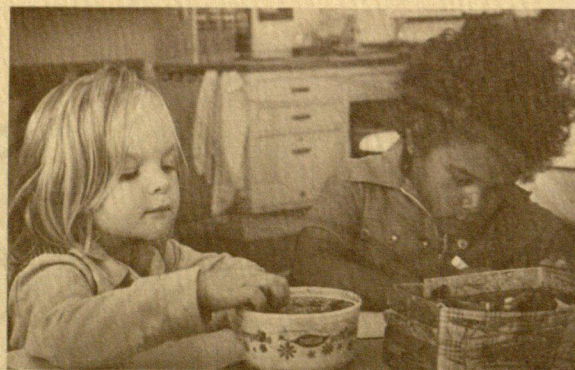
- Parent and community volunteer activities are coordinated by the volunteer coordinator in the Community Relations Division.
- Volunteers participate in a variety of roles in school sites and school communities.
- Parent and community volunteers are encouraged to become involved in race/human relations activities and programs available to them.

MULTICULTURAL EDUCATION

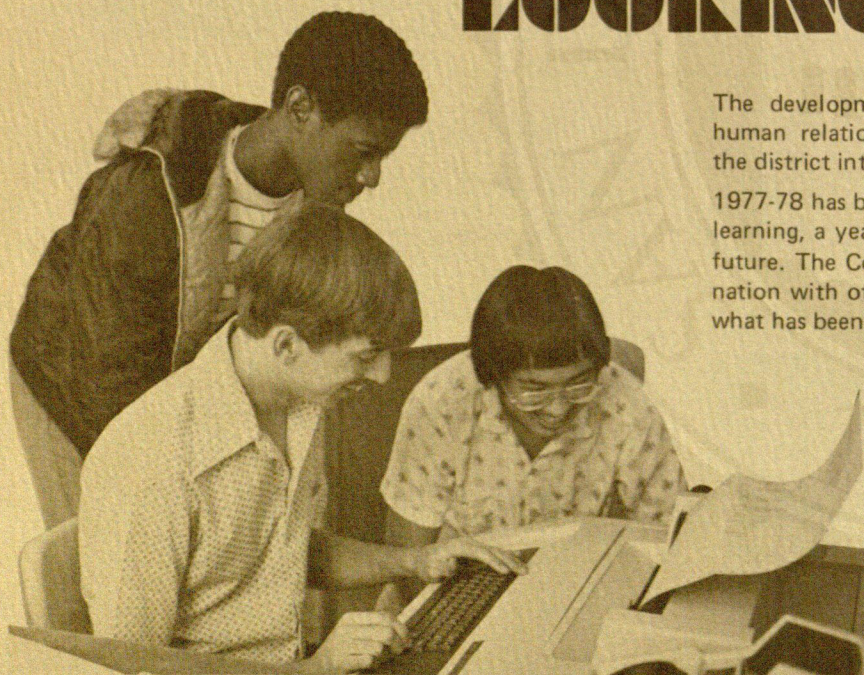
Multicultural education is a process which emphasizes the strength of differences in individuals and groups, and which values human rights, social justice, and alternative life choices for all people. Multicultural education promotes the awareness that every group — ethnic, cultural, social and racial — exists autonomously as a part of an interrelated and interdependent societal whole.

Multicultural education in San Diego City Schools is under the leadership of the Multicultural Specialist, who coordinates:

- Development of multicultural curriculum materials, special exhibits and assemblies.
- Multicultural inservice training for staff members.
- A sequential program in multicultural education for students, Grades K-12.
- Ongoing research for identification of state and national trends appropriate for multicultural emphasis in the district.
- Liaison between the district and community groups involved in multicultural education concerns.



LOOKING AHEAD LOOKING AHEAD



The development of workable programs for race/human relations is an ongoing, essential element of the district integration process.

1977-78 has been a year of good beginnings, a year of learning, a year to examine, evaluate and plan for the future. The Community Relations Division in coordination with other divisions will continue to build on what has been accomplished.

THE CHALLENGE AND THE OPPORTUNITY

The success of an integrated educational program ultimately depends on four issues:

- The quality and equality of academic instruction offered to all students.
- The availability and variety of extracurricular activities open to all students.
- Positive social relationships among people of different races.
- Objective faculty and administrative views of racial relations.

What matters is *what* happens . . . to students, parents, and staff.

What matters is *where* it happens . . . in an atmosphere of acceptance at each school site.

What matters is *how* it happens . . . through positive communication and understanding.



LOOKING AHEAD



VOLUNTARY INTEGRATION. BETTER EDUCATION BY CHOICE.

BOARD OF EDUCATION

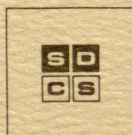
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THOMAS L. GOODMAN

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CLIFFORD MENDOZA, Multicultural Education Specialist
District Race/Human Relations Resource Team



SAN DIEGO CITY SCHOOLS / COMMUNITY RELATIONS DIVISION / SAN DIEGO, CA

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SAN DIEGO CITY SCHOOLS, AN EQUAL OPPORTUNITY EMPLOYER

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