

INTRODUCTION

The San Diego Integration Task Force (ITF) has completed its third year as the court's local community-wide monitor of the plan to integrate the city's schools. The ITF began its third year with 22 members, losing one of its members to the Board of Education as that person's services as a consultant were requested by the Board. This person was replaced on the ITF and the year was completed with 22 members. Eight of the twenty-two members have served all three years while three of the members have served for two years. The membership of the ITF reflects a very good balance of ethnicity as well as community perspectives.

During the ITF's first year it concerned itself mainly with how the numbers were looking in regard to desegregating the 23 racially isolated schools, investigating the race/human relations program, getting a feel of the Board members and district personnel, and generally trying to determine whether progress was being made. The second year of the ITF focused heavily on the question of quality education in the 23 schools while continuing to look at the same areas it examined during its first year. The third year of the ITF was spread rather evenly among the areas of desegregating the 23 schools, quality education in those 23 schools and race/human relations. The ITF was divided into five subcommittees; race/human relations, learning centers and exchange programs, VEEP, and overall planning, which examined everything else contained in the court's charge that was not covered with the other committees. In addition, the ITF established a human relations task force independent and completely autonomous to the ITF. The membership of ^{this} task force consisted of persons with a background and expertise in the area of race/human relations. The ITF also had monitors who spent many hours observing at school sites. Most of these monitors served for three years.

The opinions, judgements, and conclusions contained in this report are based on information provided by the above mentioned committees, task force and monitors as well as direct contact formally and informally with district central administrators, site administrators and school board members. However, there are two areas of the ITF's work that were not part of any of the committees. These areas are communication and relationships between the ITF and the school board, ~~and~~ district superintendant and his staff; and the San Diego community's perception of the 23 racially isolated schools. Much energy and time was devoted to trying to effect better communication and understanding between the ITF and district boardmembers and staff. The same efforts were devoted to assisting the district in creating a more balanced perception of the 23 schools by encouraging the media to look for and report more on positive activities occuring in those schools. The chairman, 1st vice chairwoman and individual members of the ITF were involved in these areas. The information gathered from all of the sources and activities mentioned above has helped the ITF reach the conclusions reflected in the statements and recommendations contained in this report.

Morris:

The preeminent responsibilities of the San Diego Unified School District from the perspective of the charge of the Integration Task Force must be the integration of the twenty three racially isolated schools and the successful education of the students attending those schools.

The charge of the Integration Task Force is to monitor the adequacy of the programs designed to achieve these dual and unseparable goals.

Unfortunately, by whatever standard one wishes to utilize, ^{the} ~~neither of~~ ^{of integration is not} ^{Insert Madigan A} these goals ~~is~~ within sight of achievement. ^{It} is the considered judgement of this task force that ~~neither~~ the administrative leadership of the district ~~nor~~ ^{has not} the elected members of the school board have demonstrated the commitment, leadership, dedication, or innovative capability to succeed in these areas.] To do so would require not only a commitment to desegregate the San Diego City Schools but a passionate attachment and devotion to the ideals of equality in American life and the belief in the potential for achievement of all students under the charge of the administrators and board of the San Diego Unified School District.

It is the considered judgement of this task force that the dual goals of integration and quality education are made virtually impossible without the development of a districtwide systematized race/human relations program. While there are individual instances of San Diego Schools successfully developing race/human relations programs, unfortunately these individual instances are far outweighed by many programs written, but not utilized, by hostility from district personnel to the concept of the program, and by the fragmented nature of the program as presently organized. The lack of apparently any form of quality control and the apparent concentration on numbers of programs rather than effectiveness of programs makes the entire race/human relations attempt developed by the San Diego City Schools less effective than possible.

MC →

INTEGRATION TASK FORCE

D R A F T

The overriding responsibility of the San Diego Unified School District should be the integration of 23 racially isolated schools. The responsibility of this Task Force is to monitor the success or failure of that program. It is the opinion of this Task Force that San Diego Unified will not succeed in the integration of its minority isolated schools until the leadership of this district accepts not only the responsibility for doing so, but develops a commitment and a passion for doing so.

A It is the opinion of the Task Force that two elements of the court-ordered plan lend themselves particularly well to laying the groundwork for integration. They are ~~a~~ quality education ^{for all students} and a universal race human relations program.

We find some evidence that this district is beginning to respond to the necessity for a uniformly excellent educational program. We are encouraged by the progress of the Achievement Goals Program. We believe that the nature of AGP, requiring each student to demonstrate competence before moving on to a higher level, ~~each facet of his educational program~~ is essential. We believe that the same level of commitment must be developed for the bilingual elements of AGP. Students must have the same uniform standards of performance in a bilingual setting while they learn standard English.

We believe that standard English must be an ongoing part

Relia's Report

Brown:

There is one area in which considerable progress has been made. The ITF and the Board of Education have increased the level of inter-communication significantly. We would like to emphatically state that the Board president in particular, and the Board members have consistently been available, concerned and involved in the matters concerning school integration and quality education. However, we recognize that the Board is a part-time body attempting to fulfill the duties that require full time attention.

While the Board members are commended for their time and interest shown over the past year, the initiative needed to cause changes in the areas of desegregation and quality education has not been evident. Such initiative has come from the judge presiding over the integration plan. The Board has not caused the central administration of the school district to be proactive instead of reactive. Creative ideas which address the areas of low test scores, mis^{per}ception of southeast schools, segregated schools and an inadequate race/human relations program, should come from the district and not from the ITF and the judge. So far these ideas which have resulted in changes that could cause significant improvement have come from the presiding judge and not from the school district. This demonstrates, in our opinion, that there still remains a need for the Board to take full control of the district's integration program and identify what gains it wants to see, when it wants to see them and charge the superintendant with the mandate to deliver.

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Should be in Delta's report.

of each class in each subject in each school. While there seems to be some instances where standard English is being emphasized within the _____ program, we find that the level of energy and commitment district wide is not there. There can be no greater injustice of a child in this district than to fail to teach him the language that he must know in order to succeed as an adult in this community.

add to

It is the opinion of the Task Force that the school district has failed in its attempt to implement a systematic race human relations program. There are individual instances of successful race human relations program, but those individual instances are far outweighed by many programs written, but not utilized and by hostility among district personnel to the concept of the program.

add to Martin MC

It is the recommendation of this Task Force that the district develop and implement, with the assistance of outside experts, a systematic, comprehensive race human relations program throughout San Diego Unified during the course of this summer. Such a task is, in the view of the Task Force, 3 years late in its undertaking, and its lack of development and implementation can no longer be tolerated.

Finally, while we believe there are many individuals within the San Diego City Schools passionately concerned and dedicated to the education ^{of integration} of our children, we unfortunately believe that that dedication and that passion for ~~education~~ are not as widespread as they should be. As long as there are teachers and administrators who believe that there are certain children who are simply uneducable and that the determination of the success or failure of students can be instantly gauged either by the socio-economic level of the student or the color of his skin, is intolerable in a democratic society. We demand that the school system reflect by its actions and programs the belief that every single student attending San Diego City Unified School District is not only capable of but deserving of the finest possible educational product that can be developed by our commitment, our ideals and our passion for equality.

After three years of observations, the Task Force can sum up the status of the Race/Human Relations Program in a few words - it's not working. Although there are examples of good programs and committed, dedicated people involved in the district, the Race/Human Relations Program, generally, is viewed by teachers, students and parents as a waste of time and of questionable value.

There are major programmatic and organizational problems with the Race/Human Relations Program. Most serious of which is the finding that the current race/human relations efforts is not a program, but a series of unrelated, disconnected activities. Contributing to the sad state of affairs which the Race/Human Relations Program finds itself in, is the lack of priority or commitment to this effort. Although the staff person responsible for the Race/Human Relations Program reports directly to the Superintendent, in reality and in practice, he does not have the authority to institute effective programs throughout the district.

The report which follows summarizes the findings. The Task Force strongly recommends to the Court that if voluntary integration is to succeed, a strong, goal-oriented Race/Human Relations Program must be effectuated concurrently with quality academic programs. During the first year of the Task Force's existence, we received feedback that the race/human relations efforts needed strengthening. Two years later, we do not see much progress. There were complaints that the race/human relations activities were more form than substance, that schools' staff went through the motions without any real commitment or enthusiasm in what they were doing. It is our opinion that the status of the Race/Human Relations Program has not changed.

The Race/Human Relations Program needs a major overhaul. Time, expertise and effort must be provided this summer to revamp the race/human relations effort to transform it into a substantive program. Experts are available in San Diego who may be engaged to assist in this planning effort which would include planned programs aimed at behavioral results for both students and teachers. Concurrently, the organizational structure and placement of the Race/Human Relations Program needs to be changed and effective monitoring and evaluation needs to be instituted.