

Revised 6/25/80

AMENDMENTS TO
SAN DIEGO PLAN FOR RACIAL INTEGRATION

1979-82

Board of Education
San Diego Unified School District

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June 24, 1980

TABLE OF CONTENTS

I. INTRODUCTION	1
II. SUMMARY	3
III. ELEMENTARY SCHOOL PROGRAMS	5
IV. SECONDARY SCHOOL PROGRAMS	17

INTRODUCTION

The following proposed amendments to the San Diego Plan for Racial Integration result from the experiences of integration plan implementation of previous years, the advice and counsel of school district staff and students, the study of reports of court-appointed Task Force and experts, and the commitment of the San Diego City Schools' Board of Education and Superintendent to alleviate or eliminate minority racial isolation through voluntary programs of educational excellence.

The amendments are designed to strengthen continuing programs, to provide for enrollment expansion as appropriate, and to focus on educational achievement for students.

SUMMARY

Listed below is a summary of the proposed changes to the San Diego Plan for Racial Integration, 1979-82. Detailed information on these changes is included in the succeeding pages of this amendment.

It should also be noted that the proposed racial/ethnic balance goal for the various programs is 60% majority, 40% minority. This is in keeping with the current district racial/ethnic totals.

ELEMENTARY SCHOOL PROGRAMS

1. The Emerson Fundamental Magnet replaces the Emerson University Lab School Magnet which was scheduled to commence in 1980-81. (See San Diego Plan for Racial Integration 1979-82, dated June, 1979, Revised [hereinafter referred to as Plan], p. 11.)

The proposed Emerson Fundamental program and projected student enrollment is described on a proposed new page 11.

2. The Longfellow Intercultural Magnet (Plan, p. 31) has been revised to operate as a total school magnet commencing in 1980-81. The proposed new Longfellow program and projected student enrollments are described on new page 31.

3. The Spreckels Bilingual Magnet (Plan, pp. 39-40) has also been revised to operate as a total school magnet commencing in 1980-81. The proposed new Spreckels program and projected student enrollments are described on new pages 39-40.

4. The Grantville Learning Center Program (see Proposed Amendments to San Diego Plan for Racial Integration 1979-82, August 9, 1979 [hereinafter August, 1979, Amendments], pp. 57-58) and the Kennedy Learning Center Program (Plan, pp. 51-52) have both been revised to delete references to the Chollas and Fletcher Learning Centers and to indicate that those students who attend Grantville the first semester will attend Kennedy the second semester and vice versa. The revised Grantville Learning Center Program description is to be found on new pages 57-58, and the revised Kennedy Learning Center Program is found on new pages 51-52.

SECONDARY SCHOOL PROGRAMS

5. The San Diego High School Center for Communications and Commerce (See August, 1979, Amendments, p. 76) has been revised to include a new component--the Center for Foreign Language and International Development. The revised San Diego program and projected student enrollment is described on new page 76.

6. The Morse Center for Urban Studies (August, 1979, Amendments, p. 82) has also been revised to emphasize the career center orientation of this program. The revised Morse program and projected student enrollment is described on a new page 82.

7. The Secondary Intercultural Language Program at Memorial Junior High School and San Diego High School (Plan, pp. 93-94, deleted by August, 1979, Amendments, p. 93) has been reinstated to allow the continuance of the Intercultural Language Program at the secondary level. The revised Memorial and San Diego programs together with projected student enrollments are described on new pages 93-94.

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III. ELEMENTARY SCHOOL PROGRAM

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Title: EMERSON FUNDAMENTAL MAGNET

Location: Emerson Elementary, starting 1980-81 school year

Grade Level: K-6

Participants: The school will enroll resident students and majority students from schools having predominantly majority student populations. Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the school are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1980-81 Minority	573	-	573	573	87.0%
Majority	10	75	85	85	
1981-82 Minority	583	-	583	583	84.1%
Majority	10	100	110	110	

Description: The fundamental school program will stress a strong basic instructional program in reading, writing, spelling, speaking, and mathematics. Instruction in history and structure of government as well as respect for authority, courtesy, and patriotism, will be emphasized. Clearly defined standards of conduct and dress will be established, to which parents will be requested to agree.

Characteristics of a Fundamental School program will be:

- ..Emphasis on basic skills
- ..Strict code of discipline
- ..Homework on a regular basis
- ..Requirement for dress and appearance
- ..Requirements for promotion
- ..Reporting pupil progress by letter grades, checklists, and conference

The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. Students enrolled in this elementary program will have the option to continue the program at the junior high school level.

Program Organization: The total school will operate as a magnet. All classes, programs, and activities of the school will be available equally to resident and non-resident students. Students will be randomly assigned to age-graded classrooms.

Title: LONGFELLOW INTERCULTURAL LANGUAGE MAGNET (SPANISH)

Location: Longfellow Elementary

Grade Level: K-6

Participants: The school enrolls ~~non-resident~~ majority students from predominantly majority schools from within the area bounded by Interstate 8 on the south, Interstate 5 on the west, State 52 on the north, and State 163/Interstate 805 on the east, and minority students from ~~minority-isolated-and~~ other schools having predominantly minority student populations.

Projected enrollment in the magnet school program, ~~including number-of-resident-and-non-resident-students~~, is detailed below, as well as the enrollment and percentage of minority students in the ~~total~~ school.

	Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1979-80 Minority	2	187	189	202	37.3%
Majority	38	173	211	339	
Revised 1980-81 Minority	-	202	202	202	43.7%
6/24/80 Majority	-	260	260	260	
1981-82 Minority	-	202	202	202	43.7%
Majority	-	260	260	260	

Description: English-speaking students in this program develop oral proficiency and literacy in Spanish as well as English. During the entry year (kindergarten, ~~or~~ first grade or second grade) all instruction is conducted in the Spanish language. As students progress through subsequent grade levels, English is introduced and gradually increased. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

Program Organization: ~~The Intercultural Language Program functions as a program within the school. Non-resident and resident students who enroll in this program participate in age-graded, self-contained classrooms.~~

(New page 31, San Diego Plan for Racial Integration 1979-82, revised)

~~All students, both resident and non-resident, participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, are conducted in integrated groups.~~

The total school operates as a magnet.

Revised
June, 1980

The Intercultural Language Program is utilized in all classrooms and for all students throughout the school. Students are assigned randomly to all classrooms. All students participate in all aspects of the school program.

Title: SPRECKELS BILINGUAL MAGNET (SPANISH)

Location: Spreckels Elementary

Grade Level: K-6

Participants: The program includes resident students and non-resident minority students from schools having predominantly minority student populations.

Projected student enrollment ~~in the magnet school program~~, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

		<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
Revised 6/24/80	1979-80 Minority	10	120	130	168	27.3%
	Majority	158	-	158	447	
	1980-81 Minority	27	250	277	277	40.7%
	Majority	423	-	423	423	
	1981-82 Minority	27	280	307	307	43.5%
	Majority	423	-	423	423	

Description: The Bilingual Education Magnet program emphasizes multi-cultural education and an instructional program which produces students fluent in two languages, English and Spanish. The program includes: (1) language and basic skills development in Spanish; (2) selected content area instruction in Spanish and English; (3) language and basic skills development in English; (4) development of awareness of customs and values of divergent cultures, including those of languages taught.

In this program, pupils learn the second language gradually, starting with relatively brief periods in the instructional day. This is the traditional approach to second-language learning.

In bilingual education classes the pupils enrolled are mixed linguistically: ~~approximately-half~~ some of the pupils speak Spanish as their primary or dominant language; ~~the other-half~~ others speak English. In addition to the teachers, pupils serve as language models for the pupils speaking the other language. The pupils natively speaking one language also acquire idiomatic language from the pupils speaking the other language. Also, the natural interaction of the pupils

leads to cultural transmission on a pupil-to-pupil basis. This is in contrast with the Intercultural Language Magnet program, in which cultural and language transmissions is the sole responsibility of the teachers. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

The Spreckels Bilingual Magnet is a mirror magnet. It provides an option for minority students from minority-isolated and other schools that is otherwise not available to these students.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

Program
Organization:

~~The bilingual program functions as a program within the school. Non-resident and resident students who participate in the program are assigned to a team of two teachers, one Spanish-speaking and the other English-speaking. Approximately half the time is spent with each teacher. Classes are age-graded.~~

~~All students, both resident and non-resident, participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, are conducted in integrated groups.~~

Revised
June, 1980

The total school operates as a magnet. All classes, programs, and activities of the school are available equally to resident and non-resident students. Students are randomly assigned to age-graded, self-contained classrooms.

Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Grantville Elementary

Grade Level: 4-6

Participants: Classroom groups of students are assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools are not eligible for participation.

	Resident Students in Program	Non-Resident Students from Racially-Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80 Minority	0	586	119	705	39.2%
Majority	0	30	1064	1094	
1980-81 Minority	0	584	119	703	39.1%
Majority	0	33	1064	1097	
1981-82 Minority	0	584	119	703	39.1%
Majority	0	33	1064	1097	

Description: The curriculum content ~~will be~~ is developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics, and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

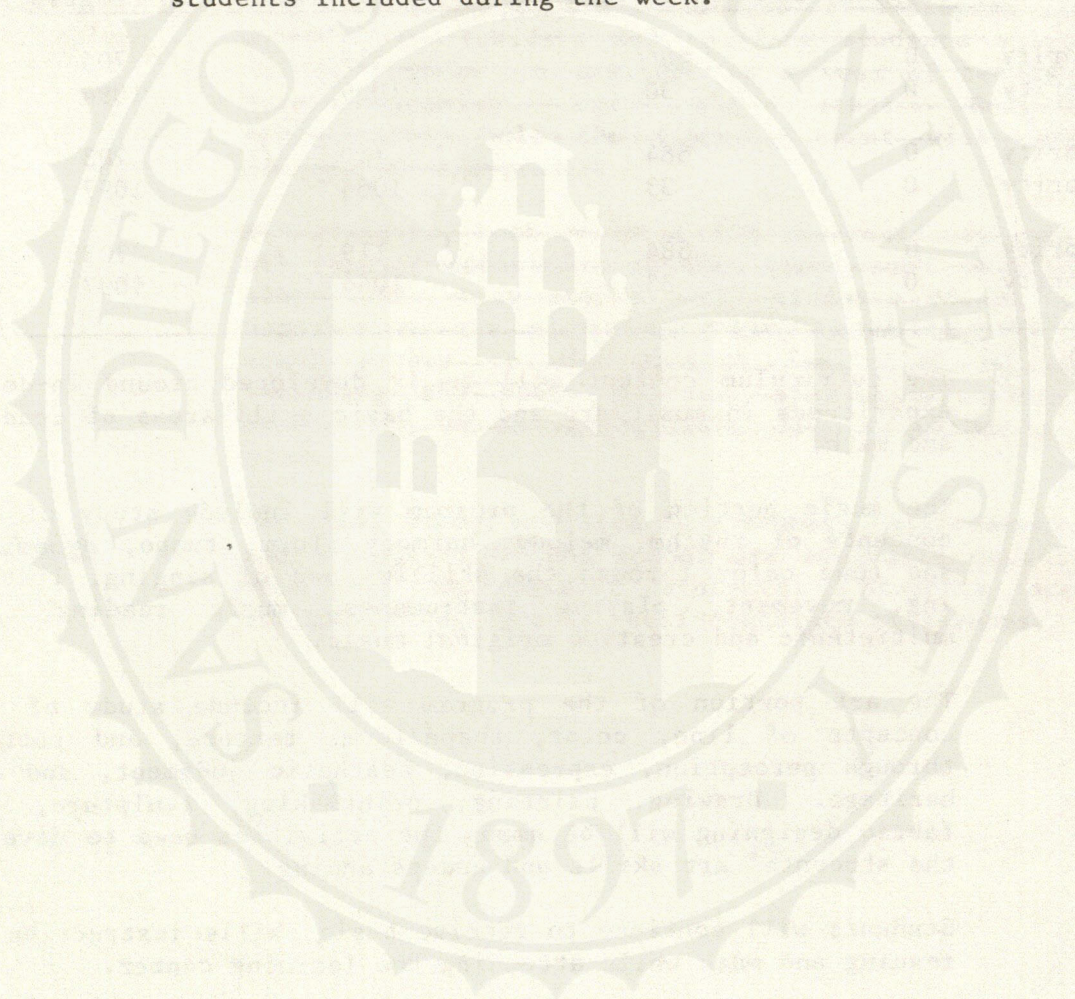
Revised
June, 1980

Students assigned to participate in this program will attend Grantville during the first semester and subsequently attend the Kennedy Learning Center for the second semester. Likewise, students attending Kennedy will attend the Grantville Learning Center for the second semester. At the end of the year all students will have participated in both the music/art center and the science/physical education/health center.

~~The second music/art learning center will be implemented at the beginning of the second semester and will operate in conjunction with the Kennedy Science/Physical Education/Health Learning Center. In subsequent years, students assigned to participate in this program will attend Grantville during the first semester and the Kennedy Learning Center for the second semester. At the end of the year, all 1800 students will have participated in both the music/art center and the science/physical education/health center.~~

Program
Organization:

Each day 360 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 1800 students included during the week.



Title: SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

Location: Kennedy Elementary, ~~starting 1979-80 school year~~

Grade Level: 4-6

Participants: Classroom groups of students ~~will--be~~ are assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will are not eligible for participation.

	Resident Students in Program	Non-Resident Students from Racially-Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80 Minority	246	49	59	354	39.4%
Majority	4	1	541	546	
Revised 6/24/80					
1980-81 Minority	246	49	58	353	39.2%
Majority	4	1	542	547	
1981-82 Minority	246	49	58	353	39.2%
Majority	4	1	542	547	

Description: The curriculum content ~~will--be~~ is developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include studies of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics, and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

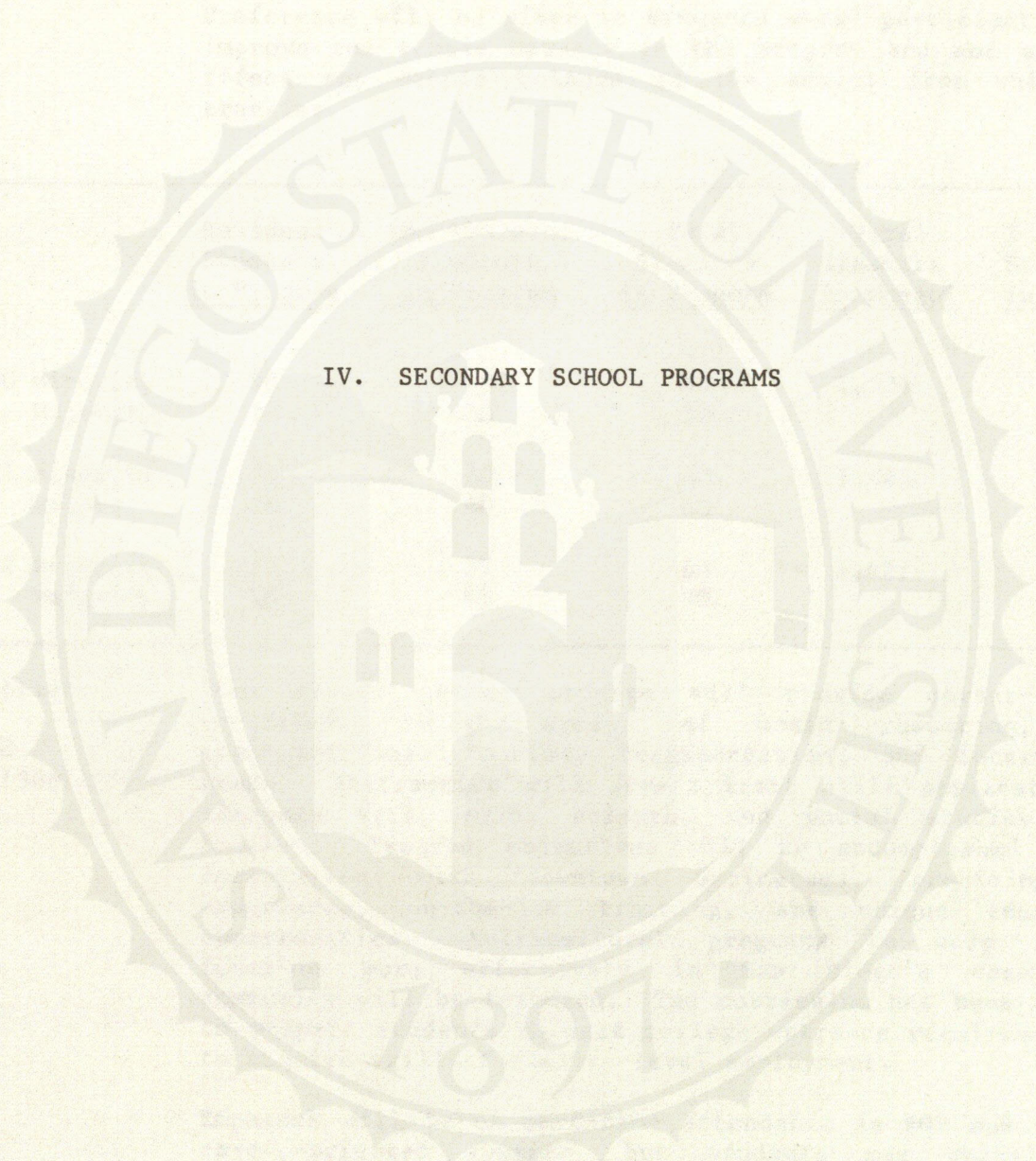
Revised
June, 1980

Students assigned to participate in this program attend Kennedy during the first semester and subsequently attend the Grantville Learning Center for the second semester. Likewise, students attending Grantville will attend the Kennedy

Learning Center for the second semester. At the end of the year all students will have participated in both the music/art center and the science/physical education/health center.

Program Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Organization:

The seal of San Diego State University is a large, circular emblem with a serrated outer edge. Inside the circle, the words "SAN DIEGO STATE UNIVERSITY" are written in a serif font, curving around the top and sides. In the center of the seal is a depiction of a building with a prominent tower and arched windows. Below the building, the year "1897" is inscribed.

IV. SECONDARY SCHOOL PROGRAMS

Title: CENTER FOR COMMUNICATIONS AND COMMERCE

Location: San Diego High School

Grade Level: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. The long-range enrollment goal is 300 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	20	30	50	1,736	79.1%
Majority	20	30	50		
1980-81 Minority	20	20	40	1,445	76.3%
Majority	20	40	60		
1981-82 Minority	25	35	60	1,421	74.2%
Majority	25	65	90		

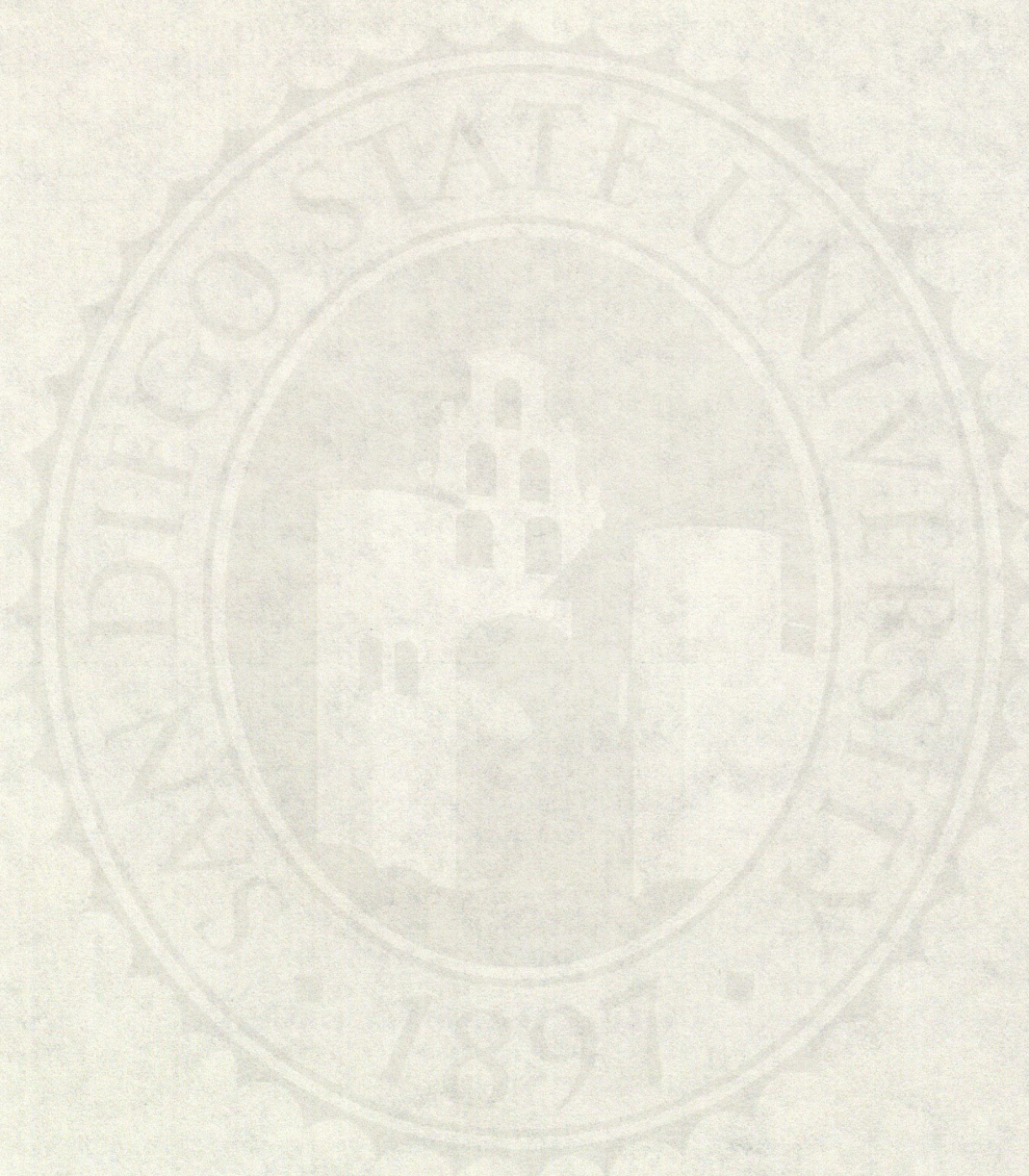
Description: This career center program will provide career-oriented offerings in the areas of media production, telecommunications, tourism, transportation, and international trade. Instruction will stress basic skill applications in language arts, math, science, and social studies competencies. Program objectives will be accomplished through cooperation with downtown businesses, providing work experience, on-the-job training, and unique educational opportunities. Multicultural programs to help students function more effectively in San Diego's cosmopolitan community will be featured. The curriculum has been designed to prepare students to meet college entrance requirements and to acquire skills for entry-level employment.

Revised
June, 1980

Emphasis will be on part-time attendance in ROP and district career-oriented courses, but students may enroll in a full-time high school instructional program.

A new component, the Center for Foreign Language and International Studies, will be implemented on a limited scale by September 1980. With a year of planning during 1980-81, a comprehensive program blending foreign language instruction, commerce, and international studies will be developed for

implementation in September 1981. Community-based educational opportunities will provide career-oriented students with field experiences in a wide variety of San Diego's international marketplace.



Title: CENTER FOR URBAN STUDIES

Location: Morse High School

Grade Level: 10-12

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 65% or more majority student population
2. Resident students currently enrolled at Morse
3. Minority students from minority-isolated and imbalanced schools

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	30	20	50	1,993	75.2%
Majority	20	80	100		
1980-81 Minority	20	20	40	1,819	80.5%
Majority	20	40	60		
1981-82 Minority	25	35	60	2,007	79.0%
Majority	25	65	90		

Description: The Center for Urban Studies is a district career center with courses in the career areas of law enforcement, education, and social services. ROP and district specialized courses such as Child Development, Community Services Officer, and Education Services will be offered. Students who have an interest in becoming counselors, firefighters, police officers, probation officers, teachers, urban planners, or other public service occupations will be brought into close contact with professionals who work in these types of jobs in San Diego. On-the-job training and work experience will be available to participants. Emphasis will be on part-time attendance in ROP and district career-oriented courses, but students may enroll in a full-time high school instructional program.

Revised
June, 1980

Students will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Each student will have the opportunity to certify entry-level job skills prior to completion of the program. Students are ready for employment; for example, when they successfully complete the Child Development Aide, Recreation Aide, Protective Services/Security Guard, and/or Community Service/Law Enforcement programs.

In addition to the Urban Studies offerings, a new aviation/aerospace program will be implemented. A three-year course of study utilizing the Academic Awareness Program and student interest in military and aviation careers will provide educational opportunities in basic aeronautics, ground school operations, flight instruction, aviation technology and related fields.

This is a career center program. Students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the career center program and then returning to their schools of geographic residence for one or more periods of instruction. A regular instructional program will be offered at Morse for other 10-12th grade resident students.

Title: SECONDARY INTERCULTURAL LANGUAGE PROGRAM (SPANISH)

Location: Memorial Junior High School, ~~starting 1978-79 school year,~~
San Diego High School, starting 1981-82 school year.

Grade Level: 7-9 (1980-81), 7-10 (1981-82)

Grades 11 and 12 will be added as students progress annually after 1981-82.

Participants: The ethnic balance goal for this program is 60% majority and 40% minority. In the final selection of applicants, consideration will be given to the following:

1. Sixth-grade graduates of elementary Intercultural Language Schools
2. Sixth-grade majority student graduates of the Title VII Bilingual Education project (Title VII is a federally funded demonstration project for bilingual education. It has involved approximately 554 students at five elementary schools. The participants in the project include limited-English-speaking as well as fluent English-speaking students.)
3. Majority students from schools with 60% or more majority student population
4. Resident students currently enrolled at Memorial
5. Minority students from minority-isolated and imbalanced schools

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
<u>Jr. High</u>					
1980-81 Minority	10	10	20	912	90.7%
Majority	5	35	40		
1981-82 Minority	10	15	25	987	90.0%
Majority	5	45	50		

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>* Total Students in School</u>	<u>% Minority Students in School</u>
<u>Sr. High</u>					
1980-81 Minority	-	-	-	1,445	76.3%
Majority	-	-	-		
1981-82 Minority	40	40	80	1,421	73.9%
Majority	30	90	120		

Description: This program is designed to extend the elementary Intercultural Language Schools and the ESEA Title VII Bilingual Program into the secondary school. The entry-level program is designed for seventh-grade students with no previous second-language instruction. Instruction and experiences are provided in two languages in specified subject areas. The program was initiated at the seventh grade in 1978 with additional grade levels added in subsequent years.

In 1978-79 the program was designed for seventh-grade students and had a strong emphasis on basic skills included in the following content areas:

1. Spanish language development
2. English language development
3. Selected subjects taught in Spanish (i.e., music, art, physical education, mathematics, and science)
4. Selected subjects taught in English (i.e., language arts, social studies, and practical arts)

Students meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Program Organization: This is a magnet program within the schools. Participants are in a full-day program at the school. They spend three or four hours of instruction within the language program, with the remainder of instructional time scheduled in other subjects regularly offered at the school. A regular instructional program is offered at San Diego and Memorial for other resident students, with grades 7-9 at Memorial and with grades 10-12 at San Diego.

*Includes students in Center for Communications and Commerce and Secondary Intercultural Language Program