

# VOLUNTARY INTEGRATION.

## Better education by choice.

Note: At the 10/26/81 meeting of the Integration Task Force this brochure was distributed. The following changes had been made to the printed copy by the District:

Memorial Academics and Athletics Program to be delayed one year.  
Lowell (K-6) Bilingual Program eliminated and Enriched Studies Program substituted for it.

Sherman Individualized Instruction Program eliminated.

Oak Park (3-6) Spanish Intercultural Language Program shifted to Horton,  
Enriched Studies Program added at Oak Park.

Baker (K-6) University Lab School changed to Music Conservatory Program.

Plaintiffs have made additional changes to the brochure to make it possible to identify the following:

Minority segregated schools-

With full-time, full-school programs. (Marked with yellow.)

With full-time, part-school programs. (Marked with orange.)

With part-time, part-school programs. (Marked with brown.)

Tipping schools with programs. (Marked with blue.)

Majority schools with programs. (No color added.)

No attempt is made here to evaluate the effectiveness of the programs.

## SAN DIEGO PLAN

### FOR

## RACIAL INTEGRATION

A Summary of Voluntary Programs Available to Students  
in the

San Diego City Schools\*

\* With modifications added by Plaintiffs.

February 1981



# San Diego Plan for Racial Integration

Including subsequent revisions since adoption June 12, 1977

## MAGNET PROGRAMS

	Grades	1977-78	1978-79	1979-80	1980-81	1981-82 →
ACADEMIC ACADEMY—designed to help students achieve academically. Teachers use techniques developed from research.	K-6			<del>Johnson (K-6)</del>	<del>Johnson (K-6)</del>	<del>Johnson (K-6)</del>
ACADEMICS AND ATHLETICS—emphasizes basic skills and physical fitness programs, good sportsmanship, individualized sports instruction, and vigorous physical activity.	1-7			<del>Fulton (1-6)</del> Green (1-6)	<del>Fulton (1-6)</del> Green (1-6)	<del>Fulton (1-6)</del> Green (1-6) <del>Memorial (7)</del>
ALTERNATIVE—emphasizes an open education philosophy, including an innovative, flexible curriculum.	K-12	Muir (K-12)	Muir (K-12)	Muir (K-12)	Muir (K-12)	Muir (K-12)
BILINGUAL—provides instruction in Spanish and English and emphasizes multicultural education.	1-12		<del>Lowell (K-6)</del> Spreckels (K-6) Collier (7-8) Pt. Loma (10)	<del>Lowell (K-6)</del> Spreckels (K-6) Collier (7-9) Pt. Loma (10-11)	<del>Lowell (K-6)</del> Spreckels (K-6) Collier (7-9) Pt. Loma (10-12)	<del>Lowell (K-6)</del> Spreckels (K-6) Collier (7-9) Pt. Loma (10-12)
CAREER AWARENESS—based on philosophy that the earlier students become aware of the many career choices and their own interests, the better prepared they will be to make sound career decisions.	K-6	Lindbergh (K-6)	Lindbergh (K-6)	Lindbergh (K-6)	Lindbergh (K-6)	Lindbergh (K-6)
CAREER HIGH SCHOOL—equips each participant with a salable occupational skill in such areas as urban agriculture, construction and industry, applied marketing occupations, and food service careers.	9-12	Wright Bros. (9-12)	Wright Bros. (9-12)	Wright Bros. (9-12)	Wright Bros. (9-12)	Wright Bros. (9-12)
FOUNDAMENTAL—stresses the three R's, citizenship, formal structure, homework, discipline, and dress code.	K-8	Rolando Park (K-6) <del>Webster (K-6)</del>	Foster (K-6) Rolando Park (K-6) <del>Webster (K-6)</del>	Foster (K-6) Rolando Park (K-6) <del>Webster (K-6)</del> <del>(K-6-9)</del>	<del>Emerson (K-6)</del> Foster (K-6) Rolando Park (K-6) <del>Webster (K-6)</del> <del>(K-6-9)</del>	<del>Emerson (K-6)</del> Foster (K-6) Rolando Park (K-6) <del>Webster (K-6)</del> <del>Keiller (6-8)</del>
INDIVIDUALIZED INSTRUCTION—provides a teaching method that focuses on the individual student.	K-6	Benchley (K-3) Fremont (K-6) Silver Gate (K-6)	Benchley (K-3) Fremont (K-6) Silver Gate (K-6)	Benchley (K-3) Fremont (K-6) Silver Gate (K-6) <del>(K-6)</del>	Benchley (K-3) Fremont (K-6) Silver Gate (K-6) <del>(K-6)</del>	Benchley (K-3) Fremont (K-6) Silver Gate (K-6) <del>Sherman (4-6)</del>
INTERCULTURAL LANGUAGE—students learn a foreign language. Much of the instruction is conducted in Spanish (S) or French (F).	K-10	Longfellow(S) (K-6) Oak Park (S) (K-6)	<del>(K-6)</del> Longfellow(S) (K-6) Oak Park (S) (1-6) <del>(K-6)</del>	<del>(K-6)</del> Longfellow(S) (K-6) Oak Park (S) (2-6) <del>(K-6)</del>	<del>(K-6)</del> Longfellow(S) (K-6) Oak Park (S) (3-6) <del>(K-6)</del> <del>(K-6-9)</del>	<del>(K-6)</del> Longfellow(S) (K-6) Oak Park (S) (3-6) <del>(K-6)</del> <del>(K-6)</del> San Diego (S) (10)
MATH/SCIENCE—emphasizes math and science skills along with strong supporting programs in other academic fields.	K-7	<del>Encanto (K-6)</del>	<del>Encanto (K-6)</del>	Encanto (K-6)	Encanto (K-6)	<del>Encanto (K-6)</del> Grant (K-6) <del>Chollas (3-6)</del> Bell (7)
MINORITY SCHOOL EXTENDED DAY—provides partially subsidized child care services at Children's Centers near parent's home or work. During school hours, district provides full instructional program for majority pupils at selected minority schools; for minority pupils at majority schools in VEEP pattern.	K-3					Bayview, Dewey, Florence, Hawthorne, Montezuma, Whittier Children's Centers to Mead (K-2) or Burbank (K-3), Mead, Burbank Children's Centers to VEEP
SCIENCE/MATH/COMPUTERS—stresses computer technology courses together with a strong academic curriculum in English and social studies.	7-12		<del>Compass (K-6)</del>	<del>Compass (K-6)</del>	<del>Compass (K-6)</del>	<del>Compass (K-6)</del>
SCHOOL OF CREATIVE AND PERFORMING ARTS—enables students to cultivate their artistic abilities while continuing a strong instructional program in basic skills.	4-11		Roosevelt (4-7)	Roosevelt (4-12)	Roosevelt (4-10)	<del>O'Fallon (4-11)</del>



IVERSITY LAB SCHOOL-in cooperation with San Diego State University or Pt. Loma College serves as a training center for student teachers which provides an exemplary setting for instruction of pupils.	K-6			Sunset View (K-6) Valencia	Sunset View (K-6) Valencia Park (K-6)	Baker (K-6) Sunset View (K-6) Valencia Park (K-6)
RICHED STUDIES SIC CONSERVATORY AREER ENTERS*	K-6 K-6					K-6 Oak Park/Lovel K-6 Baker
VIATION/AEROSPACE/ENGINEERING (formerly Urban Studies, 1977-81)-provides course offerings in aviation/aerospace studies, introductory engineering, airport operation and maintenance, and management training.	10-12					
ISINESS AND OFFICE MANAGEMENT-offers a comprehensive program in financial accounting, secretarial, word processing, data processing, and clerical support careers.	10-12		Crawford (10-12)	Crawford (10-12)	Crawford (10-12)	Crawford (10-12)
MMUNICATIONS AND INTERNATIONAL STUDIES (formerly Communications and Commerce, 1979-81)-provides a variety of career-oriented offerings in the areas of telecommunications, journalism and international business supplemented by intern work experience.	10-12			San Diego (10-12)	San Diego (10-12)	San Diego (10-12)
NDUSTRY-enables students to develop skills using modern equipment and methods used currently in industry, complemented by course offerings both for college preparation and entry-level employment.	10-12		Kearny (10-12)	Kearny (10-12)	Kearny (10-12)	Kearny (10-12)
ARKETING, GRAPHICS AND MANAGEMENT-offers both basic and advanced specialty courses to students interested in advertising, graphics, and/or marketing careers.	10-12		Mission Bay (10-12)	Mission Bay (10-12)	Mission Bay (10-12)	Mission Bay (10-12)
EDICINE/HEALTH-provides career preparation through on-the-job training, work experience, and internships for students with a strong interest in medical and health sciences.	10-12					

#### LEGEND

MINORITY SEGREGATED SCHOOLS

WITH FULL-SCHOOL, FULL-TIME PROGRAMS:

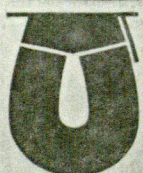
WITH PART-SCHOOL, FULL-TIME PROGRAMS:

WITH PART-SCHOOL, PART-TIME PROGRAMS:

TIPPING SCHOOLS WITH PROGRAMS:

MAJORITY SCHOOLS: (No color added.)

\* Career Center. The court has ruled that career centers in majority schools should not be included as part of the integration plan.



# VOLUNTARY INTEGRATION.

## Better education by choice.



# OTHER INTEGRATION PROGRAMS\*

	Grades	1977-78	1978-79	1979-80	1980-81	1981-82 →
ACHIEVEMENT GOALS-features a strong basic skills instructional program with a focus on reading and mathematics.	K-10				17 elementary	17 elementary 5 junior high 3 senior high
BALBOA PARK PROGRAM-brings fifth grade children from different cultural, ethnic and economic backgrounds to Balboa Park for a common educational experience, using the natural attractions of the park.	5	A rotation schedule permits most elementary schools to participate.				
INDO-CHINESE CENTER-provides a bilingual program for students, whose native language is not English, to achieve fluency in English.	K-6		Beale (K-6)	Beale (K-6)	Beale (K-6)	Beale (K-6)
INSTRUCTIONAL EXCHANGE-brings students from various sections of the district together in groups for common instructional programs and shared learning experiences.	4-9	2 junior high	3 junior high 3 senior high	6 elementary 6 junior high 10 senior high	10 elementary 4 junior high 7 senior high	52 elementary 12 junior high - senior high
LEARNING CENTERS-enables students to spend one day per week in an integrated school setting which stresses learning activities in music, art, science, physical education, health, and basic skills.	4-6	Grantville	Carver Chollas Grantville Stockton	Carver Chollas Freese Grant Grantville Kennedy Stockton	Carver Chollas Freese Grant Grantville Kennedy Stockton	Carver Freese Grantville Kennedy Stockton
ORAL COMMUNICATIONS-stresses oral communications proficiency required for student mobility in and out of the school environment.	K-12		6 elementary 13 junior and senior high	12 elementary 26 junior and senior high	all schools (K-12)	all schools (K-12)
OUTDOOR EDUCATION-enables sixth grade students to spend one week in an integrated setting at a mountain camp where the outdoors provides a natural laboratory to teach respect for each other, self reliance, and conservation	6	All sixth grade students in all elementary schools participate in the program.				
PROJECT ACHIEVEMENT/PRIDE IN EXCELLENCE-expands upon the successful Project Lincoln to encourage student achievement and to foster pride in accomplishment.	6-12			Lincoln (9-12)	Lincoln (9-12)	Keiller (6-8) Bell (7-9) Memorial (7-9) Montgomery (7-9) Gompers (7-12) Lincoln (9-12) Morse (9-12) San Diego (10-12)
PROJECT PARTNERSHIP-gives pupils intensive language and math instruction. Class size is reduced and parent involvement is intensified.	PreK-K			Burbank (PreK-K)	Burbank (PreK-K)	Burbank (PreK-K)
RACE/HUMAN RELATIONS PROGRAM	K-12	Requires all district schools and offices to implement an individual plan for race/human relations based on identified needs for staff, students and community.				
VOLUNTARY ETHNIC ENROLLMENT PROGRAM (VEEP)	K-12	Encourages any pupil enrolled in a school where the minority or majority student population is over-represented to enroll in an allied school where the minority or majority student population is under-represented.				

\* None of the programs listed on this page is designed to integrate minority segregated schools. Instead these programs attempt to: (1.) Give students part-time integrated learning experiences, e.g. Balboa Park Program, Instructional Exchange, Learning Centers, Outdoor Education. (2.) Upgrade the education in minority segregated schools without using the integration tool, e.g. Achievement Goals, Indo-Chinese Center, Oral Communications, Project Achievement/Pride in Excellence Program. (3.) Better the relationships between students, e.g. Race/Human Relations Program. (4.) Desegregate majority schools, e.g. Voluntary Ethnic Enrollment Program.



INTEGRATION PROGRAMS IN  
THE 23 COURT DESIGNATED MINORITY SEGREGATED SCHOOLS (1.)  
1981-1982

MINORITY SEGREGATED SCHOOLS	INTEGRATION PROGRAM MAJORITY STUDENTS (2.)		TRADITIONAL PROGRAM MAJORITY STUDENTS		TOTAL SCHOOL MAJORITY STUDENTS		TOTAL ENROLLMENT
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
ELEMENTARY SCHOOLS							
Alber	82	14.8	---	---	82	14.8	554
Alboia	0	0.0	*	*	*	*	*
Arbuck	26	8.1	---	---	26	8.1	322
Bollins	47	8.6	---	---	47	8.6	545
Benson	75	11.4	---	---	75	11.4	658
Breese	0	0.0	*	*	*	*	*
Brown	194	36.5	---	---	194	36.5	531
Brown	108	47.2	*	*	*	*	*
Johnson	125	34.7	---	---	125	34.7	360
Kennedy	0	0.0	*	*	*	*	*
Logan	40	40.4	*	*	*	*	*
Logan	0	0.0	*	*	*	*	*
Lowell	33	8.2	---	---	33	8.2	403
Mad	25	8.5	---	---	25	8.5	293
Sherman	0	0.0	*	*	*	*	*
Stockton	0	0.0	*	*	*	*	*
Stencils Park	117	17.2	---	---	117	17.2	682
Taber	222	46.8	---	---	222	46.8	474
SECONDARY SCHOOLS							
Compton	356	62.8	*	*	*	*	*
Miller	167	28.9	---	---	167	28.9	578
Miller	44	32.1	*	*	*	*	*
Warren	549	57.0	---	---	549	57.0	963
Warren	79	43.4	*	*	*	*	*
Warren	64	38.6	*	*	*	*	*

\*Data for traditional programs has not yet been made available by the District.

- (1.) Plaintiffs have selected out the data for the minority segregated schools because desegregation of those schools is what is required by the Supreme Court.
- (2.) From the data so far released by the School District for this year it is not possible to determine the number of resident and non-resident majority students. In some cases in past years essentially all the white students in a minority school were non-residents while in other minority schools the white students are largely residents.