

Revised 10/7/80

REPORT ON RACE/HUMAN RELATIONS PROGRAM

October 7, 1980

October 14, 1980

Summary of Major Changes

1. Monitoring of Programs

- Activities similar to the Consolidated Application monitoring process will be adapted to monitor the district's race/human relations program. The process includes:
 - a. Review of the school program and appraisal form prepared by director and site staff.
 - b. On-site visit by race/human relations Monitor and Review (MAR) team (approximately one half day).
 - c. Conference to discuss findings of MAR visit. Summary form left with school.
 - d. Deputy Superintendent informed of schools with deficient programs.
 - e. Corrective actions taken.
 - f. Follow-up communication between MAR team and school.
- Each school will submit a bimonthly report on race/human relations activities.
- Each school will submit reports at the end of each semester indicating the level of achievement of program goals.
- Each elementary or secondary schools director will complete the school appraisal form for each school in his/her division by the end of the first semester.
- A survey designed to determine scope of participation and the value of programs will be conducted by the District's Evaluation Services Department.

Appendix F-2
Item 4.i.

Appendix F-1
Item 1.i.

Appendix F-1
Item 1.h.

Appendix F-1
Item 2.b.

Appendix F-2
Item 4.h.

2. Responsibility

- Schools with deficiencies in their program will be required to replicate prescribed activities from exemplary school programs; such as Bell Junior High, Lewis Junior High, Kearny High, Oak Park Elementary, and Morse High School.

Appendix F-2
Item 4.f.

2. Responsibility (continued)

- o The Deputy Superintendent for Operations will require schools with deficient programs to take corrective actions within two weeks after official notification from Community Relations Division.

Appendix F-2
Item 4.g.

- o The Assistant Superintendent, Community Relations Division will provide for a monitoring team to visit schools throughout the district to assist in the determination of effectiveness of programs.

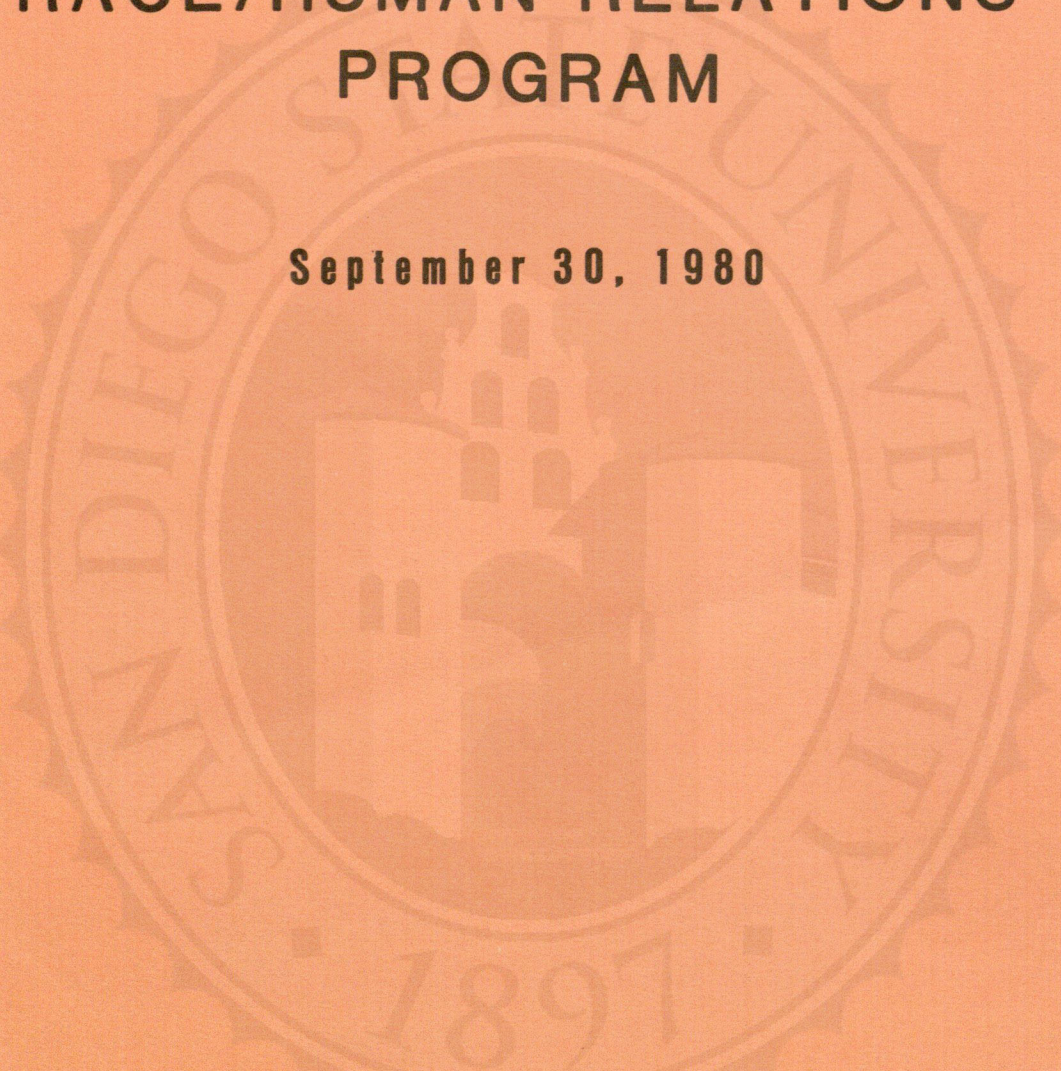
Appendix F-2
Item 4.i.

RECOMMENDATION: The Superintendent recommends inclusion of the foregoing changes in the Race/Human Relations Program.

H2a

REPORT ON RACE/HUMAN RELATIONS PROGRAM

September 30, 1980



**SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
URBAN AFFAIRS DEPARTMENT**

REPORT ON RACE/HUMAN RELATIONS PROGRAM

September 30, 1980

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San Diego City Schools
Community Relations Division
September 30, 1980

REPORT ON RACE/HUMAN RELATIONS PROGRAM

PART I. INTRODUCTION

Background

Since September of 1977, every elementary, junior and senior high school, every district office, division, and children's center has involved a site committee of staff, parents, community representatives, and students in an effort to develop a needs assessment and race/human relations plan for every school, site, and division in the district. (Appendix E outlines the 1980-81 calendar of events.)

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.

In an integrated school, the ethnic balance is enriched by an attitude of acceptance. An integrated school 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. (See Appendix H for 1980-81 program assignments and school contact persons.)

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

The School Site Committee

The process for selecting the site committee includes provision for differing points of view and representation of all ethnic groups in the school community. Membership includes representatives from classified and certificated staff, parents, and community members. Student participation is also valuable, especially at the secondary level.

Needs Assessment

The needs assessment for each year is based on the evaluation of the previous year's program. However, certain new needs may be identified or priorities changed. An inventory of priority needs named at individual sites throughout the district identified the following priority needs:

Needs Assessment (Continued)

1) communication: interpersonal/interracial/intergroup relations;
2) cultural awareness; 3) self-awareness; 4) climate of acceptance in schools; 5) enrichment of existing programs (curriculum development, etc.); 6) parent and community involvement; 7) staff training; and 8) volunteer training. (See Appendix J for samples of need assessment instruments.)

Relating Needs to Goals and Components

Priority needs identified at each site relate directly to the goals of the San Diego Plan for Racial Integration as well as to the components and subcomponents presented on the following pages. The subcomponent descriptions that follow will be helpful in relating specific needs to the four subcomponents.

Goals of the Race/Human Relations Program

The race/human relations programs at school/sites are designed to implement the goals of the San Diego Plan for Racial Integration. The human relations program in the San Diego Unified School District will assist students, all staff (including administrative, certificated, classified, and contract persons), and parents to:

1. Become knowledgeable about and appreciative of their own background, self-worth, and acceptance.
2. Understand and appreciate, and effectively communicate with all people of various cultural, racial, and ethnic backgrounds.
3. Develop talents and capabilities of each individual.
4. Show and demonstrate concern for all individuals every day of the year.
5. Establish and maintain a program at each school/site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals, and open communication among students, parents, all school staff, and the community.
6. Identify, train, and provide competent personnel who will act as resource specialists to teachers, school/site personnel, and parents to facilitate developmental preventive programs at school sites, striving to meet the needs of all persons with acute awareness of the individual's needs in development and understanding. (See Appendix I for listings of specialized training received by facilitators for the 1979-80 school year.)

These goals form a basis for the race/human relations programs and should be kept in mind by school/site committee members throughout the plan development process.

Components

The plan at each site should address all populations involved in the school; i.e., students, classified and certificated staff, parents, and volunteers. Each school/site plan is required to include three major components:

- a staff development program,
- experiences for students,
- a program for parent/community involvement.

Subcomponents

Each site-level plan should address the following four major components which comprise the content areas of the race/human relations program:

1. Self-awareness

Self-awareness activities seek to build a sense of worth in each individual and to emphasize the positive nature of differences. The teaching personnel should work closely with the total school staff and with parents to provide positive experiences for students. Children develop a self-image based on their own perceptions and the attitudes of others. A climate of acceptance for individuals in every classroom is essential.

Self-awareness workshops led by facilitators include these topics:

- Values education: How do values affect our attitudes toward others?
- Identify, self-concept, self-awareness, self-development: How do self-concepts develop in a multiracial society?

2. Cultural/Ethnic Awareness

Understanding and appreciation of other cultures are attained by acquiring information and by personal sharing with people of other races and cultures. Through participation in activities which build awareness and empathy for people of other groups, people can build bridges of understanding and friendship. Students learn to recognize and prize diversity, to respect all cultures, and to develop positive relationships among diverse cultural groups.

3. Intergroup/Interpersonal Relations (including but not limited to communication, communication skill development, awareness of others as individuals)

Communication skills programs are aimed at improving the exchange of information and feelings between individuals and groups. Workshops

3. Intergroup/Interpersonal Relations (Continued)

may focus on communication skills or may use communication skills as a vehicle for learning in other areas. Programs emphasize human development, decision-making, intergroup communications, and parenting skills.

4. Problem Solving (including but not limited to decision-making strategies, conflict resolution)

Problem-solving programs use skills developed in other workshops to facilitate decision-making processes in actual or simulated situations. Problem solving includes conflict management which accepts disagreement as inevitable. The basis of each disagreement must be identified and discussed if it is to be resolved and an agreement reached. These processes assure each participant the opportunity to contribute thoughts and feelings to group commitments.

For samples of new workshops offered to staffs, students, or parents in the above areas, see Appendix G.

Relating Goals and Components to Objectives and Activities

Goals, components, and subcomponents should relate directly to the objectives stated for each recipient group. For example, the expected outcome for students, parents, or staff should relate to one of the four major subcomponents or an optional subcomponent identified at the site. Activities should also reflect the component and subcomponent described in the plan. Proposed activities should represent an increased commitment of school/site race/human relations involvement based on the program evaluation of the preceding year.

As goals, components, subcomponents, and objectives are considered, it should be remembered that there may be several subcomponents needed to reach a goal and several objectives in one component. Over the five-year period, each school-level plan should include, but not be limited to, the subcomponents listed.

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
URBAN AFFAIRS DEPARTMENT

PART II: RACE/HUMAN RELATIONS PROGRAM, 1979-80 EVALUATION

Both formal and informal strategies are utilized to evaluate the effectiveness of the race/human relations program. They include:

<u>ITEM</u>	<u>LOCATION OF DOCUMENTATION</u>
1. Individual site plans submitted each year	- On file, Community Relations Division
2. Evaluation/Assurances Race/Human Relations School site Program, 1979-80	- On file, Community Relations Division
3. Evaluation of the San Diego Plan for Racial Integration	- On file, Community Relations Division
4. ESAA Race/Human Relations Program Evaluation	- On file, Community Relations Division
5. Teacher-Initiated and Site-Initiated Projects for Integration	- On file, Community Relations Division
6. Elementary and Secondary director appraisal forms for each school in his/her region	- Elementary and Secondary Divisions
7. Individual activity/workshop evaluations	- Site locations
8. Number of participants in the race/human relations continuing education classes	- Continuing Education Office
9. Race/Human Relations Facilitator Weekly Integration Activity Reports	- On file, Community Relations Division
10. Reports compiled through the race/human relations support network	- On file, Community Relations Division
11. Race/Human Relations Newsletter (Designed to communicate promising practices in race/human relations among the schools.)	- File copies, Community Relations Division
12. Number of applications for the teacher- and site-initiated projects for integration	- On file, Community Relations Division
13. Race/Human Relations Activity Logs, Site Workshop Evaluations, Rosters of Participation, Newsletters, Activity Calendars, etc.	- On file, Individual school/sites, division offices

Information included in this section will detail four (4) phases of the formal evaluation process.

- A. Evaluation/Assurances Race/Human Relations School/Site Program, 1979-80
- B. Evaluation of the San Diego Plan for Racial Integration, Appendix K, School Integration Surveys - A Three Year Comparison Study on the Race/Human Relations Program
- C. Emergency School Aid Act (ESAA) Race/Human Relations Program Evaluation
- D. Teacher- and Site-Initiated Projects for Integration, End of Year Report

In addition to the four above mentioned strategies for evaluating the race/human relations program, a comprehensive set of appendices include information on other evaluation strategies. Specific monitoring strategies for the 1980-81 school year in Appendix F.

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
July 8, 1980

EVALUATION/ASSURANCES RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM, 1979-80
End of Year Report

The development and implementation of race/human relations programs, based upon individual school needs assessments, are the core of the district's voluntary integration plan. As stated in the goals of the San Diego Plan for Racial Integration, the human relations program will assist students, all staff and parents to:

1. Become knowledgeable about and appreciative of their own background, self-worth, and acceptance.
2. Understand and appreciate, and effectively communicate with all people of various cultural, racial, and ethnic backgrounds.
3. Develop talents and capabilities of each individual.
4. Show and demonstrate concern for all individuals every day of the year.
5. Establish and maintain a program at each school/site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals and open communication among students, parents, all school staff, and the community.
6. Identify, train, and provide competent personnel who will act as resource specialists to teachers, school/site personnel, and parents to facilitate developmental preventive programs at school/sites, striving to meet the needs of all persons, with acute awareness of the individual's needs in development and understanding.

In order to meet these goals, individual site or divisional plans included three areas: human relations, race relations, and multicultural/multiethnic education, with an emphasis on race relations.

HUMAN RELATIONS: Experiences in human relations teach people how to communicate, understand and accept one another based upon the common human condition without specific racial or ethnic emphasis. This process is built around the need for individual self-esteem. Therefore, an effective human relations program begins with self-understanding, which then grows into an appreciation and the valuing of others.

RACE RELATIONS: As a specialized area of human relations, race relations explores questions of racial identity and its effects upon all segments of society. Race related topics and issues deal with groups identifiable by physical traits, geographic origin, culture, or language. Specific attitudes affected by race, the development of self-concept within the context of a multiracial society, and the societal power structures and its influence upon various groups are the types of understandings that are developed in a race relations program.

MULTICULTURAL/MULTIETHNIC EDUCATION: Multicultural/multiethnic education is a philosophy and teaching method that reflects an acceptance, an understanding and an appreciation of the richness of American cultural diversity. It promotes an equal valuing of all cultures in a pluralistic society. Multicultural/multiethnic programs are designed to develop positive interpersonal and intergroup relationships within the context of an urban and diverse environment.

During the 1979-80 school year, all district schools, children's centers, central offices and the Balboa Park program planned, implemented and evaluated their individual site race/human relations programs which consisted of three phases:

PLANNING: Site committees composed of staff, students and parents (where applicable) reviewed the previous year's progress and drafted a new plan based upon this information. A final site/divisional plan was submitted to Community Relations Division. An interdivisional team composed of teachers, administrators, students and community people reviewed each plan. Plans were rated and subsequent communications completed the planning phase.

IMPLEMENTATION: Upon approval, plans were implemented. District race/human relations facilitators, site staff members, community aides, parents, and out-of-district consultants assisted in the implementation of the plans.

EVALUATION: Workshops, activities and presentations were individually evaluated. These records were kept on file at the sites and offices. An evaluation form for school and other sites which attempted to assess the programs of race/human relations efforts produced the results summarized in Appendix A.

SUMMARY

The 1979-80 race/human relations programs were designed for: (1) staff training, (2) student learning experiences, and (3) parent and community involvement. Development of race/human relations programs included three areas: human relations, race relations and multicultural/multiethnic education. Programs were planned, implemented and evaluated by individual sites and central offices.

CONCLUSIONS

Based upon end of the year Evaluation/Assurances Race/Human Relations School/Site Prgm. positive gains have been made during the 1979-80 year in the numbers of personnel, students and parents inserviced and/or trained in the area of race/human relations. Additionally, a greater number of site administrators reported programs which reached beyond the minimum of the required ten hours of inservice.

Assessments of the effectiveness of the race/human relations programs at individual sites resulted in 72% of the rankings as 4's and 5's on a scale from 1-5, with 1 as the lowest and 5 as the highest rank. This indicated a slight gain over last years assessment evaluations. Ninety percent of parent/community involvement objectives, 99% of the student development objective and 98% of the staff development objectives were completed as written by all sites.

A crucial element in the successful implementation of the race/human relations programs was the involvement of area directors in the review process of each site plan. Documentation by the site administrators produced accountability records regarding the completion of each program.

As shown by comparison to previous race/human relations program evaluations, the degree of total involvement by the San Diego Unified School District personnel, students, and parents, in the race/human relations programs has increased from year to year, moving the district's sites to higher levels of involvement and commitment to the end goal of meaningful integration of all its schools.

EVALUATION OF THE SAN DIEGO PLAN FOR RACIAL INTEGRATION
APPENDIX K, SCHOOL INTEGRATION SURVEYS
A THREE YEAR COMPARISON STUDY ON THE RACE/HUMAN RELATIONS PROGRAM

A three year comparison was made on the race/human relations items included in the classified and certificated surveys administered during the 1977-78, 1978-79, and 1979-80 school years. A comparison was also made of the secondary instructional exchange student survey.

The various surveys conducted by Dr. Oscar Kaplan for the past three years have contained items which dealt specifically with the Race/Human Relations Program of the district. For instance, Item 20 of the Certificated Staff survey, asked teachers to rate the race/human relations program at their site. This year, only 2% said they had not participated in the site program; only 19% rated the program as "poor" while 47% rated the program as "good" or "excellent." The statistics have shown improvement for the three years of the survey. In 1978, 9% said that they had not participated in the race/human relations program; in 1979, 4%; in 1980, only 2%. In 1979-80, 69% of the certificated staff reported that they were involved in the race/human relations program once a month or more. Ten percent reported that they were involved more than once each week. While only 39% said that they were directly involved in the preparation of the plan, in 1979-80, 72% said that their employee unit was represented. Furthermore, the validated race/human relations site plan will document that all segments of the school community are represented in the development of the site plan. The data produced from the Classified Staff survey parallels and substantiated these findings of the certificated surveys.

Other data in the School Integration Surveys document the overall success of the program. In 1979-80, with 2701 certificated staff responding, only 2% felt that there were many serious problems with, "... the way in which racial integration is working out. ..." in their school. Whereas, in 1977-78, 56% of the certificated staff felt integration of students added to discipline problems, in 1979-80 only 42% expressed such a concern. Again, these data are backed up by the results of the classified surveys, in which over 1900 staff members responded. The students involved in the secondary instructional exchange were surveyed and 299 of 550 responded. Eighty-nine per cent responded that programs mixing students of all races was a good idea. This statistic demonstrates evidence of favorable climate for continued voluntary integration.

See Appendix B.

C

EMERGENCY SCHOOL AID ACT (ESAA)
ESAA FINAL EVALUATION REPORT ON RACE/HUMAN RELATIONS
COMPONENT FOR 1979-80

PROJECT PARTICIPANTS

The project participants were the students, staff, and parents at 61 ESAA project elementary and secondary schools.

OVERVIEW

The race/human relations program was designed to supplement the efforts of the district in its goal to desegregate and integrate its schools by involving students, staff, parents, and the school community at each project site in activities designed to develop positive behavior and attitudes and improve personal, group, and race relations among racial and cultural groups represented in the schools. A major thrust in 1979-80 was to incorporate intensified efforts in areas dealing with inter/intra group relations, including racial conflict, racial tension, stereotyping, labeling, and prejudice.

OBJECTIVES AND EVALUATION

Objective 1.0 a

By 1980, students at ESAA project schools will have formed positive attitudes towards other races and cultures. The formation of such attitudes will be demonstrated by the pupils attaining on the average 70% or better on a project-developed and/or -identified questionnaire.

Evaluation of Objective 1.0 a

Instruments were developed to assess pupil attitudes towards other races and cultures at all ESAA Basic Grant schools (see Appendix). Appropriate primary, upper elementary and secondary forms were administered to over 4,000 students (a 7% sample) at those grade levels. Only those questionnaires with all

*This is a portion of the ESAA Final Report for 1979-80 which was prepared and written by Evaluation Associates of La Mesa, California.

Evaluation of Objective 1.0 a (continued)

items completed were scored and tallied. The average score based on the number of positive responses was 81.2% on the 3,856 valid instruments. *The objective was exceeded.*

Objective 1.0 b

By June 1980, students and participants in the program provided by ESAA race/human relations facilitators and staff will score on the average 70% or better on district- or teacher-constructed tests designed to test knowledge of ethnic minorities and principles of cultural differences and similarities.

Evaluation of Objective 1.0 b

Ten-item instruments (see Appendix B) designed to assess student knowledge of ethnic minorities and principles of cultural differences and similarities, were developed for primary, upper elementary and secondary students and administered to over 4,000 students. Results showed that overall, the students, representing a 7% sample, achieved an average score of 78% correct responses. *The objective was exceeded.*

Objective 2.0

As a result of attendance at three or more race/human relations workshop sessions, teachers and aides utilizing these techniques and understandings in race/human relations will rate these as effective in affecting student attitudes towards groups other than their own on a district devised survey for teachers.

*This is a portion of the ESAA Final Report for 1979-80 which was prepared and written by Evaluation Associates of La Mesa, California.

Evaluation of Objective 3.0 a

be established from this numerical data, the objective's criterion of 75% of the parents attending three programs could not be determined.

The objective was evaluated by taking for each school the largest reported count of parent attendance at any school event, reported by individual sites. The attendance at this activity divided by the school's student enrollment yielded a percentage of parent participation. This index summed across 51 schools indicated that the average level of attendance was 50%. *The attainment of the objective, as written, however, could not be determined.*

Objective 3.0 b

Contingent on ESAA funding of this component, by June 1980, 80% of ESAA site aides will be rated as effective or better on a 20-point scale by site administrators in the following areas: (1) initiating and following through on home/community contacts; (2) improving the image of the school with minority parents; (3) attending to particular needs of ethnic transfer students as related to home/community relations; and (4) facilitating positive adjustment for ESAA project students.

Evaluation of Objective 3.0 b

An ESAA community Aide Performance Evaluation Report was completed by an administrator at each of the ESAA schools. These reports indicated that 61 of the 65 community aides, or 94%, were rated as effective in meeting the four standards enumerated in the objective. *The objective was exceeded.* See Appendix C for questionnaires and data.

*This is a portion of the ESAA Final Report for 1979-80 which was prepared and written by Evaluation Associates of La Mesa, California.

D

San Diego City Schools
Community Relations Division
May 16, 1980

TEACHER-INITIATED AND
SITE-INITIATED PROJECTS FOR INTEGRATION
END-OF-YEAR REPORT
1979-80

For the 1979-80 school year, the District funded eight Teacher-Initiated Projects for Integration (TIPI's) and ten Site-Initiated Projects for Integration (SIPI's).

Individual teachers designed innovative programs. These designs were reviewed by a committee established to select those plans which promised to provide reduction of racial isolation and reduction of harmful effects of such isolation. Additionally, plans chosen had to provide quality educational experiences. Under the same selection procedures, sites, usually through the leadership of the principal, initiated projects to promote integration, reduce the effect of racial isolation, and provide quality educational experiences. The 18 plans involved 26 schools with carryover to many other sites through the presentation of plays, media productions, tapes, and other products. Three-thousand-six-hundred-forty-three elementary students and 579 secondary students were directly involved in integrated learning experiences while many other students received the benefits of their work. See Appendix D for a listing of the approved projects.

Both the TIPI's and SIPI's showed diversity and imagination. The Cubberley/Perry/Tierrasanta/Horton plan for instance, emphasized reading and math and preventative counseling in race/human relations to develop positive interaction of students. Race/Human Relations facilitators were directly involved in the project and its planning. All student activities were preceded by teacher

meetings from the four sites at which time the curriculum and logistic support were planned. Community meetings were held for the purpose of informing parents about the activities and to provide parents an opportunity to ask questions and voice concerns. The activities resulted in successful, integrated experiences for the students from the four schools. Academic activities in basic subjects were conducted mixing students from the different schools. Mini-workshops and discussion sessions were conducted by the "Mosaic Players" and the teachers. Small-group discussions focused on the causes and effects of stereotyping and name calling. Non-competitive games were used to create an atmosphere for friendly and pleasurable relating.

Project Play at Spreckels Elementary illustrates the kind of plan which worked at one site involving students in a magnet program interrelating with the rest of the school. Participants from the Bilingual Magnet were involved in organized recreational activities during recess and lunch and on Wednesdays from 1:00 to 3:00 P.M. Wednesdays is a minimum day at Spreckels and the "After School Specials Component" allowed the students to stay for the recreation activities under the direction of an aide, or to participate in one of the girl scout patrols in the area, or to visit the home of a friend in the Spreckels community. These activities gave many resident students at Spreckels their only opportunity to relate personally with children in the magnet program.

The Burbank/Cabrillo/Brightwood plan, "Personalizing the Human/Race Relations Program" illustrates still another creative approach for enabling students to reach out and learn about children of different cultures. The students exchange a series of pen pal letters from October through June. These letters and other communications between individual students and the classes culminate in meetings of the students in February and June. The plan gives the Burbank

children a chance to travel to Los Angeles and meet with the students at Brightwood for a day. Brightwood is a school situated in the Chinatown area of Los Angeles. While these activities gave much delight to the students, the main educational thrust provided by the plan was multicultural in nature creating self-awareness, knowledge of similarities and differences, and appreciation for the meaning and existence of other cultures.

The Cadman/Sherman plan illustrates a basic exchange between schools for integration purposes and for sharing resources. The exchange was a nine-week program. Each student visited the exchange sister school for three consecutive times. Each class sent ten students to the paired room on each occasion. By the end of the nine weeks the total classroom had participated. The motor lab at Sherman was a resource enjoyed by the Cadman students while the Artist-In-Residence at Cadman was an experience which the Sherman children were able to experience because of the exchange.

Fremont, an "Individualized Instruction" magnet, illustrates a plan which enabled all staff to become knowledgeable about the Adlerian Philosophy and method of counseling. This entails developing skills in counseling, organizing group counseling sessions, and in developing family meetings. The project helps children take a more responsible role for their actions and for the logical consequences that follow. In room meetings, all children become involved in the problems and concerns of their peers and involve themselves in developing and identifying logical solutions. Fifty adults, including staff members and parents, met together for a 16-hour workshop to develop skills necessary for implementing the program at home and at school.

The Madison program is a good example of how the effects of a site-initiated project can spread far beyond the individual school site. Students produced

video tapes designed to increase community, parent, student and staff awareness and involvement in positive integration. Madison students had direct contact with twelve different schools, including the minority-isolated schools of Morse, Lincoln and Gompers. At Lincoln and Morse students were involved in an orientation and planning period after which actual videotaping of job interviews were conducted. A variety of multicultural events were videotaped at O'Farrell, Morse, Einstein, and Hale for later showing with Madison.

The Teacher-Initiated Project of the Creative and Performing Arts School also illustrates how the ideas of one or two teachers can benefit many students. Here, 47 students of drama and dance interacted in the classrooms of five other schools and gave performances to hundreds of students in nine schools besides their home school. For the home students, there was the common goal of producing a show which was educational, authentic, and enjoyable. For students from all schools, viewing the "Multi-Cultural" presentation was an informative experience which taught appreciation for many cultures.

Table 1, Program Participation Counts, gives the names of the schools participating, the total number of participants, and the number of majority and minority students in the program. The minority-isolated figures show the number of students whose home school of residence is or would be one of the court-designated minority-isolated schools. Minority-isolated students at schools with dominately majority populations are there on the Voluntary Ethnic Enrollment Program (VEEP) or Magnet programs. The Table shows that for the eighteen programs there were 4,222 participants directly involved in the project classrooms and programs. The figure does not include the many students who enjoyed productions or benefited from materials produced. The Table shows that 1,470 minority-isolated students

were directly involved in the projects. Finally, the Table shows the approximate number of hours that each student spent in an integrated setting because of the project. It should be noted that the number of hours of involvement varies greatly. One should not judge the worth of the program on the basis of hours involved. For some programs, as at Burbank, the program provided an integrated exchange for students who otherwise would have had almost none. Furthermore, the planning, organizing, communicating and evaluating of the activities, was valuable experience for the students involved.

The Community Relations Division and Evaluation Services monitored each project throughout the year. After site visits a report form was devised to facilitate an evaluation of each project (see Appendix D). Included in the evaluation was "A School Checklist for Site and Teacher-Initiated Projects for Integration." Project personnel and site administrative staff completed the checklist for each project. A composite for each project was produced. "Suggestions for Completing A School Checklist for Site-Initiated and Teacher-Initiated Projects for Integration" was provided to guide those completing the checklist. It was felt that this kind of self-analysis would produce the best efforts by the staff in evaluating their program and in giving them direction for future planning. A review of the checklist suggests that it did assist the project leaders in identifying areas of weakness and strengths. The overall average rating per item was 4.2, or an average sum per project of 42 out of 50 possible points. The individual school assessments and reports are on file in the Community Relations Division and may be read by those seeking more information.

Program Participation Counts
Teacher-Initiated and Site-Initiated Projects for Integration

Participating Schools	Total Partic- ipants	Maj.	Min.	Minority- Isolated	Approx. Hours in Integrated Setting
1. Cubberley Elem.	64	46	18	0	
Lee Elem.	64	24	40	0	
Perry Elem.	80	38	42	1	
Tierrasanta Elem.	73	59	14	0	
PROGRAM TOTALS:	281	167	114	1	54
2. Burbank Elem.	61	3	58	58	
Cabrillo Elem.	60	54	6	0	
Brightwood Elem. (L.A. City Schools)	55	2	53	53	
PROGRAM TOTALS:	176	59	117	111	12
3. Bayview Terr. Elem.	31	24	7	0	
Euclid Elem.	29	19	10	0	
PROGRAM TOTALS:	60	43	17	0	25
4. Spreckels Elem.	180	111	69	68	
PROGRAM TOTALS:	180	111	69	68	144
5. Curie Elem.	43	38	5	0	
Kennedy Elem.	30	1	29	29	
PROGRAM TOTALS:	73	39	34	29	45
6. Spreckels Elem.	15	8	7	4	
Lowell Elem.	14	0	14	14	
Longfellow Elem.	14	10	4	4	
PROGRAM TOTALS:	43	18	25	22	36
7. Cadman Elem.	247	164	79	59	
Sherman Elem.	249	1	248	248	
PROGRAM TOTALS:	496	165	327	307	10½
8. Oak Park Elem.	309	186	123	0	
Horton Elem.	567	57	510	510	
PROGRAM TOTALS:	876	243	633	510	12-15
9. Mead Elem.	119	1	118	118	
Dailard Elem.	108	100	8	0	
PROGRAM TOTALS:	227	101	126	118	32

Program Participation Counts
Teacher-Initiated and Site-Initiated Projects for Integration

Participating Schools	Total Partic- ipants	Maj.	Min.	Minority- Isolated	Approx. Hours in Integrated Setting
10. Fremont Elem.	300	168	132	31	Daily
PROGRAM TOTALS:	300	168	132	31	
11. Franklin Elem.	49	38	11	0	
Central Elem.	66	18	48	0	
PROGRAM TOTALS:	115	56	59	0	36
12. Chesterton Elem.	124	85	39	0	1½-40
Ross Elem.	106	82	24	0	6
PROGRAM TOTALS:	230	167	63	0	
13. Jefferson Elem. ^{1/}	529	321	208	0	5
PROGRAM TOTALS:	529	321	208	0	5
14. Sunset View	29	21	8	8	
Baker	28	1	27	27	
PROGRAM TOTALS:	57	22	35	35	
15. School of Creative and Performing Arts ^{2/} (SCPA)	47	29	16	6	93
Baker Elem.	49	10	39	39	2 ^{3/}
Ericson Elem.	65	48	17	0	2
Logan Elem.	65	7	58	58	2
Bell Jr. High	51	12	39	0	2
Muirlands Jr. High	37	0	0	0	2
PROGRAM TOTALS:	314	106	169	103	103

^{1/} Jefferson's plan is so designed that each class at Jefferson visits with another class or classes at one of the minority-isolated schools. As of April 23, Jefferson students had experienced visits and exchanges with five minority-isolated schools. These visits will continue through June.

^{2/} In addition, these 47 students gave a one-hour "Multi-cultural" program to 355 students at SCPA, 509 students at Baker, 650 students at Ericson, 505 students at Foster, 480 students at Logan, 819 at Mason, 350 students at Perry, 1,000 students at Sherman, 154 students at Bell Jr. High, and 260 students at Muirlands Jr. High.

^{3/} After each performance given at these schools, the SCPA students interacted with students in selected classrooms at the site.

Program Participation Counts
Teacher-Initiated and Site-Initiated Projects for Integration

Participating School	Total Participants	Maj.	Min.	Minority-Isolated	Approx. Hours in Integrated Setting
16. Clairemont Sr. High	118	53	65	60	
PROGRAM TOTALS:	118	53	65	60	
17. Crawford Sr. High ^{4/}	20	6	14	0	Daily
PROGRAM TOTALS:	20	6	14	0	Daily
18. Madison Sr. High ^{5/}	15	8	7	4	Daily
	112	27	85	71	40
PROGRAM TOTALS:	127	35	92	75	
TOTAL ELEMENTARY:	3,643	1,680	1,959	1,232	
TOTAL SECONDARY: ^{6/}	579	200	340	238	
TOTAL ALL SCHOOLS:	4,222	1,880	2,299	1,470	

^{4/} An important value of Crawford's plan lies in the products that are produced by the media class and used throughout Crawford and other schools.

^{5/} Video materials, especially tapes, produced by Madison students were shown and used by the Madison students in several other schools and presentations affecting several thousand students throughout the district.

^{6/} SCPA and schools visited are counted in secondary totals.

SUMMARY OF PART II

Evaluation of a race/human relations program, because the major focus must be on attitudinal changes, by necessity becomes a process rather than a product assessment. Instruments designed to measure attitudinal changes are rare. Often the validity of these instruments is questionable if populations are not clearly defined. Most standardized attitudinal instruments are designed for college level freshmen. In addition, measures of attitudinal changes must be administered at spaced intervals using the same population to obtain a true measure because attitudes seldom remain fixed. Time and circumstances can cause great fluctuation in results obtained on an attitudinal assessments.

We have used process evaluation measures, and locally designed attitudinal surveys to assess the success of the race/human relations program. A portion of the process evaluation includes; written site plans, written or pictorial logs of activities, number and types of inservice offerings, number of persons participating in race/human relations workshops, subjective comments by students, staffs and parents, assessment of school climate, and number of applications for teacher- and site-initiated projects for integration.

Because the race/human relations program is a person-to-person process, opportunities for exchange of dialogue in an atmosphere of safety and respect is a vital measuring tool.

As indicated in the evaluation/assurances submitted by 191 sites, 72% of respondents ranked the success of their overall race/human relations program as very good to excellent. Additionally, site designed objectives were achieved at a 99-, 98-, and 90-percentage level respectively for 105,000+ district students, 10,000 district staff and an undetermined number of parent/community groups.

A comparison of race/human relations items extracted from the Evaluation of the San Diego Plan for Racial Integration indicates that over a three year period, 98% of staff members have been directly involved in the race/human relations activities, rated the sessions as excellent to fair in the 1980 survey. This is a growth of five percentage points over the 1977 school year. "Excellent", "good", and "fair" ratings of race relations programs by responding classified staff increased by nine percentage points over the last three years, 1977-80.

The findings of an independent evaluator (Evaluation Associates of La Mesa, California) evaluating the race/human relations program at the 61 Emergency School Aid Act (ESAA) funded schools indicated:

- 81.2% of the 3,856 student respondents formed positive attitudes towards other races and cultures as measured by project developed attitudinal surveys,
- 78% of the 4,000 student respondents indicated knowledge of ethnic minorities and principles of cultural differences and similarities,

continued-

- 1,310 teachers and aides attending race/human relations workshops rated the effectiveness of techniques and understandings designed to affect attitudinal changes as 3.2 (average rating) on a scale of 1 - 5.
- Parent participation at ESAA funded schools in race/human relations programs was estimated to be at the 50% level.

Interest in the teacher- and site-initiated projects to support integration remained at a high level. Eight teacher and ten site projects to support the integration effort were funded for the 1979-80 school year. Evaluation of the projects indicated a high success rate involving over 4,000 students.

In conclusion, one of the most crucial aspects of the San Diego Plan for Racial Integration must continue to be successful race/human relations programs. Desegregation of schools based on numbers and diversity of ethnic groups may satisfy certain political and legal requirements. However, the racial mix of students does not automatically create the heterogeneity required for an integrated school system. A climate of acceptance of diversity, recognition of the worth of each individual, development of positive social relationships and transmission of positive communication and understandings are essential elements in a quality education program.

Student and staff need a safe environment to discuss openly and honestly issues of a sensitive nature. Race/human relations is a person-to-person process, therefore, one of the most successful means of providing a safe environment for discussing sensitive issues is through small group discussion circles led by skillfully trained facilitators.

The success of the San Diego Plan for Racial Integration may ultimately rest on:

- 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 (1)what happens to students, parents, and staff, (2)where it happens. . . in an atmosphere of acceptance at each school site, and (3)how it happens. . . through positive communication and understanding. The challenges ahead provide for the opportunities of tomorrow.

APPENDIX A

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM, 1979-80

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
July, 1980

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

SCHOOL/SITE TOTALS

N=191

DIRECTIONS: Check only those items that apply or have been accomplished. Documentation to validate the responses indicated should be on file in the school/site office and/or children's center office. (Examples of suitable documentation are: records of meetings held, topics, and attendance; faculty meeting decisions; site committee decisions; logs of activities kept for elementary and secondary schools divisions, etc.)

1. School/Site Committee was involved in: (Check those activities that apply.)

a.	191	100%	Planning
b.	178	93%	Implementation
c.	152	80%	Evaluation

2. Ongoing Needs Assessment: (Check those that apply.)

a.	170	89%	Original plan activities were appropriate to identified needs.
b.	109	57%	New needs were identified in carrying out the plan.
c.	59	31%	Original needs were reduced subsequent to the plan implementation.

3. Component Objectives: (Check one for each component objective.)

a. Parent/Community Involvement:

(1)	172	90%	Objectives essentially met.
(2)	12	6%	Objectives not met.
(3)	10	5%	Data insufficient to judge

b. Student Development:

(1)	189	99%	Objectives essentially met.
(2)	0	0%	Objectives not met.
(3)	2	1%	Data insufficient to judge.

c. Staff Development:

(1)	188	98%	Objectives essentially met.
(2)	1	5%	Objectives not met.
(3)	1	5%	Data insufficient to judge.

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

3. Component Objectives: (continued)

3. d. Please select one other component your plan may have addressed and identify that component in space provided below (e.g., communication, school climate, multicultural/racial awareness, etc.):

Selected Optional Component Title: 80 responses

In the boxes below, please check the appropriate measure of your selected optional component:

3.d. (1)	125	65%	Objectives essentially met.
3.d. (2)	1	5%	Objectives not met.
3.d. (3)	4	2%	Data insufficient to judge.

4. Solution Procedures (Activities)

Approximate percentage of activities carried out (over all components):
(Check one.)

4.a.	0	0%	0 - 33%
4.b.	12	6%	34 - 67%
4.c.	176	92%	68 - 100%

5. Time Lines

Approximate percentage of activities essentially carried out according to individual plan: (Check those that apply.)

5.a.	0	0%	0 - 33%
5.b.	12	6%	34 - 67%
5.c.	174	91%	68 - 100%
5.d.	4	2%	Many time lines for specific activities were unrealistic.

6. On a scale of 1-5, with 5 being the top ranking, indicate your assessment of the effectiveness of the race/human relations program at your site this year 1979-80. (Circle one.)

1	2	3	4	5
-0-	-0-	28/15%	100/52%	38/20%

7. Was the effectiveness of your program evaluated in any way by participants?
If so, please attach a summary of findings.

8. In order to supplement these general findings, please indicate the specially funded programs in which your site participates:

<u>46%</u>	SIP	<u>26%</u>	Title I	<u>3%</u>	Title VII
<u>4%</u>	SB 90	<u>7%</u>	AB 2284/1239	<u>35%</u>	ESAA
<u>45%</u>	Other programs				

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

9. What evidence is there on file to validate the responses to this evaluation/assurances instrument? (Check those which apply.)

9.a. Documentation:

9.a.(1)	174	91%	Attendance rosters or number of participants
9.a.(2)	156	82%	Teacher personal records, logs, plan books
9.a.(3)	94	49%	Minutes of race/human relations meetings
9.a.(4)	86	45%	Feedback from:

	Oral		Written	
Parents	135	71%	43	32%
Students	113	59%	32	25%
Staff	132	69%	68	51%
Written communication to parents			129	75%
P.T.A. Newsletters			67	35%
Flyers			103	59%

9.a.(5)	143	75%	Official school activities calendar
9.a.(6)	93	49%	Printed agendas of meetings
9.a.(7)	45	24%	Student publications
9.a.(8)	103	60%	Other written or printed materials
9.a.(9)	85	45%	Media productions (i.e., slide tape; scrapbook; film; photo displays; etc.)
9.a.(10)	120	63%	Individual workshop evaluations
9.a.(11)	75	39%	Individual inservice class evaluation

9.b. Check the participation of the race/human relations facilitator at your school site.

9.b.(1)	166	87%	Conducting staff workshops
9.b.(2)	89	47%	Conducting student workshops
9.b.(3)	70	37%	Conducting parent workshops
9.b.(4)	121	63%	Obtaining resources for school/community meeting
9.b.(5)	24	13%	Crisis intervention
9.b.(6)	141	74%	Plan writing
9.b.(7)	32	17%	Other

Documentation may be obtained by contacting: _____

Name of person(s) responsible

EVALUATION/ASSURANCES

RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

10. With the exceptions listed below, I certify that all staff members of this site have participated in at least ten (10) hours of race/human relations activities.

SCHOOL/SITE NAME

ADMINISTRATOR'S SIGNATURE

DIRECTOR'S SIGNATURE

YJ:jgm

The Race/Human Relations Facilitator Team provided major support to district schools and children's centers for 1979-80. Additionally, the central office received the following services:

1. Bus Drivers: Facilitators provided race/human relations workshops for the 600 bus drivers employed by San Diego Unified School District as well as those employed by contract bus companies, beginning with full-day workshops in the fall and finishing up with evening and Saturday workshops in the spring.
2. Business Services: The race/human relations team planned and implemented all the workshops for the Business Services administration, maintenance, and purchasing departments, and the gardeners and food services employees in the area of race/human relations. This included more than 1000 employees.
3. Central Office: Race/human relations team worked with the Central Office Committee to offer a variety of workshops for the 300 employees of this division. These included visits to the magnet schools, panels from the schools, outside speakers, and discussion groups. There were numerous sessions offered to fulfill the ten-hour mandate, with make-up workshops also offered.
4. Elementary Division: The race/human relations facilitators worked with the Elementary Division race/human relations committee to plan and facilitate four workshops with more than 100 elementary and children's center administrators. These sessions dealt with racial issues and the role that administrators play in dealing with this area. The programs were also held for all certificated and classified members of the elementary division throughout the year.
5. Personnel: Race/human relations teams provided this division with follow-up discussions for the six workshops offered to the 100 members from this division.
6. Programs Division: Race/human relations facilitators assisted members of Programs Division to train division facilitators as well as facilitating group discussions for each of the workshops that provided in-service for the 200 members. Make-up sessions were scheduled as well.
7. Secondary Division: Five workshops were conducted with all members of the certificated and classified personnel of this division. These included such topics as the Indo-Chinese students, and the Native American Indian student. Time was given for participation and discussion.
8. Other Services: The district facilitators were responsible for planning and facilitating 30 workshops offered through Continuing Education throughout the past year. They also worked regularly with CETA employees to provide training in the area of race/human relations. Workshops for secondary teachers, school-site contact people and a large number of school sites were provided.

APPENDIX B

EVALUATION OF THE
SAN DIEGO PLAN FOR RACIAL INTEGRATION
A THREE YEAR COMPARISON STUDY

SCHOOL INTEGRATION SURVEYS
1977-80 REPORTS
APPENDIX K

EVALUATION OF THE SAN DIEGO PLAN FOR RACIAL INTEGRATION
APPENDIX K
SCHOOL INTEGRATION SURVEYS
THREE YEAR COMPARISON STUDY

Taken from context of the Certificated Personnel Survey:

The following were answered by everyone:

20. How would you rate the race/human relations program in which you have participated?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Excellent	10%	11%	11%
(2) Good	33	35	36
(3) Fair	31	32	32
(4) Poor	17	18	19
(5) Have not yet participated	9	4	2
	<u>100%</u>	<u>100%</u>	<u>100%</u>

Summary: "Excellent," "Good," or "Fair" responses were given by 74% of the 1978 respondents, by 78% of the 1979 respondents and 79% of the 1980 respondents, an increase of five percent over the past three years.

21. How frequently do you participate in the race/human relations program at your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) More that once a week	9%	11%	10%
(2) Once a week	7	6	7
(3) Several times a month	17	12	20
(4) Once a month	28	25	32
(5) Less than once a month	39	46	31
	<u>100%</u>	<u>100%</u>	<u>100%</u>

Summary: In the 1979-80 school year 69% of all respondents are participating at least once a month in Race Relations programs an increase of 15% over the 1978-79 school year.

22. Were you personally involved in the preparation of the race/human relations program at your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	36%	37%	39%
(2) No	$\frac{64}{100\%}$	$\frac{63}{100\%}$	$\frac{61}{100\%}$

Summary: The past three years have shown an increase of three percent of the responding staff personally involved in the preparation of the race/human relations programs at schools or sites.

23. Did a representative from your employee unit help develop the race/human relations program at your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	88%	67%	72%
(2) No	12	7	4
(3) Don't know	$\frac{-}{100\%}$	$\frac{26}{100\%}$	$\frac{24}{100\%}$

Summary: Only four percent of the respondents said that no one from their employee unit helped in the development of their race/human relations program.

24. In your opinion, should the race/human relations program for teachers, counselors, and administrators be mandatory, with all staff groups participating in program development?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	42%	41%	45%
(2) No	39	42	41
(3) Not sure	$\frac{19}{100\%}$	$\frac{17}{100\%}$	$\frac{14}{100\%}$

Summary: Forty-five percent of the respondents felt Race Relations should be mandatory in 1980, an increase of 3% over 1978 and 4% over 1979.

The following four questions were added in the 1979-80 school year. Therefore, no comparisons are available.

25. In your opinion, how are students of different races at your school getting along with each other?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Very well	-	-	41%
(2) Fairly well	-	-	50
(3) Not as well	-	-	6
(4) Don't know	-	-	<u>3</u>
			100%

Summary: In the opinion of 91% of the responding certificated staff, students of different races are getting along "very well" or "fairly well" with one another.

26. Comparing this year with last year, are students of different races at your school this year getting along with each other?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Better	-	-	25%
(2) Not so well	-	-	3
(3) About the same	-	-	55
(4) Don't know	-	-	<u>17</u>
			100%

Summary: When asked to compare last year with this year only three percent of the responding staff felt the students of different races were not getting along as well with each other.

27. In your opinion, can a race relations program of the type now being carried through at your school bring about significant improvement in race relations?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	-	-	34%
(2) No	-	-	26
(3) Not sure	-	-	<u>40</u>
			100%

Summary: One third of the respondents felt that the race relations programs could bring significant change and 40% were not sure.

28. On the whole, how would you evaluate the way in which racial integration is working out in your school?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Almost no problems	-	-	34%
(2) Some minor problems	-	-	47
(3) Some serious problems	-	-	11
(4) Many serious problems	-	-	2
(5) Don't know	-	-	6
			<u>100%</u>

Summary: When asked how they would evaluate the way racial integration is working out--an encouraging 81% of the respondents said with some minor or almost no problems.

Taken from context of the Classified Personnel Survey:

12. How would you rate the race/human relations program in which you have participated?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Excellent	8%	11%	10%
(2) Good	28	31	33
(3) Fair	26	26	28
(4) Poor	12	13	16
(5) Have not yet participated	$\frac{26}{100\%}$	$\frac{19}{100\%}$	$\frac{13}{100\%}$

Summary: "Excellent," "Good," and "Fair" ratings of the Race Relations programs by responding Classified staff has increased by nine percent over the last three years.

13. How frequently do you participate in the race/human relations program at your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) More than once a week	10%	11%	9%
(2) Once a week	4	4	4
(3) Several times a month	8	7	9
(4) Once a month	18	19	26
(5) Less than once a month	$\frac{60}{100\%}$	$\frac{59}{100\%}$	$\frac{52}{100\%}$

Summary: Forty-eight percent of the 1980 respondents participated at least once a month an increase of seven percent over 1979 and eight percent over 1978.

14. Were you personally involved in the preparation of the race/human relations program at your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	19%	18%	19%
(2) No	$\frac{81}{100\%}$	$\frac{82}{100\%}$	$\frac{81}{100\%}$

Summary: There was little significant change in the personal preparation of the race/human relations programs at the schools and sites with 19% of the responding staff participating.

15. Did a representative from your employee unit help develop the race/human relations program at your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	59%	37%	41%
(2) No	41	16	14
(3) Don't know	-	47	45
	<u>100%</u>	<u>100%</u>	<u>100%</u>

Summary: An increase from 1979 to 1980 of four percent of the respondents being represented by someone in their employee unit.

The following six questions were added this school year and there are no comparisons.

16. In your opinion, should the race/human relations program for teachers, counselors, administrators, and classified staff be mandatory, with all staff groups participating in program development?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	-	-	46%
(2) No	-	-	38
(3) Not sure	-	-	16
			<u>100%</u>

Summary: There is little change in the feelings of classified staff from certificated in their opinion of mandatory race relations, 46% feel that it should be mandatory.

17. In your opinion, how are students of different races at your school getting along with each other?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Very well	-	-	39%
(2) Fairly well	-	-	38
(3) Not as well	-	-	9
(4) Don't know	-	-	14
			<u>100%</u>

Summary: Seventy-seven percent of respondents feel that different races at their schools are getting along "very" or "fairly well" with one another.

18. Comparing this year with last year, are students of different races at your school getting along with each other?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Better	-	-	17%
(2) Not as well	-	-	5
(3) About the same	-	-	48
(4) Don't know	-	-	30
			<u>100%</u>

Summary: When asked to compare this year with last year only five percent said not as well.

19. In your opinion, can a race relations program of the type now being carried through at your school bring about a significant improvement in race relations?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	-	-	35%
(2) No	-	-	22
(3) Not sure	-	-	43
			<u>100%</u>

Summary: Classified and certificated staff felt almost the same about whether the type of race relations program could bring about change. Over one third of the classified staff responding "yes" and 43% "not sure."

20. On the whole, how would you evaluate the way in which racial integration is working out in your school or site?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Almost no problems	-	-	37%
(2) Some minor problems	-	-	35
(3) Some serious problems	-	-	8
(4) Many serious problems	-	-	3
(5) Don't know	-	-	17
			<u>100%</u>

Summary: When asked to evaluate the way in which racial integration is working out 72% of the respondents felt there were almost no problems or some minor problems.

21. Has the race relations program at your school or site helped to create a better environment for positive discipline?

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
(1) Yes	-	-	29%
(2) No	-	-	25
(3) Don't know	-	-	46
			<u>100%</u>

Summary: Twenty-nine percent felt the race relations program has helped to create a better environment for positive discipline.

SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM; STUDENT SURVEY

SEX: MALE/FEMALE GRADE: SCHOOL:

1. In general, do you think it is a good idea or a poor idea for students to attend programs that have about the same mix of blacks, whites, Mexican-Americans, and students of other races as there are persons of different races in the city of San Diego?

N=299

72%(1) Good idea 9%(2) Poor idea 19%(3) Not sure

2. Not counting this program, have you ever been a student in a program in which there was a representative number of majority and minority students?

N=299

26%(1) Yes 74%(2) No

3. As a participant in this Instructional Exchange Program how well did you get to know participants from another race or ethnic background?

N=293

43%(1) Became well acquainted with 1 or more participants from another race or ethnic background from the other school(s) in the exchange program.

49%(2) Became somewhat acquainted with 1 or more participants from another race or ethnic background.

8%(3) Did not become acquainted with any member of a different race or ethnic group from the other school in the exchange program.

4. To what degree do you feel that this program gave you opportunities for positive give and take with members of other racial/ethnic backgrounds?

N=298

22%(1) Many opportunities 57%(2) Some 21%(3) Few

5. To what degree do you feel that this program provided opportunity for better understandings between the participating schools and the students in the program?

N=300

27%(1) Many opportunities 53%(2) Some 20%(3) Few

6. How would you rate the academic program in this instructional exchange?

N=301

17%(1) Excellent 43%(2) Good 29%(3) Fair 11%(4) Poor

7. How would you rate the transportation arrangements provided for this program?

N=297

13%(1) Excellent 33%(2) Good 29%(3) Fair 25%(4) Poor

8. How well do you feel your parents know about and understand the instructional program of which you have been a part?

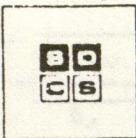
N=292

22%(1) Very well 54%(2) Somewhat 24%(3) Very little knowledge of the program.

APPENDIX C

EMERGENCY SCHOOL AID ACT
ESAA FINAL EVALUATION REPORT ON
RACE/HUMAN RELATIONS COMPONENT FOR 1979-80

This is a portion of the ESAA Final Report for 1979-80 which was prepared and written by Evaluation Associates of La Mesa, California.



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

4100 Normal Street

DATE September 19, 1980

MEMO TO Fletcher

FROM Hess *L. Hess*

SUBJECT ESAA FINAL EVALUATION REPORT ON RACE/HUMAN RELATIONS
COMPONENT FOR 1979-80

The attached report evaluating the Race/Human Relations component of ESAA for 1979-80 was prepared and written by Evaluation Associates of La Mesa, California, an independent contract evaluation firm, employed by the district to evaluate the entire ESAA project. It will become part of the ESAA Final Report for 1979-80, which is now being prepared by Evaluation Associates.

In addition, the following attachments have been included:

1. A copy of each level of the student surveys and the results of those surveys. (See Objectives 1.0 a and 1.0 b).
2. A copy of the ESAA Staff survey and the results. (See Objective 2.0).
3. A copy of the ESAA Community Aide Performance Evaluation Report and the results. (See Objective 3.0 b).

LH:BR:az

Attachments 11

cc: Y. Johnson

All Schools

1160 surveys

SAN DIEGO CITY SCHOOLS
Community Relations Division
Emergency School Aid Act Office
ESAA Race/Human Relations and Multicultural Program

ALACHUA COUNTY

School: _____

Grade: _____

Overall Score
(#1-6) - 83.4%

Attitude

Part I

Primary Student Survey

Overall Score
(#1-10) - 87.5%
Knowledge

Mark the happy face if you would like to do the activity which is described and
mark the sad face if you would not like to do it.

Item Scores

1. You are learning about people from many countries.

91.0%



1050

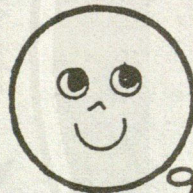


104

1154

2. You are celebrating a holiday of another country.

85.6%



987

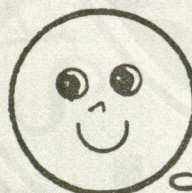


166

1153

3. You are playing with children from another country.

86.6%



996



154

1150

4. You are visiting with a family from another country.

79.9%



917



231

1148

5. You are learning a dance from another country.

79.0%



895 C-2



238

1133

Item Scores

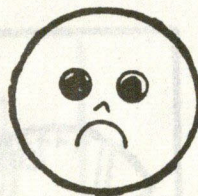
N

6. You are wearing a costume from another country.

78.3%



878



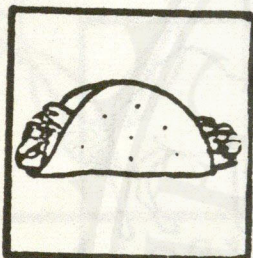
243

1121

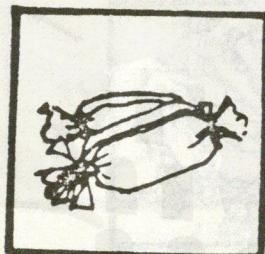
Part II

Choose the best answer.

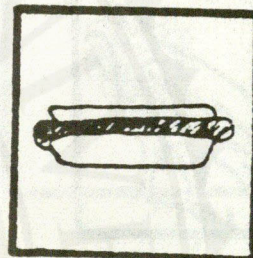
1. Mark the picture that shows tamales.



132



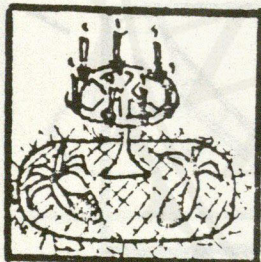
997



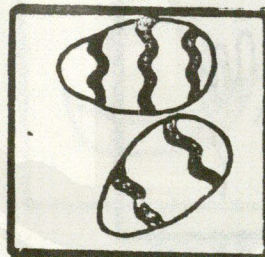
20

1149

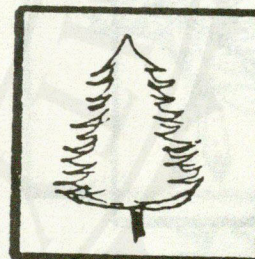
2. Mark the picture that represents the Kwanzaa celebration.



1078



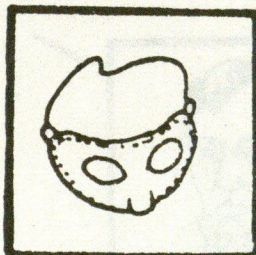
30



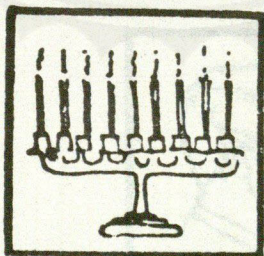
27

1135

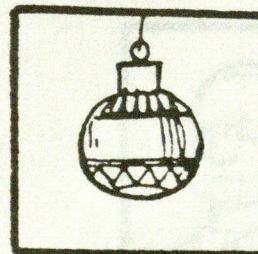
3. Mark the picture that shows an object used to celebrate Hanukkah.



92



1006

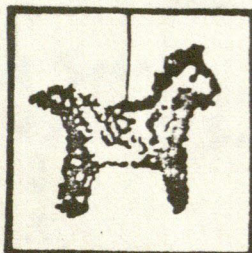


42

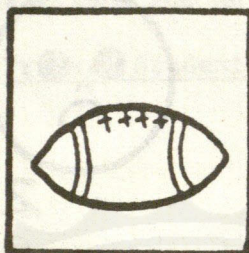
1140

N

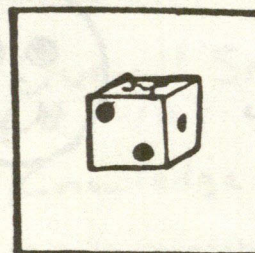
4. Mark the picture that shows the object most often used at birthday parties in Mexico.



1134



6



11

1151

5. Mark the picture that shows the animal that is represented in the Chinese New Year Parade.



19



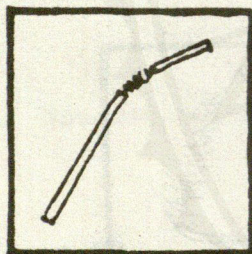
1097



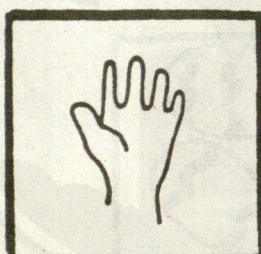
34

1150

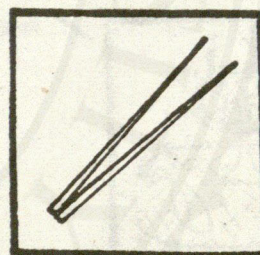
6. Mark the picture that shows the utensil that some Asian Americans use in place of knives, forks, and spoons.



25



49



1077

1151

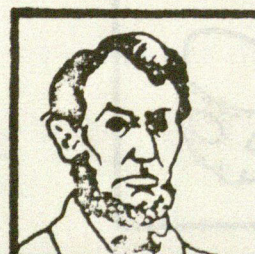
7. Mark the picture of the President of the United States under whom the slaves were freed.



229



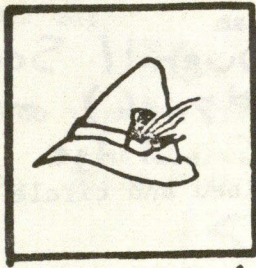
71



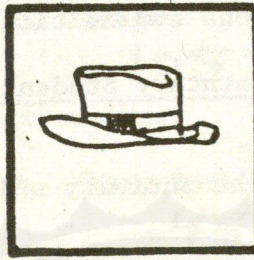
850

1150

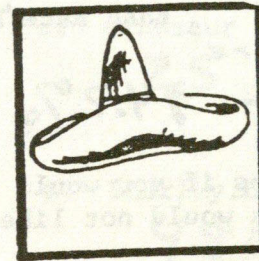
8. Mark the picture that shows the hat that German men and boys sometimes wear during Oktoberfest.



826



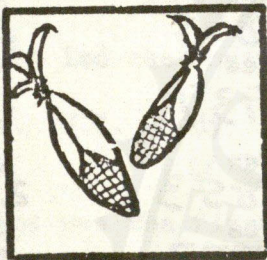
157



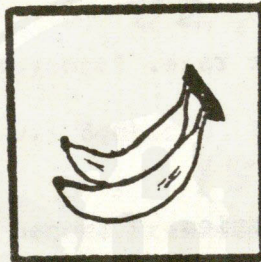
167

1150

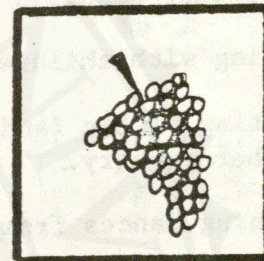
9. Which of the following foods was introduced to the Pilgrims by the Indians?



1095



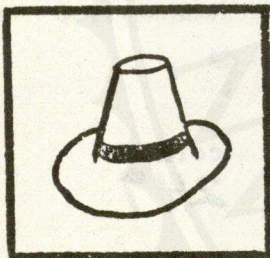
19



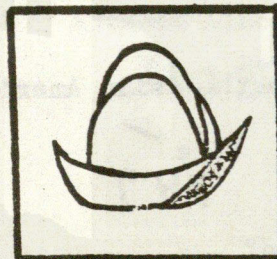
41

1155

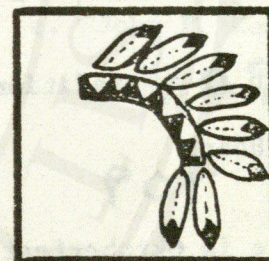
10. Mark the picture that shows the headgear often worn by the Portuguese explorer Juan Rodríguez Cabrillo.



173



875



95

1143

All Schools

1116 Surveys

ATTACHMENT 5

School: _____

Grade: _____

SAN DIEGO CITY SCHOOLS
Community Relations Division
Emergency School Aid Act Office

ESAA Race/Human Relations and Multicultural Program

Overall Score

(#1-6) - 74.7%

Attitude

Upper Elementary Student Survey

Overall Score

(#7-16) - 71.7%

Knowledge

Circle yes if you would like to do the activity which is described and circle no if you would not like to do it:

Item Scores

N

72.8%	1. Learning about other cultures.	Yes 811	No 303	1114
80.3%	2. Participating in a celebration of another country.	Yes 895	No 220	1115
84.6%	3. Playing with children of another race.	Yes 939	No 171	1110
76.9%	4. Visiting with a family from another country..	Yes 853	No 256	1109
69.8%	5. Learning dances from other countries.	Yes 777	No 336	1113
63.6%	6. Wearing costumes worn in other countries.	Yes 705	No 404	1109

Circle the best answer:

7. Which is a traditional food in the Asian American diet?
- a. beans 109 b. rice 749 c. corn 249 1107
8. Where is Oktoberfest celebrated?
- a. Israel 207 b. France 237 c. Germany 647 1091
9. Who was the Portuguese explorer who discovered San Diego Bay?
- a. Juan Rodríguez Cabrillo 781 b. Father Junípero Serra 204 c. John C. Frémont 123 1108
10. What is an object used in a game in Mexico?
- a. piñata 1013 b. dreidel 51 c. tamale 43 1107

PLEASE CONTINUE ON REVERSE SIDE

11. What animal is often represented in the Chinese New Year Parade?

a. eagle

26

b. dragon

1058

c. dinosaur

25

1109

12. Who was the first black congresswoman?

a. Diana Ross

158

b. Mary Bethune

457

c. Shirley Chisholm

480

1095

13. What is an object used in a game played by Jewish children?

a. bagel

201

b. dreidel

829

c. piñata

65

1095

14. Who led the Montgomery bus boycott?

a. W.C. Hardy

148

b. Booker T. Washington

185

c. Martin L. King

753

1086

15. Who was the first Indian to become President of Mexico?

a. General Zaragaza

148

b. Pancho Villa

274

c. Benito Juárez

670

1092

16. Under which President of the United States were the slaves freed?

a. George Washington

95

b. Abraham Lincoln

905

c. John F. Kennedy

109

1109

1/30/80

Prepared by ESAA Staff (Intercultural Language Program)

All School

1744 surveys

SAN DIEGO CITY SCHOOLS
Community Relations Division
Emergency School Aid Act Office

ATTACHMENT 7
School: _____

Grade: _____

Overall Score
(#1-6) - 83.6%
Attitude

Secondary Student Survey

Overall Score
(#7-16) - 87.9%
Knowledge

Please circle that response which best represents your feelings about the following statements:

Item Scores

		Strongly Agree	Agree	Disagree	Strongly Disagree	
90.0% ¹	Many cultural and racial groups as well as individuals have contributed to our country.	⁴ 569	³ 981	² 139	¹ 34	172
91.5% ²	I enjoy making friends with people of various cultural or racial groups.	⁴ 676	³ 908	² 118	¹ 30	173
89.0% ³	The cultural and/or racial heritage of people is important to them.	⁴ 733	³ 801	² 147	¹ 42	172
72.1% ⁴	Many problems are caused by the segregation of people.	⁴ 514	³ 726	² 367	¹ 112	1719
80.2% ⁵	The whole school program should reflect all races and cultures.	⁴ 659	³ 728	² 240	¹ 103	1730
79.0% ⁶	I am at ease being around students of many cultures and races.	⁴ 515	³ 845	² 279	¹ 82	1721

Circle either "True" or "False" for each of the following statements:

TO THE BEST OF MY KNOWLEDGE:

7.	Culture includes the customs, beliefs, skills, arts, festivals, and traditions of a particular group of people.	True 1648	False 82	1730
8.	The music and dances of different ethnic groups are pretty much the same.	True 190	False 1529	1719
9.	Integration means people from all races and cultures are brought together as equals.	True 1435	False 264	1699
10.	English is the only language spoken in the United States.	True 79	False 1645	1724

PLEASE CONTINUE ON REVERSE SIDE

11. The family traditions, ceremonies, and folk customs practiced in the United States come from many different nations.

True

1564

False

121

1685

12. Every ethnic group has its own traditional foods.

True

1448

False

223

1671

13. Few immigrants have ever come to the United States to escape persecution in their own countries.

True

431

False

1236

1667

14. There are often as many differences between people of the same ethnic group as there are between people of different ethnic groups.

True

1337

False

318

1655

15. The word bilingual means being able to speak one language only.

True

178

False

1484

1662

16. Learning about various cultures and traditions helps a person get along better in a country such as the United States, made up of many different groups of people.

True

1513

False

150

1663

1/30/80

All Schools - All Staff

ATTACHMENT 9

2106 surveys

SAN DIEGO CITY SCHOOLS

ESAA Staff Questionnaire

Please indicate the name of your school _____

Please check appropriate boxes:

☐ Classroom Teacher

☐ Aide

☐ Counselor

☐ Administrator

☐ Other _____

Response Optional

☐ Hispanic

☐ White

☐ Black

☐ Asian

☐ Alaskan/Indian

The items below are intended to solicit your opinions of the district's race/human relations and multicultural education programs. We greatly appreciate your cooperation in taking a few moments of your time to provide us this information.

Circle the response which best represents your participation or feelings about the following:

1. How many staff development activities in race/human relations have you participated in this year?

None

50

1-2

400

3 or more

1646

2096

2. If you are a teacher or aide, how effective have the race/human relations techniques that you have utilized in the classroom been in promoting positive racial attitudes among your students?

Very Effective

Effective

Not Effective

5
185

4
264

3
646

2
204

1
100

1399

3. Have you participated in any inservice programs designed to help you infuse multicultural concepts into the curricula?

Yes

1441

No

579

2020

4. If so, how would you rate the usability of the information presented?

Very Usable

Usable

Not Usable

5
203

4
322

3
667

2
167

1
62

1421

5. How would you rate the usability of the information presented to you this year in staff development workshops (e.g. human relations, multicultural, basic skills, etc)?

Very Usable

Usable

Not Usable

5
230

4
382

3
792

2
288

1
128

1820

6. Please make any comments you wish concerning the importance and effectiveness of the race/human relations, multicultural education, and/or staff development activities in which you have participated this year.

Strengths:

Weaknesses:

Other Comments:

1/30/80

All Schools

SAN DIEGO CITY SCHOOLS
Community Relations Division
Emergency School Aid Act Office
ESAA Community Aide Performance Evaluation Report

Your school has received ESAA funding support during this year and the results of this questionnaire are needed to evaluate ESAA support services.

Employee Name _____ School _____

Name of Rater (Site Administrator) _____

Rater's Signature _____

Not Satisfactory	Requires Improvement	Effective-Meets Standards	Factor Check List (Please check each factor in appropriate column).		Does Not Apply
1	4	53	1.	Initiates and follows through on home/community contacts.	7
1	3	58	2.	Works toward improving or maintaining positive attitudes of parents towards the school.	3
1	2	56	3.	Attends to particular needs of ethnic transfer students as related to home/community relations.	6
1	0	60	4.	Facilitates positive adjustment for ESAA project students.	4

N

65

65

65

65

Summary Evaluation - Check Overall Performance

Not Satisfactory

Requires Improvement

Effective-Meets Standards

☐ 1

☐ 3

☐ 61

65

Not to be placed in employee's personnel file. DO NOT DUPLICATE.

APPENDIX D

TEACHER-INITIATED AND SITE-INITIATED
PROJECTS FOR INTEGRATION
1979-80

San Diego City Schools
Community Relations Division
September 4, 1979

H2a
REVISED

TEACHER-INITIATED AND SITE-INITIATED PROJECTS FOR INTEGRATION

RECOMMENDED FOR FUNDING

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

School/Plan Title	Synopsis of Project	Funds Required
<u>PERRY/TIERRASANTA/ HORTON</u> "An Affective and Cognitive Approach to Integration" Grades: 3-4 Students: 120	The project will combine a program of traditional instruction in the basics and preventative counseling in race/human relations in order to develop positive interaction among students of various ethnic and cultural backgrounds.	\$3,507.42
<u>SPRECKELS ELEMENTARY</u> "Project Play" Grades: 4-6 Students: 250	To increase community acceptance of the magnet program, this plan proposes to improve intra/inter-group relations by mixing students from the bilingual magnet, gifted, and regular programs in sport/game activities during recess and lunch. An aide, with the assistance of the district counselor, will conduct small group sessions related to integration activities.	\$2,540.00
<u>JEFFERSON ELEMENTARY</u> "Transportation Between School Sites to Promote Integration" Grades: K-6 Students: 1,100	All students at Jefferson will become involved with a like number of students from a predominantly minority school through school exchange activities, letter writing, and joint field trips.	\$ 475.00
<u>BURBANK ELEMENTARY</u> "Personalizing the Human Relations Program" Grades: 2-3 Students: 60	In its second year, this project will again involve one second-grade class from Burbank paired with a second-grade class from Ocean Beach. During the latter part of the year, Burbank students would meet and become involved with a second-grade class from the Chinatown area of Los Angeles. Letters, photographs, gifts, and personal visits are part of the program.	\$ 903.80

TEACHER-INITIATED AND SITE-INITIATED PROJECTS FOR INTEGRATION

RECOMMENDED FOR FUNDING
(Continued)

SITE-INITIATED PROJECTS TO SUPPORT INTEGRATION

School/Plan Title	Synopsis of Project	Funds Required
<u>CADMAN ELEMENTARY</u> "Cadman/Sherman Classroom Exchange" Grades: 1-6 Students: 180	Students are provided three experiences in an allied school plus six experiences with allied school students in their own classrooms. Teachers will jointly plan the exchanges. Parent volunteers will participate in the exchange--the culminating art shows and drama performances.	\$5,250.00
<u>FREMONT ELEMENTARY</u> "Accept Training Workshop (Adlerian Counseling Concepts for Encouraging Parents and Teachers)" Grades: K-6 Students: 300	The training workshop for 30 teachers to learn the Adlerian Counseling Concepts will enable the entire staff to help students accept each other as individuals. Regularly scheduled classroom meetings will emphasize the children's sense of belonging to the group and their need for personal contributions.	\$3,326.20
<u>FRANKLIN/CENTRAL ELEMENTARY</u> "Franklin/Central Schools Integrate Through Careers and Cross Age Tutors" Grades: K-6 Students: 240-750	This program combines students from a predominantly minority school and a predominantly majority school, located within walking distance, into career education areas. Peer tutoring is emphasized using "Me to We" materials and other academic programs. This is a continuance of a successful project.	\$5,295.00
<u>SPRECKELS/LOWELL/ LONGFELLOW</u> "Multicultural Exchange" Grades: K-6 Students: 30-90	Selected students from three schools will visit each other's school and community. They participate in classroom activities, small group guidance strategies, and attend special multicultural events.	\$1,240.00
<u>MEAD ELEMENTARY</u> "It Can Work" Grade: 2 Students: 360	Mead and its paired predominantly majority school will bring together groups of students from multi-ethnic backgrounds to increase skills in art, music, and P.E. Also, the two groups will initiate an exchange program of correspondence and visitations enabling them to develop a positive self-image and appreciation of cultural differences and similarities.	\$2,964.00

San Diego City Schools
Community Relations Division
January 29, 1980

H2a

TEACHER-INITIATED PROJECT FOR INTEGRATION
RECOMMENDED FOR FUNDING

School/Plan Title	Synopsis of Project	Funds Required
<u>SUNSET VIEW/BAKER</u> "Buddy System--Getting to Know You"*	<p>This project will provide an environment and the opportunity for one predominantly majority class and one predominantly minority class to interact positively through planned activities in art, music, language, social studies, science, and physical education.</p> <p>Activities are planned at both school campuses in support of integration activities already begun at Sunset View and Baker elementary schools. Most of the funding provides for transportation needs.</p>	\$727.35

* This project was originally approved by the Review Committee; however, the paired school was Kennedy. Kennedy Elementary School is not the Voluntary Ethnic Enrollment Program (VEEP) allied school for Sunset View. The change to Baker Elementary School has resulted in the delay.

TEACHER-INITIATED AND SITE-INITIATED PROJECTS FOR INTEGRATION

RECOMMENDED FOR FUNDING

(Continued)

SITE-INITIATED PROJECTS TO SUPPORT INTEGRATION

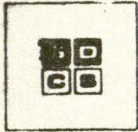
School/Plan Title	Synopsis of Project	Funds Required
<u>OAK PARK/HORTON</u> "Intercultural Experience in Counseling" Grades: K-6 Students: 565	This experience permits exchange activities in P.E. and counseling between two intercultural language magnet schools. The counseling center involves ethnically mixed groups from both schools. Media productions, developed by students and staff, are used for student orientation and staff and/or parent inservice.	\$6,570.00
<u>CHESTERTON/ROSS</u> "Student Center" Grades: K-6 Students: 920	Students will be given counseling to increase their social interaction skills, improve inner-group relations, learn to manage conflict, and decrease stereotyping and name calling. School staff and parents will become involved with positive counseling techniques.	\$5,612.00
<u>MADISON SENIOR HIGH</u> "Student-Produced TV Programs to Further Racial Integration" Grades: 10-12 Students: 2,550	The project will increase community, parent, student, and staff awareness of the district's voluntary integration program through student-made video tapes produced by ethnically balanced teams. The tapes would further serve as documentation of the success of the VEEP and magnet programs.	\$3,360.51
<u>CRAWFORD SENIOR HIGH</u> "Project Interact" Grades: 10-12 Students: 1,565	Thirteen to thirty students in an ethnically balanced media production class will train in media techniques to produce materials with a multicultural and race/human relations emphasis for use with the entire student body. This is a continuance of a very successful project	\$7,300.00

TEACHER-INITIATED AND SITE-INITIATED PROJECTS FOR INTEGRATION

RECOMMENDED FOR FUNDING
(Continued)

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

School/Plan Title	Synopsis of Project	Funds Required
<u>SCHOOL OF CREATIVE AND PERFORMING ARTS</u> "Multicultural Appreciation Through the Performing Arts" Grades: K-9 Students: Five schools-- student body	The project will provide SCPA students the opportunity to share with predominantly majority schools and predominantly minority schools an understanding of diverse cultures through the performing arts. Selected students from all schools will participate in an ethnic/arts classroom experience.	\$4,473.04
<u>CURIE/KENNEDY</u> "Getting Together Through Music" Grades: 1-2 Students: 60	Curie/Kennedy students will participate in music activities and will demonstrate involvement and interaction with each other. Students will also develop an appreciation for their musical heritage by involvement with the Young People's Concerts.	\$2,535.42
<u>BAYVIEW TERRACE/EUCLID</u> "We Are All Brothers in Our Sister Schools-- Phase II" Grades: 3-4 Students: 60	The program will bring together minority and majority students, working together to perform multicultural programs at various schools in the district. This is a continuance of a successful project.	\$2,453.60
<u>CLAIREMONT SENIOR HIGH</u> "Multicultural Learning Center" Grades: 10-12 Students: 2,085	The Learning Center will promote acceptance and appreciation of diverse ethnic and cultural groups by addressing: 1) Basic Skills, 2) Leadership Development, 3) Improve Communication, 4) Utilization of Community Resources, 5) Multicultural Resource Materials, and 6) Continuity of the Race/ Human Relations Plan.	\$4,263.04



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

4100 Normal Street

DATE March 14, 1980

MEMO TO Teacher and Site Initiated Projects
for Integration Contact Persons
and Principals
FROM Mendoza/Davis
SUBJECT FINAL EVALUATION OF TEACHER AND SITE
INITIATED PROJECTS FOR INTEGRATION
(TIPI AND SIPI)

On previous occasion we have delivered to you forms for reporting on your TIPI or SIPI. These forms were "Integration Program Data Sheet," with parts "A through H" and "Program Participation Counts" on which you will show the numbers of participants. Attached to this memo you will find another set of these forms. Attached also you will find five copies of the form "A School Checklist For Site and Teacher Initiated Projects for Integration," together with "Suggestions for Completing. . . ."

During our first visit we suggested that we or a team would visit you in March or April to collect the first two forms and complete with you the last form, "A School Checklist for Site and Teacher Initiated Projects for Integration." As a result of Dr. Davis's second visit and in conformity with the practice for evaluation of the site Race/Human Relations plan, it was concluded that those people carrying out the plan would be in the best position to complete the ratings of the projects.

Therefore, we are requesting the following:

1. Complete the forms "Integration Program Data Sheet" and "Program Participation Counts" as originally planned and explained to you.
2. Using the revised forms provided entitled "A School Checklist For Site and Teacher Initiated Projects for Integration" consult with those people most closely concerned with the project, achieve a consensus for rating each item, and mark one form reflecting this consensus.
3. Return one copy of the completed forms to Bruce Davis, B-4, Education Center by April 23, 1980. We realize that not all of the projects will have been finished by April 23. Some projections of counts may be necessary. Deadlines imposed on us make it necessary that we receive your reply by this time.

Dr. Davis will assist you in this as needed. Call his office at 293-8502 for answers to questions or to arrange for a site conference

CM/BRD:dw

Enc.

EVALUATION SERVICES
SAN DIEGO CITY SCHOOLS

Integration Program Data Sheet

- A. TYPE OF PROGRAM: Site-initiated project ____; Teacher-initiated project ____
- B. Give names of schools involved in the program:
- C. Describe the frequency of occurrence or system of occurrence (e.g., once a week for two months, etc.):
- D. Give approximate number of days or hours each student spent in an integrated setting per semester, as a result of this project:
- E. Describe the activities of the program which resulted in successful, integrated experiences:

F. Describe the preplanning by staff, community, and students which prepared the students for the activity:

G. Explain exactly how the money for the program was spent and give the reason for deviating from your original plan:

H. What are the assessed results of the program? Where possible, specify each objective briefly and show how or to what degree it was met:

CM:ss
10/5/79

I. Program Participation Counts:

<u>Participating Schools</u>	<u>Number of Participants</u>	<u>Number of Majority</u>	<u>Number of Minority</u>	<u>Number of Minority Isolated*</u>
NAME OF SCHOOL: _____				
Classroom 1	_____	_____	_____	_____
Classroom 2	_____	_____	_____	_____
Classroom 3	_____	_____	_____	_____
Classroom 4	_____	_____	_____	_____
School Total	_____	_____	_____	_____
NAME OF SCHOOL: _____				
Classroom 1	_____	_____	_____	_____
Classroom 2	_____	_____	_____	_____
Classroom 3	_____	_____	_____	_____
Classroom 4	_____	_____	_____	_____
School Total	_____	_____	_____	_____
NAME OF SCHOOL: _____				
Classroom 1	_____	_____	_____	_____
Classroom 2	_____	_____	_____	_____
Classroom 3	_____	_____	_____	_____
Classroom 4	_____	_____	_____	_____
School Total	_____	_____	_____	_____
PROJECT TOTAL				
	_____	_____	_____	_____

* A minority isolated student is one who lives in the attendance areas of the following schools: Baker, Balboa, Burbank, Chollas, Emerson, Freese, Fulton, Horton, Johnson, Kennedy, Knox, Logan, Lowell, Mead, Sherman, Stockton, Valencia Park, Webster; Gompers, O'Farrell, Memorial; Lincoln and Morse.

Suggestions for Completing
"A School Checklist for
Site and Teacher Initiated Projects for Integration"

As you complete "A School Checklist for Site and Teacher Initiated Projects for Integration" consider the remarks and/or questions listed below for the ten areas. You will note that each question begins with the phrase "What evidence is there. . . ." Therefore, your first consideration of each item should be that of existence of the evidence. Evidence might consist of documentation. Witnesses could constitute evidence. Your recountable experience might make up part of the evidence. Expressions by others--aides, bus drivers, volunteers, community personnel--constitute evidence. Careful reasoning--Aristotelian analysis--makes for good evidence. Hunches don't make for good evidence; neither do hopes. Careful reflection about a program and how well it REALLY IS DOING what it was designed to do is very good evidence. Thinking that it is necessary to make a program look good is terrible evidence. Your willingness to undertake a TIPI or SIPI was evidence enough of your dedication to integration. Your evaluation of your program will tell us how deeply you feel that it should be replicated or considered for replication.

1. Would you want to spend this much money this way again? Would you want to encourage others to spend such money in a like manner? Were there better ways to have spent the money?
2. Did someone really establish that this plan would meet a need--close a gap between what was and what should have been; and were others from the school and/or the community involved in the determination that this plan would help meet this need?
3. Was the calendar of activities realistic? Does it still seem that these were the best possible activities to meet the established need or might some other set of activities have been better?
4. Some teachers and sites found it necessary to deviate from budgets and plans at times. Others found, as they went along, that it was desirable to change their plans or do things differently. This is good in the execution of a plan when it can be shown that the assessed needs will be served better by such change. Therefore, the questions being asked here are, Was it a good idea to make this/these changes and can you back up your assertion?
5. Some plans brought students together who otherwise would not have been brought together; however, some plans were designed to insure better integration of students brought together by some other means.
6. For the students, were the rewards of the plan positive enough to call it a good plan for bringing them together? Might some other experience have been better?
7. Do students get along better because of the plan? Did it contribute to better feeling among students of different races? Is the campus a better place to be because of it?
8. Was the plan even intended to make for better school-community relations? On the other hand, might it have been a good idea to have made that one of the aims of the plan?
9. Could another set of activities have served better? Did budget, time, or whatever interfere with the activities because of their nature? Were expectations too great?
10. Would you really want to do this again? Would you actually want to tell a friend, "Hey, Man, here's a real good plan for your school and I'll help you carry it out."?

A School Checklist For
Site and Teacher Initiated Projects for Integration

	<u>Clearly Evidenced</u>			<u>Not Evidenced</u>	
1. What evidence is there that budget planning and expenditure of funds was such as to insure maximum benefit for the money spent?	5	4	3	2	1
2. What evidence is there to show that the activities included within the plan were an outgrowth of an assessed need and community planning?	5	4	3	2	1
3. What evidence is there to show that the activities included in the plan were carried out when and as they were described or projected?	5	4	3	2	1
4. Where deviation from the plan occurred, was there good and sufficient evidence to show that the deviation was helpful and/or necessary?	5	4	3	2	1
5. Is there evidence to show that the plan actually mixed students in an integrated setting who ordinarily would not have been in such a setting or that the plan led to true integration for students as opposed to simple desegregation?	5	4	3	2	1
6. What evidence is there that the nature of this integration experience was a satisfying, positive one for the students?	5	4	3	2	1
7. What evidence is there to show that the program had beneficial effects on the human/race relations atmosphere of the school?	5	4	3	2	1
8. What evidence is there to show that the plan created more positive school-community relations?	5	4	3	2	1
9. What evidence is there to show that the plan of activities was a good one to achieve the objectives specified?	5	4	3	2	1
10. What evidence is there to show that this program has real merit for integration and that it should be renewed, expanded, or made a permanent part of the school's/district's planning?	5	4	3	2	1

APPENDIX E

COMMUNITY RELATIONS INTERDIVISIONAL REVIEW
OF RACE/HUMAN RELATIONS PLANS, 1980-81 SCHOOL YEAR

CALENDAR OF EVENTS

COMMUNITY RELATIONS INTERDIVISIONAL REVIEW
OF RACE/HUMAN RELATIONS PLANS, 1980-81 SCHOOL YEAR

CALENDAR OF EVENTS

- | | | |
|----------------------|-------|---|
| September 8, 1980 | _____ | • Race/Human Relations Program Guidelines, 1980-81 School Year presented to the Management Team. |
| September 30, 1980 | _____ | • Sites conduct needs assessment and process for completing plans. |
| | _____ | • Complete preliminary process for plan review. |
| October 10, 1980 | _____ | • Identify and notify Community Relations Interdivisional Review Committee. |
| October 1-31, 1980 | _____ | • Sites complete plans for 80-81 school year. |
| | _____ | • Prepare materials for review process. |
| | _____ | • Assign teams for review process. |
| October 31, 1980 | _____ | • All plans due in the Community Relations Division. |
| | _____ | • Reconfirm review committee participants. Duplicate plans. |
| November 6-7, 1980 | _____ | • Review committee meets to evaluate plans. |
| November 7, 1980 | _____ | • Plans due from year round schools. |
| November 17-21, 1980 | _____ | • Duplicate review committee evaluations. |
| | _____ | • Prepare to return to sites. |
| November 25-26, 1980 | _____ | • Mail review team results to site managers, elementary and secondary directors and facilitators. |
| December 1-12, 1980 | _____ | • Facilitators assist in preparation of site modifications/ revised plans. |
| December 12, 1980 | _____ | • Due date for resubmissions in Community Relations Division. |
| December 15-19, 1980 | _____ | • Repeat procedure to complete second review of modified/ revised plans. |
| | _____ | • Notify site administrators, directors, facilitators |
| January 5-15, 1981 | _____ | • File materials in Community Relations Division. |
| | _____ | • Prepare report to Board of Education. |
| January 20, 1981 | _____ | • Report to the Board of Education. |

APPENDIX F

MONITORING OF RACE/HUMAN RELATIONS PROGRAMS

RECORD OF HUMAN RELATIONS PROGRAM AND ACTIVITIES

SCHOOL APPRAISAL FORM

INDIVIDUAL WORKSHOP/ACTIVITY EVALUATIONS

San Diego City Schools
Community Relations Division

Revised October 7, 1980

MONITORING OF RACE/HUMAN RELATIONS PROGRAMS

The following delineation of responsibilities was prepared to assist in the operation of effective race/human relations programs.

1. Each school principal, division or department head will:
 - a. Review the district integration plan and guidelines for race/human relations activities.
 - b. Organize and maintain a race/human relations committee that is representative of racial/ethnic groups within the school, division department.
 - c. Supervise the development of a plan emphasizing race relations based on a local needs assessment.
 - d. Submit the plan for review.
 - e. Implement the plan upon approval by the district-level program review committee.
 - f. Observe and evaluate race/human relations activities within the school on a continuing basis.
 - g. Insure that each staff member and student participates in not less than ten hours of race/human relations activities.
 - h. Submit records in mid-year and again at the end of the year to indicate achievement of race/human relations program goals.
 - i. Submit bimonthly reports indicating activities conducted during the period.
2. Each elementary and secondary director will:
 - a. Confirm effective implementation of the race/human relations program during regular school visits.
 - b. Complete the school-appraisal form for each school in his/her region and submit a copy to the Assistant Superintendent, Community Relations Division by the end of the first semester.
 - c. Where deficiencies are found, the director, using district resources, will work with the site administrator to eliminate the deficiencies.
 - d. All deficiencies will be reported to the Assistant Superintendent, Elementary Schools Division or Secondary Schools Division, and the Assistant Superintendent, Community Relations Division.
3. Director of Urban Affairs will:
 - a. Supervise activities of the race/human relations team.

MONITORING OF RACE/HUMAN RELATIONS PROGRAMS

Page 2

3. Director of Urban Affairs will: (Continued)

- b. Provide race relations inservice education for contact teachers.
- c. Provide ongoing inservice opportunities to facilitators and key personnel.
- : d. Provide race/human relations resources upon request of schools, divisions or departments.

4. Assistant Superintendent, Community Relations will:

- a. Form a program review committee to screen school, division or department race/human relations plans.
- b. Maintain a file of all school plans.
- c. Prepare an evaluation form to be completed by each school, division or department at mid-year and at the end of the year.
- d. Provide overall coordination of the district race/human relations program.
- e. Receive bimonthly reports from principals indicating the scope of the race/human relations program.
- f. Require schools with deficient programs to adapt prescribed activities replicated from schools having programs evaluated as successful.
- g. Report schools with deficiencies in their programs to the Deputy Superintendent, Operations who will be responsible for insuring that corrective actions are taken within two weeks.
- h. Conduct a regular survey designed to determine the scope of participation of school and district personnel and students in the race/human relations program.
- i. Provide for a monitoring team to visit schools throughout the district to assist in the determination of effectiveness of programs. Activities similar to the Consolidated Application monitoring process will be adapted to monitor the district's race/human relations program. The process includes (1) review of the school program and appraisal form prepared by director and site staff; (2) on-site visit by race/human relations Monitor and Review (MAR) team (approximately one half day); (3) conference to discuss findings of MAR visit--summary form left with school; (4) Deputy Superintendent informed of schools with deficient programs; (5) corrective actions taken; and (6) follow-up communications between MAR team and school.

San Diego City Schools
Community Relations Division

SAMPLE

RECORD OF HUMAN RELATIONS PROGRAM AND ACTIVITIES

School: _____ Month: _____ Date Submitted: _____

Subcomponent: Self-awareness _____ Cultural/Ethnic Awareness _____

Intergroup Relationships _____ Problem Solving _____ Other _____

Topic and brief description of activity:

Setting for Activity: Classroom _____ Assembly _____ After School _____ Before School _____

Duration of Activity: 30 min. _____ 60 min. _____ 90 min. _____ More than 90 min. _____

Participants (give approximate numbers):

Students _____ Teachers _____ Other Staff _____

Parents _____ Other Community Participants _____

Effectiveness Rating: Students _____ Teachers _____ Staff _____ Parents _____

Principal's Signature: _____

(DUE IN COMMUNITY RELATIONS DIVISION BY THE FIRST FRIDAY OF EACH MONTH)

CC: Director

School: _____

Director: _____

Date: _____

INTEGRATION AND RACE/HUMAN RELATIONS

SCHOOL APPRAISAL FORM

This school-appraisal document should be valuable in identifying the strengths and needs for a positive and successful integration program and/or race relations program. As needs are identified which cannot be met on site, it is important that the appropriate division be contacted for assistance. On a scale of 1 to 5, with 5 being the top ranking, indicate your assessment of the following:

A. PREPARATION OF STAFF: INTEGRATION AND RACE/HUMAN RELATIONS PROGRAMS

1. Staff members appreciate the top priority given the voluntary integration program and understand the necessity of its being successful.

Needs/Comments: _____

1. Scale:

1 2 3 4 5

2. There is a scheduled activity to update staff on the district-wide integration program and prepare staff for successful implementation of school integration activities and the race/human relations program.

Needs/Comments: _____

2. YES

NO

3. Staff members are enthusiastic about developing and implementing good integration programs and/or in participating in integration programs.

Needs/Comments: _____

3. Scale:

1 2 3 4 5

or

N/A

4. Staff members are enthusiastic about developing and implementing a good race/human relations program.

Needs/Comments: _____

4. Scale:

1 2 3 4 5

DUE IN COMMUNITY RELATIONS DIVISION OFFICE BY
THE END OF THE FIRST SEMESTER.

A. PREPARATION OF STAFF (continued)

5. Staff at VEEP receiving schools, magnet schools, learning centers and student exchange schools are prepared to deal with a diversity of learning styles, attitudes and achievement levels within their class or subject matter areas.

Needs/Comments: _____

5. Scale:

1 2 3 4 5

or

N/A

B. ORIENTATION OF PARENTS AND STUDENTS TO INTEGRATION PLANS/PROGRAMS

1. Students are knowledgeable about the district integration program.

Needs/Comments: _____

1. Scale:

1 2 3 4 5

2. An orientation was conducted for VEEP, magnet, learning center and exchange students and their parents this year.

Needs/Comments: _____

2. YES

NO

N/A

3. There is evidence of community and parent involvement working for the support of the district integration program through PTA, parent advisory groups and other councils or committees.

Needs/Comments: _____

3. Scale:

1 2 3 4 5

4. There is a plan for incoming parent and student orientation programs throughout the year.

Needs/Comments: _____

4. YES

NO

N/A

5. Provision was made in the orientation program for those parents who do not understand English.

Needs/Comments: _____

5. YES

NO

N/A

C. RACE/HUMAN RELATIONS PROGRAM

1. Staff, parents and students participate in the development of the school race/human relations program and are able to describe its goals and major activities.

Needs/Comments: _____

1. Scale:

1 2 3 4 5

2. There is evidence that race relations are being emphasized in the race/human relations program.

Needs/Comments: _____

2. Scale:

1 2 3 4 5

3. The general atmosphere of the school is positive regarding interracial relations amongst and between students, parents, teachers and administrators.

Needs/Comments: _____

3. Scale:

1 2 3 4 5

D. INTEGRATED STUDENT ACTIVITIES

1. Students of different ethnic backgrounds associate during pre-school time, class time, passing time, recess and lunch periods.

Needs/Comments: _____

1. Scale:

1 2 3 4 5

2. Student attitudes toward one another appear to be positive.

Needs/Comments: _____

2. Scale:

1 2 3 4 5

3. Teachers encourage participation of all ethnic groups and achievement levels in classroom activities, assemblies, clubs and special events.

Needs/Comments: _____

3. Scale:

1 2 3 4 5

4. There are programs and plans to prevent clustering of pupils of students into racial/ethnic groups in the classroom, on the playground, during passing and lunch, and during special activities and events.

Needs/Comments: _____

4. Scale:

1 2 3 4 5

D. INTEGRATED STUDENT ACTIVITIES (continued)

5. Nonresident students are provided the opportunity to participate in after school activities.

Needs/Comments: _____

5. Scale:

1 2 3 4 5
or
N/A

6. At the learning centers and in programs-within-schools, there is contact between students in the program and the regular students.

Needs/Comments: _____

6. Scale:

1 2 3 4 5
or
N/A

E. ADMINISTRATIVE CONCERNS

1. The staff is aware of the need to balance students ethnically within regular classrooms.

Needs/Comments: _____

1. YES
NO

2. Documentation is available to show a balanced ethnic mix of students within regular classrooms.

Needs/Comments: _____

2. YES
NO

F. TRANSPORTATION

1. There is satisfaction with the transportation provided students in the integration program.

Needs/Comments: _____

1. Scale:

1 2 3 4 5
or
N/A

2. Late bus arrivals are reported to the transportation office.

Needs/Comments: _____

2. YES
NO
N/A

3. The school has attempted to involve parents of nonresident students in school activities by providing transportation.

Needs/Comments: _____

3. Scale:

1 2 3 4 5
or
N/A

F. TRANSPORTATION (continued)

4. Bus drivers are positive and fair in their relations with students.

Needs/Comments: _____

4. Scale:
1 2 3 4 5
or
N/A

5. There is effective, warm and positive supervision of students during the loading and unloading of buses.

Needs/Comments: _____

5. Scale:
1 2 3 4 5
or
N/A

6. There are plans to handle transportation emergencies such as buses failing to arrive or late bus arrivals or departures.

Needs/Comments: _____

6. YES
NO

G. DISCIPLINE

1. Students feel that they are well-informed concerning rules, regulations, and the basis for these rules and regulations.

Needs/Comments: _____

1. Scale:
1 2 3 4 5

2. Students accept a share of the responsibility for the school's disciplinary procedures.

Needs/Comments: _____

2. Scale:
1 2 3 4 5

3. Teachers and staff are knowledgeable of and accepting of responsibility for disciplinary procedures.

Needs/Comments: _____

3. Scale:
1 2 3 4 5

4. There are school plans to cover emergency situations and/or school disturbances.

Needs/Comments: _____

4. YES
NO

G. DISCIPLINE (continued)

5. Parents are informed of the school's disciplinary procedures.

Needs/Comments: _____

5. YES

NO

H. INSTRUCTIONAL PROGRAM

1. Teachers utilize the multicultural instructional materials prepared by the district for classroom use.

Needs/Comments: _____

1. Scale:

1 2 3 4 5

2. Instructional programs are infused with multicultural topics or emphasis.

Needs/Comments: _____

2. Scale:

1 2 3 4 5

3. Teachers are emphasizing cultural/ethnic contributions and the positive aspects of cultural differences and similarities between ethnic groups as a regular part of the instructional program.

Needs/Comments: _____

3. Scale:

1 2 3 4 5

4. Instructional activities are conducive to positive intergroup interaction.

Needs/Comments: _____

4. Scale:

1 2 3 4 5

5. There is a positive effort to avoid clustering of students into racial/ethnic groups for instructional purposes.

Needs/Comments: _____

5. YES

NO

EXHIBIT

PLACE: _____

DATE: _____

1. Do you feel that anything OF VALUE happened during this meeting?

() Yes, quite a lot.

() Not much.

() Yes, something.

() Nothing.

2. IF you found SOMETHING OF VALUE in this meeting, does any particular happening or idea stand out in your mind?

() Nothing of value happened.

() It was a valuable meeting, but no particular thing stands out.

() Yes, something does stand out for me, namely: _____

3. IF you found SOMETHING OF NO VALUE in this meeting, was there a particular happening or idea that stands out in your mind?

() Most everything was of some value.

() Some parts of the meeting had NO VALUE, but no particular thing stands out.

() Yes, something stands out for me as having NO VALUE, namely: _____

4. Was there anything about the way the meeting went that you thought was ESPECIALLY GOOD?

() No.

() Yes, mostly,

5. Was there anything about the way the meeting went that you thought was ESPECIALLY POOR?

() No.

() Yes, mostly,

6. The topic we explored in this meeting was:

() of little or no importance to me.

() interesting or important to me.

() OK () POOR

and what we need to talk about is:

7. Additional comments are welcome.

San Diego City Schools
Community Relations Division
Office of Urban Affairs

Race/Human Relations

EXHIBIT

WORKSHOP EVALUATION

1. Something I especially liked about the workshop. . .

2. Something I would have done differently. . .

3. Comments. . .

4. Feedback to the facilitators. . .

GRADE _____
SEX _____
RACE _____

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
RACE/HUMAN RELATIONS

EXHIBIT

GENERAL EVALUATION TO BE GIVEN TO STUDENTS WHO HAVE PARTICIPATED IN AN EVENT

NAME OF EVENT _____

1. How did you learn about this event?

_____ The Bulletin _____ Friend
_____ School Newspaper _____ CCTV
_____ Other (name source) _____

2. Why were you motivated to attend?

_____ My friends were going _____ I was personally involved
_____ It particularly interested me _____ To meet people
_____ I go to all events _____ Other _____

3. Do you feel this event made you feel more a part of our school campus?

_____ yes _____ no

Please explain _____

4. Do you feel this activity increased your understanding of other students here at school?

_____ yes _____ no

Please explain _____

5. Were you able to meet or become involved with students or staff you did not know before?

_____ yes _____ no

Please explain _____

6. Do you personally feel this activity enriched your high school years?

_____ yes _____ no

7. Would you participate again?

_____ yes _____ no

8. Would you encourage others to become involved?

_____ yes _____ no

If we at school are going to improve the interaction and communication of faculty and students, we are all going to have to do our part. Please share your feelings about how this activity could be improved or expanded to meet this need.

EXHIBIT

EVALUATION FOR STUDENTS WHO DID NOT PARTICIPATE IN THE EVENT

NAME OF EVENT _____

1. Were you aware that the event was being held?

_____ yes _____ no

2. If you know about the activity, why did you choose not to attend?

_____ Other commitments _____ Lack of Interest

_____ Did not feel a part of the activity

_____ Other _____

3. Did you hear about what happened at the event from other students after it was over?

_____ yes _____ no

4. Did you wish you had attended?

_____ yes _____ no

5. Would you attend at a future time were this event repeated?

_____ yes _____ no

6. Have you attended other events here at school?

_____ yes _____ no

Name the events _____

7. If you did not involve yourself in this activity, please share what would make you more interested in participating.

Our attempt here at school is to increase interaction and communications of faculty and students. Your input in this area will be helpful in establishing a means of reaching more students so each person's high school years may be a more enriching experience.

TEACHER'S LOG FOR
MONITORING STUDENT
INVOLVEMENT IN
RACE/HUMAN RELATIONS
ACTIVITIES

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

EXHIBIT

STUDENT INTEGRATION LOG

<u>Event</u>	<u>Date</u>	<u>Number of Hours</u>
"Me To We" Activities		
Learning Center / 6th Grade / 5th Grade Involvement / Camp / Balboa Park Program		
Exchanges		
Special Site Programs		
Media Center Race/Human Relations Activities		
New Games		

TEACHER INTEGRATION LOG

Event	Date	Number of Hours
Workshop (site or staff development)		
Learning Center / 6th Grade / 5th Grade Involvement Camp Balboa Park Program		
Instructional Exchange Program		
Continuing Ed race/human relations inservice		
Other (out of district workshops, speakers, etc.)		

BU: ja
9/24/79

PERSONAL RECORD FOR ATTENDANCE
in
RACE/HUMAN RELATIONS ACTIVITIES

EXHIBIT

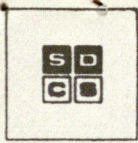
TOPIC	DATE
<u>BREAKFAST MEETINGS:</u>	
<u>TRAINING SESSIONS:</u>	
<u>MINIMUM DAY R/H RELATIONS WORKSHOPS (site):</u>	
<u>MULTICULTURAL ACTIVITIES (site):</u>	
<u>SCHOOL VISITS REGARDING INTEGRATION (site):</u>	
<u>INFORMAL SESSIONS:</u>	
<u>FILMS VIEWED (title):</u>	
<u>SOCIAL CONTACTS WITH DIVISION MEMBERS:</u>	

APPENDIX G

RACE/HUMAN RELATIONS INSERVICE OFFERINGS

CONTINUING EDUCATION OFFERINGS: FALL
1980

FACILITATOR WEEKLY INTEGRATION ACTIVITIES REPORTS




SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

4100 Normal Street

DATE September 8, 1980

MEMO TO Elementary and Secondary School Principals,
Children's Centers and other members of the Management Team

FROM Y. Johnson 

SUBJECT RACE/HUMAN RELATIONS INSERVICE BOOKLET

On the following pages are proposed race/human relations inservice offerings for the 1980-81 school year. The Race/Human Relations Inservice booklet is in the process of being finalized, however, for planning purposes use the information included in this packet.

If there are any questions, contact the following:

Yvonne Johnson - Director, Urban Affairs	293-8300
Barbara Uhlir - Race/Human Relations Facilitator Team Leader	275-3922
Facilitator assigned to your site.	275-3922

Y.J:jgm

Attachment

ASSERTION TRAINING

Assertion training seeks to help individuals develop behavior that allows them to express their feelings honestly, to be open and direct, and to exercise personal rights without denying the rights of others and without experiencing undue anxiety or guilt. As a result of the socialization process, rigid racial and sexual stereotypes or roles are imposed upon people. This workshop examines these roles and discusses options for responding to them. Participants examine patterns of behavior described as passive, aggressive, and assertive. Various skills and techniques are presented to help participants bring about wanted changes in behavior, thoughts, feelings and beliefs.

ASSERTION TRAINING - LEVEL II

Level II - Advanced assertion training provides the opportunity for participants to look at blocks in their development of more assertive behaviors. Participants will be involved in self-assessment activities, small group interactions, role play, practice sessions and feedback. The goal is for each individual to learn to communicate effective messages.

AWARENESS: PREJUDICE, LABELING, STEREOTYPING

Through audiovisual aids, strategies and small group discussions, the range of overt and subtle prejudice, labeling and stereotyping in school/communities is explored. Discussions and activities are designed to help participants explore behaviorally the perceptions and misperceptions about people who are different because of race, age, sex, position or physical ability. Participants are joined by facilitators and other resource persons in a constructive climate for discussion, action and commitment to overcome the effects of these practices.

AWARENESS: PREJUDICE, LABELING, STEREOTYPING - LEVEL II

This workshop includes a conceptual review of Awareness: Prejudice, Labeling and Stereotyping and focuses on the attitudes, experiences and behaviors of people who are racially and ethnically different. Research data, articles and other information may be utilized by participants. A climate of acceptance and group norms will be developed.

BASIC COMMUNICATION SKILLS

This workshop explores climate-setting, communication stoppers, defensive communication, and unique differences among various groups that exist on school campuses. Participants will explore the differences between behavior, impressions, and feeling as they apply to intergroup communication.

Suggested follow up: Who Me?

Intergroup Conflict Management

BRIDGING DIFFERENCES - NEW GAMES AND CREATIVE PLAY

Having fun, sharing laughter, and being childlike are a common denominator in bridging differences in age, sex, race, and culture. The "New Games" concept promotes fair play and noncompetition and there are no winners and losers. Creative play is an extension of gaming that can be transferred to the classroom allowing children and adults to release energies and learn more about themselves. Each person will participate, experience, and create new games. This workshop is designed to train staff to conduct New Games at their site.

Note: Dress is casual; shorts or loose-fitting clothes and tennis shoes are suggested.

COMMUNICATION STYLES OF TEACHERS

Teachers in this workshop establish knowledge of personal communication styles, exploring the effect of different communication styles on classroom climate, planning, curriculum, and evaluation of students. Each participant has the opportunity to explore how personal communication style can affect students, both positively and negatively, and learns to make adjustments if they are desired.

COMPONENTS OF MULTICULTURAL EDUCATION

An essential goal of multicultural education is recognizing and honoring the value of cultural differences. A multicultural classroom provides experiences in which the strength of a multiethnic society is felt in an authentic way. Participants identify the components necessary for a successful multicultural program, including the following: 1) The importance of ethnic/cultural identity and self-awareness; 2) The relationship between ethnic background and self-concept; 3) The impact of the school/curriculum upon ethnic/cultural self-concept; and 4) Effective multicultural strategies for the classroom.

Ideally, participants will also be exposed through small-group discussion to the variety of cultural/ethnic values and experiences which exist within their group. See also Developing a Positive Self-Concept as a desired prerequisite.

CROSS-CULTURE SIMULATION AND ROLE-PLAY

Participants experience role-play and its relationship to the discovery method of learning. They become more aware of simulation as a tool that aids in exploration of values, feeling, models of action, levels of awareness, alternate perspectives, and group behaviors. Bafa Bafa', Star Power and other simulation activities may be experienced and related to the participants' school sites. Participants share other personal role-play experiences that have been found effective, and develop some new themes and strategies that promote growth in race relations for themselves and their students.

ASSESSING THE SCHOOL CLIMATE

How do people feel about being at this school? What is the quality of relationships between people? How well do the school programs meet student needs? What could we change to make it better? If you are interested in examining what affects school climate and in developing procedures for improving your school site, this workshop will provide techniques for assessment and implementation. It is recommended that representatives from certificated and classified staff, students, administrators, and parents be involved in this process.

CULTURE AND SELF ESTEEM

This inservice is designed to create an awareness, understanding and appreciation of the relationship between culture and self esteem.

The participants will look at how self concept and self esteem are drawn from that culture in which we hold membership. They will explore how children of the non-dominant cultures can be taught most effectively as it relates to their cultural influence.

The main activities consist of small group discussions which explore the dynamics of the various aspects of culture and their relationship to self esteem.

DEVELOPING A POSITIVE SELF CONCEPT

The goals of this workshop are to become aware of: 1) areas where increased support is needed; 2) generally effective and ineffective techniques used; 3) new approaches and strategies designed to further increase effectiveness of techniques.

The participants of this inservice will be exposed to various techniques and strategies designed to promote in students the development of positive self concept. Participants will engage in small group discussions to explore methods by which curriculum, guidance, peer and teacher support may enhance the development of the students positive self concept.

FROM DESEGREGATION TO INTEGRATION

What is desegregation? How can we tell whether a school is integrated? Why do students often resegregate themselves along racial lines within a desegregated school? In this workshop, participants identify specific behaviors which characterize desegregation, resegregation, and integration, and look at alternatives which reduce the occurrence of resegregation at a school site.

DESEGREGATION TO INTEGRATION - LEVEL II

In this second session, participants will take a close look at resegregation at their own school site, assess needs and develop appropriate solution procedures. Staffs are encouraged to follow this sequence with curriculum implementation workshops such as: Student Team Learning and/or ME TO WE.

DISCIPLINE IN TODAY'S CLASSROOM

This class focuses on discipline in the classroom. Several approaches and strategies are presented as methods to deal with discipline. Lee Canter's Assertive Discipline is used as a basis for the class as well as including a variety of other methods.

Emphasis is placed on both student and teachers rights, dealing assertively with student behavior and discipline as it relates to teaching in a multiethnic classroom.

FROM RACISM TO PLURALISM

An intensive two-part workshop which examines institutionalized racism. Participants will begin at a personal level: how has institutionalized racism impacted their own lives, and then move to the implications of institutionalized racism for the schools and community. Participants will explore classroom behaviors that get in the way of integration and share successful strategies that promote integration. Participants will explore their roles as change agents and develop action plans (personal and group) which lead to the elimination of discriminatory practices.

The high risk nature of this workshop means that two group norms will operate:

1) everyone will have a chance to talk and be listened to; and 2) no one will be put down.

INTRA/INTERGROUP CONFLICT MANAGEMENT

Conflict is a part of our daily reality. Learning appropriate strategies for managing conflict is a way of preventing crisis or open disruption. Various responses to conflict will be discussed. The group will identify major problem issues and learn skills for resolving these issues. Conflict management skills can be used within one's own group or between various groups. This workshop could be particularly helpful for school sites that have multiple state and/or federally funded programs. The strategies can also be taught to students.

ME TO WE: ELEMENTARY

Orientation:

The Me to We Program consists of K-12 sequential developmental activities designed to contribute to positive intra/interpersonal relations. These activities are intended to meet certain program requirements of race/human relations, social studies, special education, career education, guidance, and multicultural education. Orientation to the Me to We Program familiarizes participants with the philosophy, organization, and activities of the program.

Implementation:

Implementation of the Me to We Program enables participants to explore strategies/skills needed to implement the program successfully. Topics covered include communication, behavior management, and infusion into existing curriculum.

ME TO WE: SECONDARY

Orientation:

Me to We in the Secondary School is a continuation of those concepts developed for the K-6 program but aimed at the needs of the secondary student. Orientation of the program will familiarize participants with the philosophy, organization and activities of the program.

Implementation:

A follow up to the orientation workshop will give participants an opportunity to become familiar with strategies and skills needed to carry out the Me to We activities as they pertain to certain program requirements such as special education, race/human relations, career education, guidance, multicultural education, and oral communication.

ME TO WE: SECONDARY - continued

Strategies for infusing Me to We into the on-going secondary curriculum will be addressed.

MORAL REASONING IN RACE/HUMAN RELATIONS

A Discussion/Oral Communication Approach

This 6-8 hour workshop presents strategies, materials and theory for teaching moral reasoning with an emphasis on race/human relations. Increased moral thinking and problem solving skills are promoted through structured discussions of moral dilemmas which elicit student debate as to the "right" thing to do. Strategies and materials are available to be used on a K-12 basis.

MEANINGFUL INTEGRATION IN A DESEGREGATED SCHOOL

In this advanced-level workshop series, participants will discuss the requirements for reaching integration in the school setting. Research findings will be presented and discussed in three areas: realistic expectations of students, teacher and administrator behavior and curriculum in support of integrated education. In each area participants will consider new strategies and programs as they relate to needs at the school site.

Prerequisite: From Desegregation to Integration

RACE RELATIONS

An intensive workshop in which participants will explore attitudes, behaviors, experiences regarding people who are racially and ethnically "different." The goal of the workshop is to increase awareness of hidden racism and its effects upon individuals in the school setting and in the community. Class members examine positive and negative images projected in society and develop responses to "Black and Brown power," "White is right," and other expressions of various ethnic groups. Individuals will investigate bridging roles between school/communities as they relate to the San Diego Plan for Racial Integration.

Suggested prerequisite: Awareness: Prejudice, Labeling, Stereotyping

SMALL GROUP FACILITATION SKILLS

Participants identify specific skills important to the success of small group discussion. Participants conduct simulated groups in a supportive climate and learn by critiquing others. Additionally, participants will explore the following areas: 1) The stages of group growth; 2) The dynamics of building trust in a group; 3) The benefits of group interaction; 4) Application to race relations, positive self-esteem, classroom climate; 5) Teaching versus facilitation; and 6) Resources and strategies currently available.

STUDENT TEAM LEARNING

Student Team Learning utilizes the team concept to increase learning in the basic skills while building positive interstudent relations and improving the feelings of self esteem. One of the problems teachers first face when placing ethnically different students together is preventing resegregation. Student Team Learning offers teaching techniques and strategies designed to increase the comfort among students and prevent resegregation from occurring. The workshop will give an overview of the Student Team Learning concept and introduce teaching strategies which can be adapted to either the elementary or secondary curriculum and classroom structure.

STRESS REDUCTION AND MANAGEMENT TECHNIQUES

Not all stress is distress; all stress is manageable. This workshop explores theories of stress and examines stress factors in people's lives. Models for self-monitoring and management are presented.

The workshop will deal with the stresses of teaching as they are reflected in the changes of the past several years and the effect on both teachers and students as well as means of dealing with this stress,

TEACHING THE SOCIOECONOMICALLY DIFFERENT STUDENT

It has long been established that most teachers have a middle class value system. This workshop explores ways of reaching students who do not hold the same values due to different socioeconomic backgrounds. It deals predominantly with students from lower economic backgrounds, but it also addresses itself to high-income groups. Discussion and strategies enable teachers to understand some of these differences and therefore reach all children more effectively.

TEAM BUILDING

Team building can help to create a more cohesive, trustful, productive group by improving communication and increasing respect for individual and/or group roles and functions. Participants can choose to focus on team building within their own group or with other groups. Level I will develop an understanding of group roles, trust levels, group decision making and leadership.

Level II will build on the concepts from Level I and apply them to a particular group situation. It is important for all members of a working team to attend and build together.

WHO, ME? ... RACISM IN THE ENGLISH LANGUAGE

Among adults as well as students, behavior and speech patterns may frequently be interpreted as "inflammatory" or "demeaning" or "racist" by members of other ethnic groups. In this workshop we will examine racism in the English language and "check out" differential interpretations of body language. We'll list and explore the words and phrases which trigger confrontations and consider the changes necessary for improved interracial communication.

What Did I Say?

What Did I Do?

RACE RELATIONS SUPPORT NETWORK

The purpose of this workshop is to allow an interchange of ideas and experiences among participants from different sites. Emphasis is placed on sharing strengths of the race/human relations programs with which they are involved and possible applications for other sites. Discussion also considers common problem areas; attempts are made to devise appropriate solutions.

DEVELOPING POSITIVE RACIAL ATTITUDES

This workshop will address itself to ten specific approaches the teachers can implement in the classroom that develop positive racial attitudes. It is recognized that a healthy racial/cultural identity plus skills to combat racism are essential to all children's self esteem. This inservice will help to foster growth in this direction by providing adults with the training to not only respond to children's concerns, but also initiate activities and discussions.

INCREASE YOUR A. D. A.

What can be done about high absenteeism? Are the problems related to academics, race relations, lack of motivation, etc., etc?

Participants will explore some positive approaches and strategies for motivation of self and others.

TEACHING TOWARD A PLURALISTIC CLASSROOM

Our society reflects a multiplicity of values. This workshop will explore ways for teachers to assist students representing varying values to achieve their maximum potential. Strategies, techniques and sharing of ideas will provide teachers with concrete suggestions to permit the student to develop as an individual and as a member of a group in a pluralistic classroom.

RACISM IN THE NEWS

Media Sensationalism - or a Real Concern?

Participants in this workshop will explore race relations issues in the media and discuss topics such as:

What are some local race relations issues?

What are some global race relations issues?

How do these issues affect our District's Voluntary
Integration Plan?

What is the role of current events in a school/site
race relations program?

How can we deal effectively with these issues in the
classroom - in the community?

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
RACE/HUMAN RELATIONS PROGRAM

REQUEST FOR WORKSHOP

DATE: _____
(Today's)

To guarantee coverage, please submit to Race/Human Relations Office,
Longfellow School B-1, at least one month prior to date of desired
workshop.

GROUP/SITE: _____

WORKSHOP DESIRED: _____

DATE OF WORKSHOP: _____

ALTERNATE DATE: _____

CONTACT PERSON: _____

PHONE NUMBER: _____

* * * * *

GROUP/SITE: _____

WORKSHOP DESIRED: _____

DATE OF WORKSHOP: _____

ALTERNATE DATE: _____

CONTACT PERSON: _____

PHONE NUMBER: _____

HUMAN RELATIONS

(Elem)

- 11.1 BALBOA PARK STUDY TRIPS.
1/2 unit. Sat., Oct. 25,
8 a.m.-5 p.m., 1 session;
Roosevelt. Instructor--
Race/Human Relations
Facilitators.

This class will familiarize teachers with the new Balboa Park Study Trip Guide. The guide includes pre- and post-trip activities, trip activity sheets, as well as information for the teacher about each of ten museums and places to visit in Balboa Park.

This class will be of special interest to teachers and others who are involved in planning student exchanges or class study trips to Balboa Park. The activities and materials are best suited for Grades 4-6, but can be adapted to other grade levels. Participants will have an opportunity to use the materials and to visit Balboa Park during the all day class session.

Participants should wear comfortable walking shoes and may wish to bring a sack lunch. Snack bar and restaurant facilities are available in the park.

District credit. No fee.

(Elem/Sec)

- 11.2 CREATIVE DISCIPLINE.
1/2 unit. Saturday, Jan. 10,
8 a.m.-5 p.m., 1 session,
Adult Resource Center, B-2.
Instructor--Race/Human
Relations Facilitators.

Discipline - who gets it? We will look at the rights of the teacher and the rights of the student, and continue with specific strategies for following through to insure that the rights of both teacher and student are not violated. We will examine the issue of race as it affects discipline. Canter's techniques and his film, Assertive Discipline in the Classroom, will be utilized as the basis for discussion and other strategies.

District credit. No fee.

(Elem/Sec)

- 11.12 RACE RELATIONS.
1/2 unit. Mon., Jan. 5 & 12,
5-9 p.m., 2 sessions; Adult
Resource Center, B-3.
Instructor--Race/Human
Relations Facilitators.

An intensive workshop in which participants will explore attitudes, behaviors, experiences regarding people who are racially and ethnically "different." The goal of the workshop is to increase awareness of hidden racism and its effects upon individuals in the school setting. Participants can expect about one-third lecture and two-thirds interaction. Participants will play an active role in the workshop and must be willing to speak on a personal level. Although it is not crucial, we recommend some prior participation in race/human relations training sessions. For optimum learning, it is desirable to have participants from all racial groups.

District credit. No fee.

(Elem/Sec)

- 11.3 BRIDGING DIFFERENCES--NEW GAMES
AND CREATIVE PLAY.
1/2 unit. Saturday, Nov. 8,
8 a.m.-5 p.m., 1 session; Grant.
Instructor--Race/Human Relations
Facilitators.

Having fun, and sharing laughter, are the lowest common denominator in bridging differences in age, sex, race, and culture. The "New Games" concept promotes fair play and noncompetition and there are no winners and losers. Creative play is an extension of gaming that can be transferred to the inner classroom allowing children and adults to release energies and learn more about themselves. Each person will participate, experience, and create new games. Note: Dress is casual; shorts or loose fitting clothes and tennis shoes are suggested.

District credit. No fee.

(Elem/Sec)

11.4 STRESS MANAGEMENT.

1 unit. Saturdays, Jan. 24 & 31, 8 a.m.-5 p.m., 2 sessions; Girl Scout Headquarters, 1231 Upas Street. Instructor--Race/Human Relations Facilitators.

Stress is individual; treatment is best when shared. Given two days, we will explore the priorities, adaptability, and choices in your life that create stress. We will recognize that not all stress is distress and that all stress is manageable. We will share coping strategies and individual implementation. Creative play, various forms of balancing and breathing exercises, and creative alternatives in life will add to this intensive and meaningful two-day workshop. We will conduct a "Stress Search" specific to working in today's public education system. Expect to personalize and be revitalized.

District credit. No fee.

(Elem/Sec)

11.5 THE MULTICULTURAL CLASSROOM.

1/2 unit. Mon., Oct. 29 & Nov. 3, 5-9 p.m., 2 sessions; Adult Resource Center, B-3. Instructor--Race/Human Relations Facilitators.

"Education that is multicultural" goes far beyond food and dancing. We will examine the relationship between cultural background and positive self-concept and develop and experience the components of a successful multicultural program.

District credit. No fee.

(Elem)

11.6 ME TO WE/IN THE ELEMENTARY SCHOOL.

1/2 unit. Saturday, Dec. 13, 8 a.m.-5 p.m., 1 session; Adult Resource Center, B-3. Instructor--Race/Human Relations Facilitators.

Participants will become familiar with the philosophy, organization, and activities included in the Me to We program at the elementary level. We will have the opportunity to explore strategies and skills needed to successfully implement the program including such areas as behavior management and infusion into existing curriculum.

District credit. No fee.

(Sec)

11.7 ME TO WE/IN THE SECONDARY SCHOOL.

1/2 unit. Saturday, Nov. 1, 8 a.m.-5 p.m., 1 session; Adult Resource Center, B-3. Instructor--Race/Human Relations Facilitators.

The Me to We program for secondary classroom provides an opportunity for students to increase their self-awareness and improve their interpersonal relationships. We will explore the philosophy, organization and activities contained in Me to We and practice the strategies and skills needed to implement the program.

District credit. No fee.

(Elem/Sec)

- 11.8 THE FOURTH R - RELATING.
1/2 unit. Saturday, Nov. 15,
8 a.m.-5 p.m., 1 session;
Adult Resource Center, B-3.
Instructor--Race/Human Relations
Facilitators.

The Fourth R is a guide to creating a classroom environment that stresses the value of interpersonal and interracial relationships through activities and skill practice. We will look at structure and teaching methods for implementation of The Fourth R as a valid component in your classroom.

District credit. No fee.

(Elem/Sec)

- 11.9 FROM DESEGREGATION INTO
INTEGRATION.
1/2 unit. Mon., Nov. 24 &
Dec. 1, 5-9 p.m., 2 sessions;
Adult Resource Center, B-3.
Instructor--Race/Human Relations
Facilitators.

Desegregated schools often find students resegregating themselves along lines that existed prior to desegregation. This workshop will explore causes of resegregation, its effects on students and school, and alternatives that help reduce the effects of resegregation.

This class was formerly titled DESEGREGATION, RESEGREGATION, INTEGRATION. Content is the same and may not be repeated for credit.

District credit. No fee.

(Elem/Sec)

- 11.10 STUDENT LEARNING TECHNIQUES.
1/2 unit. Sat., Nov. 22,
8 a.m.-5 p.m., 1 session;
Adult Resource Center, B-3.
Instructor--Race/Human Relations
Facilitators.

One of the first lessons that newly desegregated school districts have learned is that getting bodies of

ethnically different students together in the same physical space does not by itself promote integration. Teaching techniques and structured experiences in working together are needed to increase comfort among students who are ethnically different to prevent resegregation from occurring. This workshop will present several approaches that can be implemented in the classroom.

District credit. No fee.

(Elem/Sec)

- 11.11 MORAL PROBLEM SOLVING SKILLS.
1/2 unit. Saturday, Dec. 6,
8 a.m.-5 p.m., 1 session;
Adult Resource Center, B-3.
Instructor--Race/Human Relations
Facilitators.

This course will present teachers with strategies, materials and the underlying theory for teaching moral judgment and have an emphasis on race/human relations issues. This approach focuses more on developing thinking and problem solving skills rather than feelings involved in making moral judgments. The goal is to raise students' levels of moral reasoning by confronting them with moral dilemmas and helping them examine the reasons for their choices.

Strategies, activities, and A-V materials for both elementary (K-6) and secondary (7-12) classroom use will be identified and shared. An additional resource for teachers taking the course will be access to a "bank" of moral dilemmas to use in their own classroom.

Harvard psychologist Lawrence Kohlberg's theory of Cognitive Moral Development will be the theoretical base for the course. Each teacher will receive articles and handouts explaining the theoretical background and practical applications of the theory to the classroom.

District credit. No fee.

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

Submitted by: Patricia C. Dibos

Date: May 9, 1980

WEEKLY INTEGRATION ACTIVITIES REPORT*

EXHIBIT

DATE	PARTICIPANTS (be specific)	NUMBER OF PEOPLE	SUBJECT/PURPOSE/WORKSHOP TITLE	FACILITATORS OR OTHER RESOURCE PERSONNEL
5-5-80	Wagenheim Staff	65	Workshop: Eval. of R/H Rel. Plan	
5-7-80	Hickman Elem Aids	25	Workshop: New Games	
5-7-80	Hickman Students	60	Demo lesson - New Games	
5-8-80	Mira Mesa Race/Human Relations Club Students	33	Demo Lesson - Values Clarification	Ken Ledgerwood D.C.
5-8-80	Wagenheim Students	180	Demo lessons - 6 classes - New Games	Laurie Shields Pat Hixson Eric Overstreet Jbe.
5-9-80	Elem. Adm. (s)	200	Workshop for Elem. Adm. discussion of Race Relations	R/H Relations Teams

MAY 09 1980

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

EXHIBIT

Submitted by: Gloria Jackson

Date: April 24, 1980

WEEKLY INTEGRATION ACTIVITIES REPORT*

DATE	PARTICIPANTS (be specific)	NUMBER OF PEOPLE	SUBJECT/PURPOSE/WORKSHOP TITLE	FACILITATORS OR OTHER RESOURCE PERSONNEL
4/21/80	Students and staff at Valencia Park	248	Activities focusing on prejudices and relating	
4/22/80	Students and staff at Fulton	67	Awareness: Prejudices & Stereotyping How to Relate to others	
4/22/80	Student, staff and principal at Boone	166	same as above	
4/23/80	Administrators, parents teachers & support folks from City Schools	175	Multicultural Conference	
4/24/80	Staff & Students at Paradise Hills	93	Awareness: Prejudices & Stereotyping How to relate to others	

APR 24 1980

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

EXHIBIT

Submitted by: Nick King

Date: 2/13/80

WEEKLY INTEGRATION ACTIVITIES REPORT*

FEB 13 1980

DATE	LOCATION	SITE CONTACT PERSON OR COMMITTEE	RESOURCE	WORKSHOP TITLE	# OF PARTICIPANTS	CATEGORY OF PARTICIPANTS
2/4/80	Grant	KEEVAN	COONEY	PLANNING	1	Principal
	Silver Gate	R/HRC Committee	"	"	4	STAFF
2/5/80	Ed Center	Bus. Services	MT-2	"15MS"	40	Classified
	Crawford	Maintenance	MT-2	"	70-80	GARDENERS
EVE	Pt. Loma	Ms. Randerson	-	PLANNING	5-8	PARENT R/HRC COMMITTEE
2/6	Pt. Loma Hi	Hill/Holeman	WBEZ BENNETT	CONFLICT MGMT	40	STAFF + STUDENTS
	Silver Gate	R/HRC	-	Prep for WPS	6	STAFF
2/7	Bandini Ctr	Dr. Johnson	R/HRC Team	Board of Ed	20-25	BOARD OF ED + TOP STAFF
	Pt. Loma Hi	R/HRC Committee (Parent)	KLUMP	PLANNING	2	PARENTS/STAFF
til. 8pm	Vac Village	OHLESON	R/HRC Team	TALE OF O	130	Elem Administ.

G-19

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

EXHIBIT

Submitted by: Markle

Date: 4/14 - 18/80

WEEKLY INTEGRATION ACTIVITIES REPORT*

DATE	PARTICIPANTS (be specific)	NUMBER OF PEOPLE	SUBJECT/PURPOSE/WORKSHOP TITLE	FACILITATORS OR OTHER RESOURCE PERSONNEL
4/14/80	Madison-Hale Staffs	250	Responsibility for & Response to needs of the Students Beyond the Curriculum	Mr. W. Boshell, Speaker
4/15/80	Central Office Staff	45	Race Relations & Integration Plans	Ed Fletcher Pat. Hixson, Singer, Shaffer
4/15/80	City County Educators (Voc. Ed)	60	Sex Equity	—
4/15/80	Gardeners	80	Race Relations "Isle of O"	Shaffer, King, Dushenette
4/16/80	Business Services Staff	50	Race Relations "Isle of O"	Singer, McDuffie
4/17/80	Anderson Staff	18	Ed. Strategies for a Pluralistic Society	—
4/18/80	C.R. Div. Community Aides for Int.	25	Me & We Secondary	Singer
4/18/80	El. Admin. Planning Committee	12	Planning El. Admin. RR Workshop	Walter King, Sutton
				APR 18 1980

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

EXHIBIT

Submitted by: Romero, Mark A.

Date: 5/2/80

WEEKLY INTEGRATION ACTIVITIES REPORT*

DATE	PARTICIPANTS (be specific)	NUMBER OF PEOPLE	SUBJECT/PURPOSE/WORKSHOP TITLE	FACILITATORS OR OTHER RESOURCE PERSONNEL
4/28/80	Burbank Elem	15	Bilingual R/HR Wkshop > Parents.	Romero/Staff
4/28/80	Roosevelt Jr. Hi	75	Staff Develop. <u>talk of O > R/HR</u>	Romero/Hixon
4/29/80	Carver Elem	15	R/HR 2 Share Observations Re: Learning Ctr. Interpersonal Relations	Romero
4/30/80	Pandini-title VII	6	Finalize Parent R/HR Trg.	Romero/Staff
4/30/80	Sowell Elem.	42	R/HR team Bldg. Wkshop	Romero/Shaffer
5/1/80	Clairmont H.S.	8	R/HR Need Assessment Planning	Romero/tah
5/1/80	Burbank Chll. Ctr	3	Revision/Review of Sowell Chll. Ctr. Plan.	Romero/R/HR Committee
5/2/80	Sherman Elem.	150+	Sherman May Festival	Staff

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San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

Submitted by: Barbara Uhler

Date: May 12-16

WEEKLY INTEGRATION ACTIVITIES REPORT*

EXHIBIT

DATE	PARTICIPANTS (be specific)	NUMBER OF PEOPLE	SUBJECT/PURPOSE/WORKSHOP TITLE	FACILITATORS OR OTHER RESOURCE PERSONNEL
5/12	Johnson, Cisneros	3	discuss RHR role w/ learning centers	
5/12	Crawford	75	The Isms workshop	McDuffy, Bennett
	Staff			Sehl, Hashimoto
5/13	programs div.	6	planning prog. division workshop	
	RHR comm.		for May 20	
5/13	Central Office	40	Bus tour to Wright Bros.	
5/14	Garfield students	75	Needs assessment/ understanding	Taylor, Markle
	and staff		learning styles	
5/14	Chesterton	40	Communication / Learning	
	Staff		Styles	
5/15	Central Office	40 AM	Judo chinese Workshop	
	Staff	40 PM	and tapes	
5/16	Secondary	20	Continuation of Indochinese	
	div.		Workshop	
5/16	Team		Street Gangs	all facilitators
	Inservice			

MAY 15 1980

APPENDIX H

RACE/HUMAN RELATIONS PROGRAM ASSIGNMENTS
AND SCHOOL CONTACT PERSONS, 1980

RACE/HUMAN RELATIONS PROGRAM

FACILITATOR ASSIGNMENTS

1980-81



**SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
URBAN AFFAIRS DEPARTMENT**

FACILITATOR TEAM LEADER RESPONSIBILITIES, 1980-81

Barbara Uhler, Team Leader

1. COORDINATION/FACILITATION SERVICES TO:

Board of Education

Central Office Staff

Business Services Division

Programs Division

Personnel Division

Elementary Schools Division

Secondary Schools Division

Student Services Division

Special Education Department

Security Department

Learning Centers

Balboa Park Program

Camp Program

Requests from outside agencies (in conjunction with
the Director and the Assistant Superintendent)

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	JOAN BECKLEY	JANICE BENNETT
COMMUNITY AIDES:	Ernestine Wilburn	Larry Schou
<u>ELEMENTARY SCHOOLS:</u>	<p><u>SITE:</u> Carver Clay Darnall Hardy Jackson Marshall Montezuma Oak Park Rolando Park</p> <p><u>CONTACT PERSON:</u> M. Coleman/Teacher S. Buncom/Principal D. Coffey/Teacher S. Arrington/Principal S. Melton/Teacher C. Lazzaro/Principal C. Halkin/Principal J. Ernst/Teacher J. Grattan, R. Adams/Teacher</p>	<p><u>SITE:</u> Benchley Cleveland Dallard Forward Gage Grantville I & II Green Hearst Marvin Weinberger</p> <p><u>CONTACT PERSON:</u> P. Smith/Principal R. Rice/Principal L. Hoffman/Principal J. Ritchie, Jr./Principal R. Koskinen/Principal V. Mallory/Teacher J. Crawford/Teacher B. Boucher/Teacher R. Jones/Principal A. Brown/Principal</p>
<u>SECONDARY SCHOOLS:</u>	<p>Crawford Mann</p> <p>R. Menke/Principal A. Dilday/Teacher</p>	<p>Henry Lewis Pershing</p> <p>F. Thornton/Principal J. Griggs/R. Grossman/Tchr. M. Castleberry/V.Principal</p>
<u>CHILDREN'S CENTERS:</u>	<p>Montezuma Oak Park</p> <p>T. Hooton/Teacher</p>	

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	POSY DIBOS	PATRICIA HIXSON
COMMUNITY AIDES:	Herb Sims	Roberta Smith
<u>ELEMENTARY SCHOOLS:</u>	<p><u>SITE:</u> Breen Ericson Hickman Jerabek Mason Miramar Ranch Sandburg Walker</p> <p><u>CONTACT PERSON:</u> S. Preston/Teacher B. Ferrentine/V. Principal T. Austin/Principal B. Furth/Principal K. Prior/Principal D. Byengo/Principal J. Sullivan/V. Principal L. Davis/Project Aide</p>	<p><u>SITE:</u> Bay Park Bayview Terrace Crown Point Farnum Ocean Beach Pacific Beach Sessions Toler</p> <p><u>CONTACT PERSON:</u> V. Sanfilippo/Com. Aide F. Callahan/Principal M. Swenson/Teacher L. Morris/Teacher D. Evans/Principal C. Marshall/Principal D. Ibarra/Principal S. Silver/Principal</p>
<u>SECONDARY SCHOOLS:</u>	<p>Mira Mesa Wangenheim</p> <p>B. Wells/V. Principal W. Bass/Teacher</p>	<p>Mission Bay Pacific Beach</p> <p>R. Gallaher/Teacher J.H. N. Kellner/V. Principal</p>
<u>CHILDREN'S CENTERS:</u>	<p>Walker</p> <p>M. Brown/Supv.</p>	<p>Bayview Los Altos Ocean Beach</p> <p>J. Hill/Supv. M. Dickson/Supv.</p>

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	GLORIA JACKSON	JEANNE JEHL
COMMUNITY AIDES:		Edwina Ramirez
<u>ELEMENTARY SCHOOLS:</u>	<p><u>SITE:</u> Audubon Boone Chollas Encanto Freese Fulton Keiller Lee Paradise Hills Penn Valencia Park</p> <p><u>CONTACT PERSON:</u> H. Dillon/Teacher R. Holmes/V. Principal P. Thrower/Teacher D. Morrison/V. Principal B. Cooley/Principal C. Hoobler/Teacher T. Crellin, Jr./Principal A. McMillan/Teacher F. Jackson/V. Principal R. Cunningham/V. Principal C. French/Teacher</p>	<p><u>SITE:</u> Barnard Cabrillo Dewey Florence Fremont Grant Loma Portal Silver Gate Sunset View</p> <p><u>CONTACT PERSON:</u> H. de la Torre/Principal D. Ellis/Principal M. Askey/Counselor A. Vaughn/C.C. Supv. J. Hickey, L. Dodson/Tchr D. Keenan/Principal J. Archbold/Teacher C. Taxer/Community Aide S. Senour/Principal</p>
<u>SECONDARY SCHOOLS:</u>	<p>Bell Morse</p> <p>B. Coleman/Adm. Assistant G. Webb, E. Morgan/V. Prin.</p>	<p>Collier Dana Point Loma</p> <p>M. Gardner/V. Principal R. Flanagan/V. Principal R. Quon/V. Principal</p>
<u>CHILDREN'S CENTERS:</u>		<p>Dewey Florence</p> <p>J. Preston/Supv. A. Vaughn/Supv.</p>

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	NICK KING	PAT MARKLE
COMMUNITY AIDES:		Eric Overstreet
<u>ELEMENTARY SCHOOLS:</u>	<u>SITE:</u> Andersen Holmes Lafayette Lindbergh MacDowell Riley Sequoia <u>CONTACT PERSON:</u> G. Koontz/Teacher C. Royal/Teacher P. Fleury/Teacher M. Lazard/Teacher C. McClellan/Teacher H. Wiggin/Principal J. Noel/Principal	<u>SITE:</u> Alcott Cadman Curie Doyle Longfellow Marcy Spreckels Stevenson Whittier <u>CONTACT PERSON:</u> S. Dayberry/Teacher B. Gamboa/Teacher J. Weintraub/Principal R. Contreras/Principal P. Rosenbaum/Com.Aide R. Hertzberg/Principal H. Nakasone/Teacher E. Krueger/Principal J. Zak/Teacher
<u>SECONDARY SCHOOLS:</u>	Madison Evening Einstein Hale J.H. Madison Roosevelt J. Anderson/Teacher J. Mason/V.Principal D. Hennes/Principal V. Ranta/V.Principal E. Aitken/Teacher	Clairemont Marston Standley E. Marquez/Teacher J. McClure/V.Principal B. Schuch/V.Principal
<u>CHILDREN'S CENTERS:</u>		Whittier C. McKay/Supv.
	School of Creative and Performing Arts F. Johnson/Principal	

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	ROY MC DUFFIE		MARK ROMERO	
COMMUNITY AIDES:	Sally Knowles		Olga Ampelas	
<u>ELEMENTARY SCHOOLS:</u>	<u>SITE:</u> Barton/Fairhaven Beale Carson Central Chesterton Fletcher Linda Vista Ross Washington	<u>CONTACT PERSON:</u> L. Luster/Teacher J. Weld/Principal S. Golden/Teacher M. Hante/Teacher H. Howe/Teacher M. Faucette/Principal J. Mercurio/V.Principal D. Votaw/Principal J. Gordon/Principal	<u>SITE:</u> Balboa Burbank Logan Lowell Sherman Stockton	<u>CONTACT PERSON:</u> C. Koch/Community Aide C. Spencer/M.Curiel/Tchr. J. Swinko/Teacher G. Morrill/Counselor K. Moore/Teacher D. Wright/Principal
<u>SECONDARY SCHOOLS:</u>	Kearny Montgomery	E. Leisure/V.Principal W. Marshall/Principal	Memorial San Diego	B. Curran/Teacher C. Levoff/Counselor
<u>CHILDREN'S CENTERS:</u>	Carson Ross	S. Hopkins/Supv. C. Shade/Supv.	Burbank Lowell Stockton	J. Herrera/Supv. P. Mitchell/Supv. M. Callas/Supv.

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	DIANE SINGER		RONALD STEWART	
COMMUNITY AIDES:	Ezra Boyd		Mary Ellen Coleman	
<u>ELEMENTARY SCHOOLS:</u>	<u>SITE:</u> Bird Rock Decatur Field Hawthorne La Jolla Scripps Torrey Pines Whitman	<u>CONTACT PERSON:</u> R. Comacho/Principal E. Gord/Principal I. Yost/Teacher M. Nakamura/Principal R. Schalz/Principal C. Merrill/Principal J. Caffee/Principal T. Ellis/Teacher	<u>SITE:</u> Adams Brooklyn Edison Euclid Franklin Hamilton Jefferson McKinley Rowan	<u>CONTACT PERSON:</u> V. Warburton/Teacher S. Pittman/Teacher R. Norman/Teacher J. Alexander/Principal M. McBride/Principal C. Messina/Teacher R. Richiger/Teacher K. McLaren/Principal R. De La Pena/Teacher
<u>SECONDARY SCHOOLS:</u>	La Jolla Muirlands	C. Clapper/Principal M. Moon/Teacher	Wilson J.H.	M. Adkins, C. Williams/Teacher
<u>CHILDREN'S CENTERS:</u>	Field Hawthorne	B. Ramet/Supv. M. Huguley/Supv.	Brookland Euclid Jefferson Rowan	M. Badenhope/Supv. M. Blundell/Supv. M. Mitchell/Supv. L. Allison/Teacher

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	ROGER STRASNER		ROZ SUTTON	
COMMUNITY AIDES:	Mary Cloud		Edward Pascua	
<u>ELEMENTARY SCHOOLS:</u>	SITE: Angier Cubberley Hancock Jones Juarez Miller Tierrasanta Vista Grande Wegeforth	CONTACT PERSON; K. Fukuda/V. Principal C. Olson/Principal H. Miller/Principal G. Kloppenburg/Principal H. Koons/Teacher J. Coit/V. Principal C. Somers/Teacher B. Foster/Principal B. Abbott/Teacher	SITE: Baker Emerson Foster Horton Johnson Knox Mead Perry Webster	CONTACT PERSON: B. Biondo/Teacher J. Ippolito/Teacher M. Bonner/Teacher D. Stevens/Counselor C. Chase/Teacher F. Williams/Teacher C. Gills/Principal D. Bruntz/Teacher S. Reynolds/Teacher
<u>SECONDARY SCHOOLS:</u>	Farb Serra Jr/Sr Taft	M. Cormell/V. Principal D. Sanders/Principal K. Chappel/V. Principal	Gompers Lincoln	V. Burrell/V. Principal M. Thornton/V. Principal
<u>CHILDREN'S CENTERS:</u>	Miller Wegeforth	I. Harris/Teacher C. Wenger, C. Turner/Teacher	De Anza Mead	M. Morrison/Supv. M. Long/Supv.

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	ROGER TAYLOR	
COMMUNITY AIDES:		
<u>ELEMENTARY SCHOOLS:</u>	<div> <div> <u>SITE:</u> Birney Fairhaven Kennedy Mission Beach Revere Dev. Ctr. Schweitzer </div> <div> <u>CONTACT PERSON:</u> K. Nelson/Principal J. Huckleberry/Principal A. Bolton/V.Principal W. Stovall/Principal T. Kubow/Teacher M. McIntosh/Teacher </div> </div>	
<u>SECONDARY SCHOOLS:</u>	<div> <div> Garfield Learn. Ctr. Muir O'Farrell Twain Wright Bros. </div> <div> B. Price/Teacher R. Cremaschi/Principal V. Mitchell/V.Principal N. Lees/Teacher G. Spitler /Principal </div> </div>	
<u>CHILDREN'S CENTERS:</u>	<div> <div> Garfield Kennedy </div> <div> V. Mallory/Teacher S. Levy/Teacher </div> </div>	

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION

E S A A

1980-81 District Race/Human Relations
Facilitator and Community Aide Assignments

FACILITATORS:	JANICE KANEKO		ERNEST MC CULLAR	
COMMUNITY AIDES:				
<u>ELEMENTARY SCHOOLS:</u>	Beale Cadman Chesterton Decatur Encanto Franklin Fremont Hardy Horton Jackson Johnson Knox	La Jolla Lindbergh Longfellow Lowell Oak Park Scripps Silver Gate Spreckels Torrey Pines Valencia Park Whitman	Alcott Baker Bay Park Benchley Cabrillo Dailard Emerson Forward Foster Fulton	Green Hearst Juarez Ocean Beach Rolando Park Sherman Sunset View Webster Weinberger Whittier
<u>JUNIOR HIGH SCHOOLS:</u>	Collier Dana Einstein	Muirlands Pacific Beach Standley	Hale Lewis Mann Marston	Memorial O'Farrell Pershing Taft
<u>SENIOR HIGH SCHOOLS:</u>	Clairemont Kearny La Jolla	Lincoln Madison Mission Bay	Crawford Henry Hoover Morse	Point Loma San Diego Wright Brothers
<u>OTHER:</u>	Gompers Secondary Muir Alternative		School of Creative and Performing Arts	

APPENDIX I

FACILITATOR INSERVICE TRAINING
1979-80

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

FACILITATOR INSERVICE TRAINING

SUBJECT	CONSULTANT	DATE	NO. OF FACILITATORS TRAINED
Intergroup Team Building, Conflict Management, and Developing Race/Human Relations Models	Norm Chambers, Ph.D.	June 20 - 27, 1979	19
Assertive Discipline	Kantor, Ph.D.	June, 1979	5
"Non Standard English" Inservice	Orlando Taylor, Ph.D.	October 23, 1979	5
Race/Human Relations Explorations	Norm Chambers, Ph.D.	November 12-14, 1980	19
Title IX Issues As They Relate To Men And Women "Liberated Male"	Warren Farrell, Ph.D.	December 19, 1979	19
Race/Human Relations In California Schools	STRIDE Conference	December 28, 29, 1979	6
Understanding the Jewish Culture	B'nai B'rith and Anti Defamation League	January 11, 1980	19
Vocational Equity, Title IX Training	State Dept. of Ed.	January 17, 1980 and April 15, 1980	10
The Oral Communication Instruction Program	Mary Barr and Gail Guth	January 30, 1980	19
Indochinese Conference	San Diego Unified - Scottish Rite Temple	March 19, 1980	19

San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

FACILITATOR INSERVICE TRAINING

SUBJECT	CONSULTANT	DATE	NO. OF FACILITATORS TRAINED
Indochinese Students and Community	Indochinese Center Janlee Wong	March 27, 1980	19
Race/Human Relations Models	Carrol Waymon, Ph.D. Robert Humphries	April 11, 1980	19
Multicultural Conference	San Diego Unified	April 23, 24, 1980	19
Student Team Learning Training	Riverside	April, 1980	3
Gangs in San Diego	Gangs Network	May 16, 1980	19
Discipline With A Velvet Glove	California Secondary Schools Association	May 17, 1980	2
Management Style Workshop, Personal Profile	Dr. Holt, San Diego State University	May, 1980	19
Establishing Goals In Race/Human Relations	Norm Chambers, Ph.D.	June, 23-25, 1980	19
Youth Groups And Violence	James Banks	July, 1980	9
Youth And Drugs	Liko Davis	July and August, 1980	19
Stress Reduction For Teachers, Students, Parents And Its Relationship To Cultural Issues	Chris Wilson, Ph.D., County Dept. of Ed.	September 15-17, 1980	12
Chicano/Black Youth and Gangs	Moises Paz and Ben Takufu	September 19, 1980	19


San Diego City Schools
COMMUNITY RELATIONS DIVISION
Urban Affairs Department
Race/Human Relations

FACILITATOR INSERVICE TRAINING

SUBJECT	CONSULTANT	DATE	NO. OF FACILITATORS TRAINED
Teacher Effectiveness	Jim Ballard	September 26, 1980	2
Improving The Human Environ- ment, Assessing School Climate	State Dept. of Ed.	November 2, 1979	4

APPENDIX J

NEEDS ASSESSMENT SAMPLES

GENERAL PURPOSE—80		 SAN DIEGO CITY SCHOOLS		NAME																										LAST NAME FIRST														
IDENTIFICATION				<div style="position: absolute; top: 50px; left: 50px; font-size: 40px; opacity: 0.5; transform: rotate(-45deg); pointer-events: none;">Sample #1</div>																																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17																												
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																												
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																												
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																												
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3																												
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4																												
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5																												
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6																												
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7																												
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8																												
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9																												

USE NUMBER TWO PENCIL ONLY NO BALL POINT OR FELT TIP PENS

DIRECTIONS: Mark one of the first four circles only for questions 1-20;
1 = almost never, 2 = occasionally, 3 = frequently, 4 = almost always

1. Persons in this school are friendly and easy to talk with.
2. Teachers from one subject area, grade level or school respect those from other subject areas, grade levels or schools.
3. There is involvement of representatives from students, faculty, parents and administration when important decisions are made in this school.
4. Before important decisions are made, I, personally have been involved in some of the discussions, providing input into that decision.
5. We share our concerns openly with each other, although we don't always agree.
6. Persons with values or ideas different from the commonly accepted ones are heard and considered when decisions about the school are made.
7. School-selected problems are not ignored but are worked upon openly.
8. Ideas from various ethnic and minority groups are asked for and are a part of the problem-solving process at school.
9. When there are conflicts in this school, the administrator tries to deal with them constructively rather than just keeping "the lid on."
10. There is open communication in our school between groups of people of different ages and ethnic and economic backgrounds, etc.
11. People working in and with our school between groups of people of different ages and ethnic and economic backgrounds, etc.
12. Parents, students and community leaders are invited to work with school personnel to talk about "things we would like to see happening in our school."
13. Positive feedback is given to students by teachers and other school personnel.
14. Grading and evaluation standards used by teachers are known by students.
15. When students and school personnel have done something well, the principal is aware and communicates approval to the students, staff, and parents.
16. This school's program provides for learning about cultural and individual similarities and differences.
17. A wide range of teaching material and media are provided for learning in individual and small group settings.
18. Students, school personnel and parents have developed a set of rules for the school which are not in conflict with district procedures.
19. Students, parents, and school personnel work cooperatively as a team in this school.
20. The instructional materials used in this school give accurate information regarding ethnic and minority groups and sex roles.

TURN PAGE AND MARK QUESTIONS 41-60 ON BACK SIDE OF ANSWER SHEET

Y N		FOLD HERE FOR	
1	1 2 3 4 5		
Y N			
2	1 2 3 4 5		
Y N			
3	1 2 3 4 5		
Y N			
4	1 2 3 4 5		
Y N			
5	1 2 3 4 5		
Y N			
6	1 2 3 4 5		
Y N			
7	1 2 3 4 5		
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8	1 2 3 4 5		
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9	1 2 3 4 5		
Y N			
10	1 2 3 4 5		
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11	1 2 3 4 5		
		FOLD HERE FOR	
Y N			
12	1 2 3 4 5		
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13	1 2 3 4 5		
Y N			
14	1 2 3 4 5		
Y N			
15	1 2 3 4 5		
Y N			
16	1 2 3 4 5		
Y N			
17	1 2 3 4 5		
Y N			
18	1 2 3 4 5		
Y N			
19	1 2 3 4 5		
Y N			
20	1 2 3 4 5		

DIRECTIONS: Mark one of the first four circles only for questions 41-60:
1 = almost never, 2 = occasionally, 3 = frequently, 4 = almost always

41. Instructional materials and supplies are readily available to teachers when needed.
42. Teachers, students and parents help in evaluating this school's programs and goals.
43. Teachers in this school are provided opportunities to recommend/select instructional materials needed in their programs.
44. This school supports creative and effective teaching/learning opportunities for students.
45. In this school teachers keep up-to-date on the best teaching strategies through inservice education programs and/or classes.
46. The teacher tries different teaching strategies for a student when one is not working, rather than blaming the student for the immediate failure.
47. Students feel wanted and needed at this school.
48. Regular opportunities are provided for parents to be involved in learning activities to support their own growth.
49. Activities are planned in this school for students to receive exposure to a diversity of cultures.
50. Teachers are available to students who want help.
51. There are teachers, counselors or administrators available when a student needs to talk to someone about problems relating to school.
52. Student/parent cultural attitudes are respected in this school.
53. Discipline is fair for all students and is related to the rules agreed upon by students, school personnel and parents.
54. School-community activities encourage intercultural exchange with other schools.
55. There are teachers, counselors or administrators available when a parent needs to talk to someone about school matters.
56. Teachers are acknowledged as professionals in this school.
57. The instructional program emphasized the basic skills of reading.
58. The instructional program emphasized the basic skills of math.
59. The instructional program emphasized writing, spelling, oral communication (language arts).
60. New students and school personnel are made to feel welcome and part of the group.

41	Y N	1 2 3 4 5
42	Y N	1 2 3 4 5
43	Y N	1 2 3 4 5
44	Y N	1 2 3 4 5
45	Y N	1 2 3 4 5
46	Y N	1 2 3 4 5
47	Y N	1 2 3 4 5
48	Y N	1 2 3 4 5
49	Y N	1 2 3 4 5
50	Y N	1 2 3 4 5
51	Y N	1 2 3 4 5
52	Y N	1 2 3 4 5
53	Y N	1 2 3 4 5
54	Y N	1 2 3 4 5
55	Y N	1 2 3 4 5
56	Y N	1 2 3 4 5
57	Y N	1 2 3 4 5
58	Y N	1 2 3 4 5
59	Y N	1 2 3 4 5
60	Y N	1 2 3 4 5

61	Y N	1 2 3 4 5
62	Y N	1 2 3 4 5
63	Y N	1 2 3 4 5
64	Y N	1 2 3 4 5
65	Y N	1 2 3 4 5
66	Y N	1 2 3 4 5
67	Y N	1 2 3 4 5
68	Y N	1 2 3 4 5
69	Y N	1 2 3 4 5
70	Y N	1 2 3 4 5
71	Y N	1 2 3 4 5
72	Y N	1 2 3 4 5
73	Y N	1 2 3 4 5
74	Y N	1 2 3 4 5
75	Y N	1 2 3 4 5
76	Y N	1 2 3 4 5
77	Y N	1 2 3 4 5
78	Y N	1 2 3 4 5
79	Y N	1 2 3 4 5
80	Y N	1 2 3 4 5

DO NOT WRITE IN THIS SPACE

IDENTIFICATION

NAME _____

LAST NAME FIRST

Sample #2

NO BALL POINT OR FELT TIP PENS

1. I understand better the music, dance and art of racial and cultural groups other than my own.
2. I am more likely to make friends with a person of another cultural or racial group.
3. I understand better why students of other cultural or racial groups act as they do.
4. I have greater knowledge of the holidays of other cultural and racial groups.
5. I am more aware of the problems caused by the segregation of people into racial or cultural groups.
6. I understand better why other cultural and racial groups feel proud of their race or culture.
7. I understand better how other cultural and racial groups have helped our country.
8. It has made me feel good to get to know people from other schools and communities.
9. I feel that education about other races and cultures should be a part of the whole school program.
10. At my school, students from many racial and cultural groups have learned to work together to solve problems.
11. I feel more comfortable participating in extracurricular or after school activities with members of other cultural or racial groups.
12. Students of all racial and cultural groups are welcomed to my school.
13. Most students in my school are friendly and easy to talk with.
14. I feel more at ease being around students of other cultures and races.
15. Students feel wanted and needed at this school.
16. I have more respect for the heroes and past leaders of other racial and cultural groups.
17. Multicultural education is a part of the whole school's program.
18. In my classes, I have learned how people from other races and cultures are alike and how they are different.
19. The books and materials in my classes have helped me understand how people of all races live and work.
20. Activities are planned in my school for students to learn about other cultures and races.

1 1 2 3 4 5

2 1 2 3 4 5

3 1 2 3 4 5

4 1 2 3 4 5

5	1	2	3	4	5
	Y	N			

6	1	2	3	4	5
	Y	N			

7	1	2	3	4	5
		N			

8 1 2 3 4 5
Y N

9	1	2	3	4	5
	Y	N			

10	1	2	3	4	5
	Y	N			

11 1 2 3 4 5

----- FOLD HERE FOR

12 1 2 3 4 5

	Y	N			
13	1	2	3	4	5

	Y	N	
14	2	3	4

	Y	N		
15	1	2	3	4

	Y	N		
16	1	2	3	4

	Y	N		
17	1	2	3	4

18 1 2 3 4

19 1 2 3 4

	Y	N	
20	1	2	3 4

RACE/HUMAN RELATIONS AND MULTICULTURAL

NEEDS SURVEY

#3

- A. Please indicate the appropriate answer on the answer sheet as follows:
A--Strongly agree; B--Agree; C--Disagree; D--Strongly disagree;
E--Don't know.

1. In this school there is a strong racial relations program designed to prepare all staff persons for harmonious desegregation.
2. In this school there is a strong racial relations program designed to prepare all students for harmonious desegregation.
3. In this school there is a strong racial relations program designed to prepare all parents for harmonious desegregation.
4. The community that this school serves wants racial and cultural integration.
5. Students at this school generally receive equal treatment, regardless of race, sex, or socio-economic level.
6. The teachers at this school prefer a racially and culturally integrated school population.
7. This school is doing an excellent job in matters relating to minority groups.
8. There is open communication in our school among different groups of people---minority parents and majority parents; older teachers and younger ones; students from different ethnic, racial, and economic backgrounds, etc.
9. Discipline is fair for all students and is related to the rules agreed upon by law, district procedures, the students, school personnel, school administrators, and parents.

	A	B	C	D	E

22. Students are provided the opportunity to develop a sense of personal integrity and a sense of responsibility.
23. Race and ethnic cultures are the same thing.
24. Multicultural education should be a part of all curriculum areas of my school.
25. Multicultural education is a part of all curriculum areas of my school.
26. Respecting ethnic group characteristics is important in teaching the basic skills.
27. Culturally different children should respond in a similar way to the same curriculum.
28. If the students in the class come from different ethnic backgrounds the teaching strategies of the teacher must vary to be representative of all cultures.
29. In a school in which the majority of students are of one ethnic background race/human relations and multicultural education are not as important as in a school with a mixture of ethnic groups.
30. Curriculum at a school should change as the ethnic population shifts.

A	B	C	D	E

RACE/HUMAN RELATIONS
MULTICULTURAL ENVIRONMENT SURVEY

TEACHER INSTRUMENT

A. INSTRUCTIONAL PROGRAM

Sample #4

Instructions: Place an "X" beside those items which represent goals or objectives you are actively pursuing.

Place a circle "X" beside those items you feel are appropriate for your grade level, but which you are not actively pursuing.

Place a circle "O" beside those items you feel are not appropriate for your grade level.

In relation to my instructional program, I am consciously and explicitly attempting to:

- ☐ 1. Display pictures showing minority and white people working and playing together.
- ☐ 2. Provide learning opportunities which refer to the participation of women and minorities in historical events, or to the impact of these events upon them.
- ☐ 3. Provide learning opportunities which are designed to counteract the racial/ethnic stereotypes perpetrated by the media and some curriculum materials.
- ☐ 4. Provide learning opportunities which expose and discredit "myths" which have misrepresented minority groups and women.
- ☐ 5. Provide learning opportunities for students to become aware of some contributions which have been made to United States society by members of diverse racial, ethnic, and cultural groups.
- ☐ 6. Provide learning opportunities which encourage students to respect one another and be open and honest in their communication with me and with other students.
- ☐ 7. Provide learning opportunities which help students increase their ability to contribute to a group task or group problem-solving effort.
- ☐ 8. Provide learning opportunities for students to engage in recurrent study of cultural, racial, religious, and ethnic groups, those to which students themselves belong and those to which they do not.

A. INSTRUCTIONAL PROGRAM (continued)

- _____ 9. Provide learning opportunities which help students better understand their own ethnic heritage.
- _____ 10. Seek information about "successful" multicultural programs or instructional practices from other teachers and school district personnel in my school district or other school districts.
- _____ 11. Provide learning opportunities for students to identify and write about the various feelings or customs which they have in common with people of diverse skin color, race, ethnic group, or religious affiliation.
- _____ 12. Provide learning opportunities which help students increase their abilities to identify and begin changing their behaviors which have a negative impact on others.
- _____ 13. Provide learning opportunities which contribute to students' comfort in openly discussing racial, cultural, and ethnic differences, as well as intergroup difficulties.
- _____ 14. Provide learning opportunities which enable students to increase their awareness of the extent to which they stereotype other people in the United States who are racially or otherwise different from them, and how their stereotypes affect their behavior.
- _____ 15. Provide learning opportunities which consistently demonstrate the relationship between knowledge and issues presented and the immediate life-space of the learner.
- _____ 16. Provide learning opportunities which foster student acceptance of human/cultural differences as positive characteristics.
- _____ 17. Provide learning opportunities which enable students to examine the music, art, and dance of a variety of ethnic groups.
- _____ 18. Provide learning opportunities for students to examine the value dilemmas underlying problematic situations in their everyday lives.
- _____ 19. Provide learning opportunities for students to gain awareness of such societal problems as racism, poverty, overpopulation, and pollution.
- _____ 20. Provide learning opportunities for students to state and support their views.
- _____ 21. Provide learning opportunities for students to become aware of the many racial, cultural, and ethnic groups which make up United States society.
- _____ 22. Provide learning opportunities which increase student awareness about what "culture" means and the characteristics that make up a culture.
- _____ 23. Display pictures of great people, including minorities as well as whites.

A. INSTRUCTIONAL PROGRAM (continued)

- ____ 24. Provide learning opportunities which help students increase their ability to understand and accept contributions others may make to a group.
- ____ 25. Provide learning opportunities which help students increase their understanding of "enduring social issues" which are universally experienced (e.g. the desire to be accepted and to avoid rejection, especially as a newcomer to any situation).
- ____ 26. Provide learning opportunities which emphasize that every group has its list of achievers, thinkers, writers, artists, scientists, builders, and moral leaders.
- ____ 27. Provide community representatives of specific cultural, racial, religious, and ethnic groups with opportunities to participate in or conduct appropriate multicultural activities for my students.
- ____ 28. Provide learning opportunities which help students improve their problem-solving skills and decision-making skills.
- ____ 29. Provide learning opportunities for students to write about positive experiences they have had with individuals they perceive as "different."
- ____ 30. Provide learning opportunities which help students examine differences and similarities within and among ethnic/racial groups.
- ____ 31. Provide learning opportunities for students to develop ability to contribute to the resolution of interpersonal conflict, with stress on sensitivity to the needs and feelings of others.
- ____ 32. Provide students with opportunities to meet, discuss, and work with people who have ethnic/racial backgrounds other than their own.
- ____ 33. Infuse learning opportunities which foster multicultural awareness into all subject areas for which I am responsible.
- ____ 34. Provide learning opportunities which enable students to read and hear the poetry, short stories, folklore, and autobiographies of a variety of ethnic groups.
- ____ 35. Provide learning opportunities which illustrate my respect for behavioral and learning style differences.
- ____ 36. Provide learning opportunities which contribute to students' comfort in establishing friendships, both in and out of school, which freely cross cultural/racial lines.
- ____ 37. Provide learning opportunities which help students identify and use alternative ways of resolving conflict.

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A. INSTRUCTIONAL PROGRAM (Continued)

- 38. Provide learning opportunities which enable students to discuss the consequences of withholding rights, freedom, or respect from any individual.
- 39. Evaluate my textbooks and other print/nonprint instructional materials to determine whether they contain fair and appropriate treatment of minority groups.
- 40. Provide learning opportunities which help students state reasons for their own behavior and listen to reasons of others.

B. TEACHING BEHAVIORS

Instructions: Please place an "X" beside those items which accurately reflect your behaviors in the classroom.

- ____ 41. I discuss "feelings" and "cultural differences" with students.
- ____ 42. I include myself (e.g. my "feelings" and "differences") when engaging students in discussions of cultural/human differences or feelings.
- ____ 43. I talk with the children involved, or with the whole class, about their comments or actions which suggest negative attitudes toward specific human differences.
- ____ 44. I respond to written or visual work of students which illustrates human difference bias.
- ____ 45. I look for and explicitly attempt to counteract examples of human difference bias in any instructional materials the students are using.
- ____ 46. I discuss human/cultural/racial/ethnic differences or feelings as it seems appropriate when teaching all subjects, rather than relegating such discussion only to certain times.
- ____ 47. I take the initiative to compare the behaviors, beliefs, and/or contributions of diverse cultural groups in the United States, including the cultural groups represented in my classroom.
- ____ 48. I involve students in the process of making class rules and defining appropriate behavior.
- ____ 49. I invite culturally diverse people (parents, aides, senior citizens, etc.) to visit and, if possible, to make presentations in my classroom.
- ____ 50. I consciously attempt to monitor my own expectations for children in my classroom, in order to avoid having lower expectations for children (e.g. on the extent to which certain children will contribute to class discussion) which are based only on their particular human/cultural/racial differences.
- ____ 51. I consciously model "accepting behaviors" for my students, through my verbal and nonverbal response to what each individual student says, feels, and produces, and through my response to what each student is.
- ____ 52. I use open-ended questions as an instructional technique for generating wide student participation and a variety of responses during class discussion.

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B. TEACHING BEHAVIORS (continued)

53. I encourage students to examine and evaluate depictions of people or cultures in external situations (e.g. photos, paintings, the media, in a museum, T.V., movies, etc.)
54. I engage students in an examination of popularly held stereotypes related to specific professions and occupations (e.g. housekeepers, bankers, etc.)
55. I help students examine and discuss the process of stereotypic thinking per se (e.g. making assumptions based on a group identification, a visual image, or incomplete information).
56. I listen with an open mind to students whose cultural/racial/ethnic backgrounds are different from mine, even if their communications are initially disturbing or divergent from my own thinking.
57. I strive to avoid expressions and actions which illustrate bias toward any human difference or cultural/racial/ethnic group.
58. I collect information through observation or other techniques, on student needs related to prejudice, stereotyping, scapegoating, social isolation of certain students, or racial/ethnic slurs by students.
59. I provide opportunities for my students to improve their ability to work on some academic tasks in small groups or with another student.
60. I provide some learning opportunities which engage students in problem-solving activities, where the "problem" is a human difference/human relations issue appropriate for their age and grade.