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I.1

REPORT OF

THE SAN DIEGO PLAN

FOR RACIAL INTEGRATION

1983-84

BOARD OF EDUCATION
San Diego Unified School District

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INTRODUCTION

This report reflects the current status of the San Diego Plan for Racial Integration for the school year 1983-84. The purpose of the report is to give a statistical and descriptive account of integration goals and accomplishments. As this is the seventh such report to be presented to the court, it follows the design and format of the previous ones in order to facilitate comparisons between reports.

Although norm-referenced testing data are an integral part of the overall integration plan, they will be reported under separate cover due to length and complexity. At that time, a statistical analysis of the test data will be presented. Additional reports on other aspects of the plan for racial integration will be presented as they are completed. Specifically, reports centering on the Race/Human Relations Program and the monitoring of schools by the Community Relations and Integration Services Division will be forthcoming.

Data from various components were used in this report to provide information related to progress in integration during the 1983-84 school year. The components are:

- The Pupil Ethnic Census Report.
- The number of minority, minority-isolated[1/] and majority students in each integration program.
- A comparison of the number of students enrolled in the various integration programs in relationship to the goals for the San Diego Plan for Racial Integration, as amended.

1/ A minority-isolated student is one whose school of geographic residence is a court-identified minority-isolated school.

Program descriptions intended to highlight the programs that enhance the educational opportunities in minority-isolated schools and the development and adjustment of students in the various integration programs.

REPORTS

A. THE PUPIL ETHNIC CENSUS

The Pupil Ethnic Census Report reflects the ethnicity of the school district on a school-by-school basis. It is prepared by using one or both of the following:

- A visual identification based on the racial/ethnic background of the student.
- The parent's verbal or written identification of the student's racial/ethnic background.

The tables present the percentages of students that fit the major ethnic groups depicted in elementary and secondary schools, plus an overall total. A copy of this year's Pupil Ethnic Census Report dated November, 1983 is attached as Appendix A.

Table 1, Ethnic Report Summary--Total School District shows the enrollment trends for majority and minority students from school year 1976-77 through 1983-84. Since 1976, majority enrollment in elementary schools declined from 41,397 to 27,148; minority enrollment grew from 22,966 to 32,520. In secondary schools, majority enrollment declined from 37,914 to 26,733; while minority enrollment grew from 17,610 to 23,454. Overall, combined district figures show a majority student decline from 79,311 to 53,881, and a minority student increase from 40,576 to 55,974. For the first time, during the reporting period, the total minority enrollment has exceeded the majority enrollment. Perhaps it is also important to note that total district enrollment, for the first time since 1976-77, is up rather than continuing a downward trend. Percentagewise from 1977 to the present, minority enrollment districtwide has increased from 33.9% to 50.9%, while majority figures have decreased from 66.2% to 49.1%. Since the 1982-83 school year, the district lost 1,216 majority students (a decrease of

TABLE 1

ETHNIC REPORT SUMMARY--TOTAL SCHOOL DISTRICT[1/]

District Enrollments	Elementary				Secondary				Total			
	1976-77	1981-82	1982-83	1983-84	1976-77	1981-82	1982-83	1983-84	1976-77	1981-82	1982-83	1983-84
Majority	41,397	29,386	27,619	27,148	37,914	28,103	27,478	26,733	79,311	57,489	55,097	53,881
Minority	22,966	30,986	31,642	32,520	17,610	21,926	22,799	23,454	40,576	52,912	54,441	55,974
TOTAL	64,363	60,372	59,261	59,668	55,524	50,029	50,277	50,187	119,887	110,401	109,538	109,855
Percent Minority	35.7	51.3	53.4	54.5	31.7	43.8	45.4	46.7	33.9	47.9	49.7	50.9

TABLE 2

ETHNIC REPORT SUMMARY FOR THE 23[2/] MINORITY-ISOLATED SCHOOLS[1/]

Enrollments	Elementary				Secondary				Total			
	1976-77	1981-82	1982-83	1983-84	1976-77	1981-82	1982-83	1983-84	1976-77	1981-82	1982-83	1983-84
Majority Enrolled	534	1,492	1,675	1,881	616	737	792	856	1,150	2,229	2,467	2,737
Minority Enrolled	9,282	9,165	9,315	9,599	4,892	3,885	3,599	3,607	14,174	13,050	12,914	13,206
Percent of District Minority Enrolled in Minority-Isolated Schools	40.4	29.6	29.4	29.5	27.8	17.7	15.8	15.4	34.9	24.7	23.7	23.6

1/ Based on October enrollment figures for 1976-77 and November enrollment figures for 1981-82, 1982-83, and 1983-84. Figures adjusted to exclude students not ethnically identified and does not include students with home teachers or physically handicapped students in instutional programs.

2/ O'Farrell no longer has geographic boundaries. Only 22 schools are included.

2.2%) and gained 1,533 minority students (an increase of 2.8%). This continues the trend observed over the length of the reporting period.

Table 2, Ethnic Report Summary for the Minority-Isolated Schools (preceding page) shows the majority/minority census enrollment for the 23 schools originally designated as minority-isolated in the 1977 court order from 1976 through the present. Its main purpose is to reflect the percentages of total district minority students enrolled in any of the 23 court-identified minority-isolated schools. The trend over time is recorded across the bottom row of the chart. From 1976 to the present, minority student enrollment in isolated schools has dropped from 40.4% to 29.5% for elementary students, 27.8% to 15.4% for secondary students and 34.9% to 23.6% for the district as a whole. From the 1982-83 school year to 1983-84, there was an increase of 292 minority students enrolled in isolated schools, coupled with an increase, over the same time period, of 270 majority students enrolled. At the same time, total districtwide enrollments of minorities were increasing, while majority enrollments were decreasing. The majority population in the minority-isolated schools has doubled since 1976 from 1,150 to 2,737. It should be noted that data from 1981 on reflect only 22 isolated schools instead of the original 23, as the O'Farrell Jr. High site was closed to become the School of Creative and Performing Arts (SCPA). This action was taken as part of the overall district integration plan.

Table 3, Schools Listed by Percent Minority shows the current status of all district schools with reference to the percentage of minority students enrolled. The table reflects the school years 1976 to the present and is organized by grouping schools in increments of 10 percent, with schools containing the highest percentage of minority students listed toward the top of a given year. For instance in the 90 to 100 percent of minority enrollment range, the district had 20 schools in 1976, a number which improved to 6 schools in 1984.

TABLE 3

SCHOOLS LISTED BY PERCENT MINORITY

Percent Minority	1976-77		1982-83		1983-84	
90 - 100%	Baker	Logan	Balboa		Balboa	
	Balboa	Lowell	Kennedy		Kennedy	
	Burbank	Mead	Knox		Logan	
	Chollas	Sherman	Logan		Sherman	
	Emerson	Stockton	Sherman		Stockton	
	Fulton	Valencia Park	Stockton		Lincoln	
	Horton	Webster	Lincoln			
	Johnson	Gompers				
	Kennedy	Memorial				
	Knox	Lincoln				
80 - 90	O'Farrell		Burbank	Memorial	Burbank	Mead
			Emerson	Morse	Emerson	Valencia Park
			Freese		Freese	Washington
			Horton		Horton	Memorial
			Linda Vista		Knox	Morse
			Valencia Park		Linda Vista	
70 - 80	Freese		Audubon	Lowell	Audubon	Lowell
	Morse		Baker	Mead	Baker	Paradise Hills
	San Diego		Boone	Paradise Hills	Boone	Perry
			Brooklyn	Perry	Brooklyn	San Diego
			Carson	Washington	Carson	
			Central	Keiller	Central	
			Chollas	San Diego	Chollas	
			Euclid		Euclid	
60 - 70	Audubon		Fulton	Gompers	Edison	Penn
	Boone		Hamilton		Fulton	Rowan
	Encanto		Jackson		Hamilton	Keiller
	Paradise Hills		Johnson		Jackson	Bell
	Keiller		Lee		Johnson	Montgomery
	Bell		Marshall		Lee	Hoover
			Penn		Marshall	Gompers
			Bell		Montezuma	
50 - 60	Central		Adams	Rowan	Adams	Mann
	Lee		Birney	Scripps	Birney	Marston
	Linda Vista		Cadman	Webster	Cadman	Wilson
	Oak Park		Darnall	Mann	Carver	Crawford
	Perry		Dewey	Marston	Darnall	Kearny
	Washington		Edison	Montgomery	Dewey	Wright Bros.
			Encanto	Wilson	Encanto	
			Fletcher	Crawford	Fletcher	
			Jefferson	Hoover	Jefferson	
			Montezuma	Kearny	Lindbergh	
			Rolando Park	Wright Bros.	Webster	
40 - 50	Brooklyn		Alcott	Oak Park	Angier	Rolando Park
	Carson		Angier	Pacific Beach	Bay Park	Ross
	Dewey		Barnard	Ross	Chesterton	Silver Gate
	Euclid		Carver	Sequoia	Florence	Spreckels
	Hamilton		Chesterton	Silver Gate	Foster	Torrey Pines
	Marshall		Decatur	Spreckels	Franklin	Whittier
	Penn		Florence	Torrey Pines	Fremont	Einstein
	Rowan		Franklin	Collier	Green	Hale
			Fremont	Einstein	Hancock	Muirlands
			Grant	Muirlands	Hardy	Pacific Beach
			Green	Roosevelt	Hawthorne	Pershing
			Hancock	Clairemont	Hickman	Roosevelt
			Hardy	Madison	La Jolla	Clairemont
			La Jolla	S.C.P.A.	Longfellow	Madison
			Lindbergh		Mason	S.C.P.A.
			Longfellow		Oak Park	Muir
			Mason		Pacific Beach	

SCHOOLS LISTED BY PERCENT MINORITY

Percent Minority	1976-77		1982-83		1983-84	
30 - 40%	Breen		Bay Park	Miller	Alcott	Miller
	Darnall		Bayview Terrace	Ocean Beach	Barnard	Ocean Beach
	Edison		Benchley/	Sandburg	Bayview Terrace	Sandburg
	Fremont		Weinberger	Stevenson	Benchley/	Sequoia
	Jackson		Breen	Sunset View	Weinberger	Stevenson
	Mason		Clay	Walker	Bird Rock	Sunset View
	Muir		Crown Point	Wegeforth	Breen	Walker
	Mann		Cubberley	Whitman	Cabrillo	Wegeforth
	Montgomery		Dailard	Whittier	Clay	Farb
	Roosevelt		Ericson	Farb	Cubberley	Correia
	Wilson		Field	Hale	Dailard	Lewis
	Crawford		Foster	Pacific Beach	Ericson	Serra
	Hoover		Hawthorne	Pershing	Field	Taft
	Wright Bros.		Hickman	Serra	Grant	Wangenheim
			Jones	Taft	Jones	Henry
			Juarez	Wangenheim	Juarez	Mira Mesa
			Lafayette	Muir	Lafayette	Serra
			Mc Kinley	Mira Mesa	Mac Dowell	
20 - 30	Adams	Mc Kinley	Andersen	La Jolla	Andersen	
	Andersen	Miller	Bird Rock	Mission Bay	Crown Point	
	Angier	Montezuma	Cabrillo	Point Loma	Curie	
	Bayview Terrace	Sandburg	Cleveland	University City	Doyle	
	Birney	Sequoia	Doyle		Hearst	
	Carver	Stevenson	Farnum		Marcy	
	Chesterson	Schweitzer	Forward		Mc Kinley	
	Cubberley	Walker	Gage		Miramar Ranch	
	Ericson	Collier	Holmes		Toler	
	Field	Einstein	Mac Dowell		Whitman	
	Fletcher	Hale	Marcy		Standley	
	Grantville	Lewis	Miramar Ranch		La Jolla	
	Hancock	Marston	Toler		Mission Bay	
	Hardy	Pershing	Dana		Point Loma	
	Hickman	Kearny	Lewis		University City	
	Jefferson	Mira Mesa	Standley			
	Lindbergh		Henry			
10 - 20	Alcott	Riley	Curie		Gage	
	Barnard	Rolando Park	Hearst		Holmes	
	Bay Park	Ross	Jerabek		Jerabek	
	Beale	Silver Gate	Loma Portal		Loma Portal	
	Benchley	Tierrasanta	Marvin		Mason	
	Cadman	Torrey Pines	Sessions		Sessions	
	Clay	Wegeforth	Tierrasanta		Tierrasanta	
	Cleveland	Whitman	Vista Grande		Vista Grande	
	Crown Point	Whittier				
	Farnum	Wiggin				
	Florence	Dana				
	Franklin	Muirlands				
	Hawthorne	Pacific Beach				
	Holmes	Standley				
	Jones	Taft				
	Juarez	Clairemont				
	Lafayette	Henry				
	La Jolla	Madison				
	MacDowell	Point Loma				
	Marcy	Serra				
0 - 10	Bird Rock	Marvin				
	Cabrillo	Miramar Ranch				
	Curie	Ocean Beach				
	Dailard	Pacific Beach				
	Decatur	Scripps				
	Forward	Sessions				
	Foster	Spreckels				
	Gage	Sunset View				
	Grant	Toler				
	Green	Weinberger				
	Hearst	La Jolla				
	Loma Portal	Mission Bay				
	Longfellow					

In 1976, 25 schools were listed as having 0 to 10 percent minority enrollment; today, no schools fit that category. A dramatic movement of schools toward ethnic balance has taken place. In the 40 to 60 percent range of minority enrollment, there were 14 schools in 1976; now there are 50 schools that fit this category. This movement is illustrated by schools like Webster and Foster elementary schools. In 1976, Webster was in the 90 to 100 percent minority range and in 1984 has moved to the 50 to 60 percent range. Foster Elementary moved from 0 to 10 percent minority in 1976 to 40 to 50 percent minority in 1984. Although not all schools have shown this magnitude of movement, many schools have moved towards or into the central categories.

Table 4, Enrollment Statistics-Isolated Schools depicts how the number and percentages of students in minority-isolated schools have changed since 1976. Baker Elementary School has changed from a school with 1.2% majority to a 26.0% majority enrollment. Some schools have changed very little: Balboa was 6.4% majority in 1976, and today is only 7.5% majority. Overall, majority enrollment in minority-isolated schools has increased from 7.5% in 1979, to 19.5% presently. While several schools have become less isolated during 1983-84, out of the original 20 schools which have less than 10% majority, six school sites remain isolated.

Table 5, Number and Percents of Various Minority Groups represents the trend changes, over time, that reflect the demographic make-up of the district as a whole. The most dramatic rise over time appears to be the Asian minority group which has grown from 5.2% in 1976 to 15.2% in 1984. Black and Hispanic groups have changed their relative positions. The Black group was at 14.5% in 1976 and has grown to its present level of 15.9%. Hispanics who were 14.0% of the population in 1976 has grown at a faster rate than Blacks to become the largest minority group in the district 19.6% by 1983.

TABLE 4

ENROLLMENT STATISTICS-ISOLATED SCHOOLS*

April 16, 1984

School	1976 Minority Number	1976 Minority %	1976 Majority Number	1976 Majority %	1981 Minority Number	1981 Minority %	1981 Majority Number	1981 Majority %	1982 Minority Number	1982 Minority %	1982 Majority Number	1982 Majority %	1983 Minority Number	1983 Minority %	1983 Majority Number	1983 Majority %
BAKER	509	98.8	6	1.2	532	83.5	105	16.5	452	78.5	124	21.5	461	74.0	162	26.0
BALBOA	888	93.6	61	6.4	893	93.8	59	6.2	873	94.0	56	6.0	858	92.5	70	7.5
BURBANK	337	96.9	11	3.1	298	91.7	27	8.3	298	84.0	57	16.0	371	81.9	82	18.1
CHOLLAS	407	96.0	17	4.0	477	88.5	62	11.5	450	78.3	125	21.7	455	70.5	191	29.5
EMERSON	496	98.8	6	1.2	592	88.0	81	12.0	703	86.6	109	13.4	704	88.2	94	11.8
FREESE	744	78.5	204	21.5	539	84.5	99	15.5	567	85.7	95	14.3	522	83.7	102	16.3
FULTON	296	98.7	4	1.3	340	63.6	195	36.4	380	60.1	253	39.9	376	60.7	244	39.3
HORTON	438	96.9	14	3.1	552	82.4	118	17.6	578	86.2	93	13.8	588	82.4	126	17.6
JOHNSON	274	99.6	1	.4	226	62.6	135	37.4	235	62.5	141	37.5	274	65.1	147	34.9
KENNEDY	715	99.3	5	.7	427	96.2	17	3.8	463	96.9	15	3.1	493	97.9	11	2.1
KNOX	454	98.1	9	1.9	484	91.5	45	8.5	516	90.3	56	9.7	605	88.4	80	11.6
LOGAN	889	95.7	40	4.3	750	97.9	16	2.1	766	97.8	18	2.2	723	97.9	16	2.1
LOWELL	409	98.3	7	1.7	328	83.7	64	16.3	347	78.9	93	21.1	339	77.4	99	22.6
MEAD	276	98.6	4	1.4	268	87.6	38	12.4	254	78.7	69	21.3	262	81.9	58	18.1
SHERMAN	912	90.0	101	10.0	1,035	96.3	40	3.7	1,029	96.4	38	3.6	1,046	96.5	38	3.5
STOCKTON	538	94.7	30	5.3	587	94.4	35	5.6	586	95.6	27	4.4	624	94.6	36	5.4
VALENCIA PARK	409	97.6	10	2.4	585	81.9	129	18.1	552	83.3	111	16.7	616	83.1	126	16.9
WEBSTER	291	98.6	4	1.4	252	52.6	227	47.4	266	57.7	195	42.3	282	58.7	199	41.3
GOMPERS	723	99.2	6	.8	494	59.2	340	40.8	550	60.2	365	39.8	626	61.4	393	38.6
MEMORIAL	1,070	97.2	31	2.8	752	93.2	55	6.8	714	89.6	83	10.4	669	82.5	142	17.5
O'FARRELL	884	87.0	132	13.0	No Geographic Boundaries				No Geographic Boundaries				No Geographic Boundaries			
LINCOLN	838	98.5	13	1.5	1,009	97.7	24	2.3	867	96.7	30	3.3	841	93.2	62	6.8
MORSE	1,337	76.0	434	24.0	1,630	83.7	318	16.3	1,468	82.4	314	17.6	1,471	85.1	259	14.9
TOTALS	14,174	92.5	1,150	7.5	13,050	85.4	2,229	14.6	12,914	84.0	2,467	16.0	13,206	80.5	2,737	19.5

*Figures taken from annual Pupil Ethnic Census. The data from the base line year of 1976-77 has been retained in the table; data for the years 1977-78, 1978-79, 1979-80, 1980-81, were dropped due to space limitations.

TABLE 5

Numbers and Percent of Various Minority Groups[1/]

Minority Group	1976-77		1982-83		1983-84	
	Number	Percent	Number	Percent	Number	Percent
Asian	6,289	5.2%	15,975	14.6%	16,769	15.2%
Black	17,637	14.5	17,176	15.6	17,465	15.9
Hispanic	16,967	14.0	21,060	19.2	21,552	19.6

1/ Percentages and figures taken from Pupil Ethnic Census, October 1976, November 1982, and November 1983.

B. PROGRAM PARTICIPATION COUNTS

Table 6, 1983-84 Participation Counts for Voluntary Ethnic Enrollment Program and Table 7, 1983-84 Program Participation Counts for Magnet and Other Integration Programs show student participation data for the Voluntary Ethnic Enrollment Program (VEEP), the magnets, the learning center, and other integration programs.

Voluntary Ethnic Enrollment Program (VEEP)

Table 6 shows the total number of VEEP participating students by school sites. The totals are organized by school levels: elementary, junior and senior high. From 1982-83 to 1983-84, the elementary minority participation grew by 223 students, from 1,923 to 2,146 (11.6%); junior high grew by 144 students, from 2,381 to 2,525 (6.0%); and senior high grew by 120 students, from 1,712 to 1,832 (7.0%). Total minority participation increased by 487 students, from 6,016 to 6,503 (8.1%), at the same time total school enrollment decreased 2,907 students from 49,300 to 46,393 (-5.9%) among the VEEP schools. As a part of these total figures, minority students who volunteered for the VEEP from minority-isolated schools (fourth column of chart) include: a growth of 117 students at the elementary level, from 1,270 to 1,387 (9.2%); a growth of 19 students at the junior high level, from 2,005 to 2,024 (0.9%); and a growth of 6 students at the senior high level, from 1,353 to 1,359 (0.4%). This yields a gain in minority-isolated, minority student participation, of 142 students, from 4,628 to 4,770 (3.1%).

Magnets, Learning Centers and Other Programs

Table 7 outlines various programs that the district is presently using to decrease racial isolation. These programs are divided into many subgroups that include: Whole School Magnet Programs, Magnet School-within-School Programs, Learning Centers, Extended Instructional Exchange Programs, Balboa Park, and

TABLE 6

1983-84 PARTICIPATION COUNTS
FOR VOLUNTARY ETHNIC ENROLLMENT PROGRAM[1/]

ELEMENTARY RECEIVING SCHOOL	TOTAL ENROLLMENT IN SCHOOL	TOTAL MINORITY PARTICIPANTS[2/]	MINORITY PARTICIPANTS FROM ISOLATED SCHOOLS[3/]	PERCENT MAJORITY IN SCHOOL
ALCOTT	425	43	43	62.8%
BAY PARK	339	73	73	59.8
BAYVIEW TERRACE	478	44	44	66.3
BIRD ROCK	308	75	44	66.2
CABRILLO	241	64	64	64.3
CADMAN	276	140	140	40.2
CHESTERTON	590	114	0	52.2
CLAY	272	46	0	62.8
CURIE	313	22	20	76.0
DAILARD	687	204	178	64.1
DOYLE	298	9	9	74.2
FARB MIDDLE SCHOOL	1,102	16	0	66.0
FLETCHER	274	44	0	40.1
FLORENCE	270	8	0	55.9
FRANKLIN	433	80	1	58.1
GAGE	734	30	26	80.2
HANCOCK	943	8	0	59.2
HARDY	339	130	1	52.8
HEARST	238	17	16	78.1
HOLMES	333	8	8	81.0
JERABEK	459	49	0	80.6
LAFAYETTE	569	28	28	68.7
LA JOLLA	586	212	209	51.8
LOMA PORTAL	245	8	6	80.8
MARCY	269	18	16	75.8
MARVIN	318	7	7	85.2
MASON	867	23	0	53.9
MC KINLEY	480	7	0	70.8
MIRAMAR RANCH	485	70	0	75.8
OCEAN BEACH	539	145	137	62.1
PACIFIC BEACH	314	47	47	51.9
ROSS	457	83	0	52.5
SESSIONS	389	12	12	80.4
TOLER	160	13	13	78.1
TORREY PINES	350	150	150	53.7
WHITTIER	273	87	87	52.0
TOTALS	15,653	2,134	1,379	
3 other schools with 5 or less VEEP minority students	1,726	12	8	
TOTAL ELEMENTARY	17,379	2,146	1,387	

TABLE 6 (Continued)

JUNIOR HIGH RECEIVING SCHOOL	TOTAL ENROLLMENT IN SCHOOL	TOTAL MINORITY PARTICIPANTS[2/]	MINORITY PARTICIPANTS FROM ISOLATED SCHOOLS[3/]	PERCENT MAJORITY IN SCHOOL
CORREIA	1,009	190	168	61.8
EINSTEIN	750	98	15	59.8
HALE	1,054	216	90	56.2
LEWIS	946	166	159	69.2
MARSTON	1,211	468	468	44.7
MUIRLANDS	1,264	462	446	52.8
PACIFIC BEACH	1,189	317	288	59.2
PERSHING	1,517	388	252	58.2
STANDLEY	1,171	181	138	71.5
WANGENHEIM	1,837	39	0	65.0
TOTAL JUNIOR HIGH	11,948	2,525	2,024	

SENIOR HIGH RECEIVING SCHOOL	TOTAL ENROLLMENT IN SCHOOL	TOTAL MINORITY PARTICIPANTS[2/]	MINORITY PARTICIPANTS FROM ISOLATED SCHOOLS[3/]	PERCENT MAJORITY IN SCHOOL
CLAIREMONT	1,002	247	239	54.8
CRAWFORD	1,414	7	7	45.0
HENRY	2,646	507	499	69.1
LA JOLLA	1,274	179	2	77.1
MADISON	1,835	275	270	57.6
MIRA MESA	2,926	27	0	64.4
MISSION BAY	1,288	99	0	72.0
POINT LOMA	2,145	192	89	70.3
SERRA	1,321	148	102	64.7
UNIVERSITY CITY	1,215	151	151	75.8
TOTAL SENIOR HIGH	17,066	1,832	1,359	
TOTAL DISTRICT	46,393	6,503	4,770	

1/ All data are based on April 1984 enrollment reports except the "Total Enrollment in School" and the percent majority, which are based on November 1983 Pupil Ethnic Census data.

2/ In addition to the minority participants, there are currently nine white students in VEEP attending schools as VEEP participants. Of the total number of minority participants, 4,770 come from Court-identified minority-isolated schools.

3/ Figures include only 22 minority-isolated schools since O'Farrell (S.C.P.A) no longer has geographic boundaries. Those students now attend Keiller or Bell, which are both imbalanced schools.

TABLE 7

1983-84 PROGRAM PARTICIPATION COUNTS
FOR MAGNET AND OTHER INTEGRATION PROGRAMS[1/]

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL MAJORITY	TOTAL MINORITY	TOTAL MINORITY ISOLATED	PERCENT MAJORITY
WHOLE SCHOOL MAGNET PROGRAMS					
Baker	681	165	516	516	24.2
Benchley/ Weinberger	447	295	152	48	66.0
Burbank	452	77	375	375	17.0
Chollas	670	192	478	476	28.7
Emerson	777	96	681	681	12.4
Encanto	1466	593	873	1	40.5
Foster	515	302	213	75	58.6
Fremont	303	159	144	34	52.5
Fulton	631	252	379	378	39.9
Grant	593	353	240	103	59.5
Green	377	201	176	79	53.3
Johnson	412	131	281	280	31.8
Knox*	587	24	563	563	4.1
Lindbergh	733	356	377	105	48.6
Longfellow	352	193	159	65	54.6
Lowell	450	97	353	350	21.6
Mead	339	66	273	273	19.5
Muir Alt. (K-6)	127	66	61	25	52.0
Oak Park	695	349	346	3	50.2

*Figure does not include French Immersion students, Immersion students are included in the School-Within-a-School Magnet Program section.

TABLE 7 (Con't.)

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL MAJORITY	TOTAL MINORITY	TOTAL MINORITY ISOLATED	PERCENT MAJORITY
WHOLE SCHOOL MAGNET PROGRAMS (Con't.)					
Rolando Park	362	192	170	81	53.0
SCPA (4-6)	327	186	141	91	56.9
Silver Gate	511	300	211	133	58.7
Spreckels	577	298	279	157	51.7
Sunset View	396	270	126	82	68.2
Valencia Park	766	134	632	632	17.5
Webster	479	185	294	290	38.6
PROGRAM WITHIN A SCHOOL MAGNET SCHOOL PROGRAMS					
Horton					
Program only	168	98	70	58	58.3
Total school	714	126	588	579	17.6
Knox*					
Program only	115	53	62	61	46.1
Total school	702	77	625	624	11.0
ELEMENTARY MAGNET PROGRAM TOTALS	14,308	5,683	8,625	6,015	
LEARNING CENTER[2/]					
Freese**					
Program only	1,990	964	1,026	719	48.4
Total school	778	181	597	572	23.0

*Program only = French Immersion students, Immersion students also participate in the total school program. Total school is the Communications students combined with the Immersion students.

**Freese operated as a Learning Center first semester only.

TABLE 7 (Con't.)

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL MAJORITY	TOTAL MINORITY	TOTAL MINORITY ISOLATED	PERCENT MAJORITY
OTHER PROGRAMS					
Balboa Park (gr. 5)	3,686	1,491	2,195	1,083	41.5
Outdoor Ed. (gr. 6)	7,541	3,629	3,912	1,376	48.1
EXTENDED ELEMENTARY INSTRUCTIONAL EXCHANGE PROGRAM					
Boone, Jones, Angier Exchange					
Program only	251	86	165	0	34.3
School (Boone)	907	204	703	0	22.4
School (Jones)	277	192	85	0	69.3
School (Angier)	376	202	174	0	53.7
Freese, Andersen Exchange					
Program only	130	52	78	62	40.0
School (Freese)	624	102	522	522	16.3
School (Andersen)	185	138	50	0	74.5
Kennedy, Curie Exchange					
Program only	158	53	105	93	33.4
School (Kennedy)	504	11	493	493	2.1
School (Curie)	313	238	75	20	76.0
EXTENDED ELEM. INSTR. EXCH. TOTALS	539	191	348	155	
SECONDARY TOTAL SCHOOL MAGNET PROGRAMS[3/]					
Keiller	692	215	477	17	31.1
Memorial* (Enriched Stud.)	520	82	438	409	15.8
Muir Alt. (7-12)	179	99	80	15	55.3

*Figure does not include Spanish Immersion students.

TABLE 7 (Con't.)

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL MAJORITY	TOTAL MINORITY	TOTAL MINORITY ISOLATED	PERCENT MAJORITY
SECONDARY TOTAL SCHOOL MAGNET PROGRAMS (Con't.)					
SCPA (7-12)	802	394	408	145	49.1
Wright Bros.					
Part-time	75	44	31	5	58.7
Full-time	186	89	97	69	47.9
PROGRAM WITHIN A SCHOOL MAGNET SCHOOL PROGRAMS[3/]					
Bell					
Program Only	402	208	194	30	51.8
Total School	1,958	593	1,365	30	30.2
Correia[4/]					
Program Only	81	26	55	29	32.1
Total School	1,009	624	385	197	61.8
Memorial (Spanish Immersion)					
Program Only *	93	52	41	19	55.9
Total School	811	142	669	572	17.5
Crawford[4/]					
Part-time	150	46	104	7	30.7
Full-time	171	87	84	41	50.9
Total School	1,414	637	777	48	45.0
Gompers					
Program Only	607	365	242	176	60.1
Total School	1,019	393	626	560	38.6
Kearny[4/]					
Part-time	130	62	68	32	47.7
Full-time	173	79	94	2	45.7
Total School	1,532	698	834	2	45.5
Lincoln					
Part-time	112	32	80	39	28.6
Full-time	124	52	72	30	41.9
Total School	903	62	841	799	6.8

*7th and 8th grade Immersion students participate in both programs, 9th grade participates in 1984-85.

TABLE 7 (Con't.)

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL MAJORITY	TOTAL MINORITY	TOTAL MINORITY ISOLATED	PERCENT MAJORITY
PROGRAM WITHIN A SCHOOL MAGNET SCHOOL PROGRAMS (Con't.)					
Mission Bay[4/]					
Part-time	141	96	45	7	68.1
Full-time	224	120	104	33	53.6
Total School	1,288	927	361	33	72.0
Morse					
Part-time	11	7	4	0	63.6
Full-time	148	42	106	97	28.4
Total School	1,730	259	1,471	1,462	14.9
Point Loma[4/]					
Program Only	174	80	94	41	45.4
Total School	2,145	1,508	637	130	70.3
San Diego High (Spanish Immersion)					
Program Only	18	11	7	3	61.1
San Diego High (Communications)					
Part-time	61	34	27	4	55.7
Full-time	120	30	90	22	25.0
Total School	1,332	351	981	25	26.3
TOTAL SECONDARY MAGNETS					
PART-TIME	680	321	359	94	
FULL-TIME	4,714	2,031	2,683	1,178	
TOTAL ELEMENTARY & SECONDARY MAGNETS	19,022	7,714	11,308	7,193	

[1/] Data represents April 1984 enrollment counts with the exception of Balboa Park, Outdoor Education, Learning Center and Instructional Exchange. The figures for these programs are based on data collected for the program, and are accumulated weekly totals of all program participants. The total school figures shown are based on the November 1983 enrollment counts (except Knox and the Learning Center). The total school minority-isolated counts reflect VEEP and magnet students where applicable.

[2/] The program participants totals at the Learning Center are data accumulated from the records of students enrolled in the participating classrooms. The participation counts represents the average number of students who could be found in attendance at the Learning Center during a given week of the semester. The total school figures shown are a combination of the average daily nonresident school population and the resident school population and should, therefore, be representative of the average number and ethnic distribution of students at the site on any particular day of the week.

3/Most secondary schools receive some minority students from other district schools to allow the students who began in special magnet programs to continue on to these secondary magnet programs. Secondary magnet data represents April 1984 counts for full-time (4-more hours) students. The part-time (2 hour students) counts are collected by the sites involved in March 1984.

4/Some minority-isolated students at Correia, Crawford, Kearny, Mission Bay and Point Loma, listed on Total School line, are coming to the site as VEEP students.

Race/Human Relations Outdoor Education Program. The table shows the total number of participants in each program. Of these, a breakdown by majority, minority and minority-isolated students is given, plus the percentage of majority for each program. The table shows that for elementary magnet students in the 1983-84 school year: 14,308 students participated, up from the prior year total 13,625, an increase of 683 students (5.0%); 5,683 majority students participated, up from last year's total of 5,540, an increase of 143 students (2.6%); 8,625 minority students participated, up from 8,085, an increase of 540 students (6.7%) and 6,015 minority-isolated students participated, up from last year's 5,630, an increase of 385 students (6.8%).

A change occuring since last year was the reduction and then elimination of the Learning Center program. Programs at Carver, Grantville, Kennedy and Stockton were eliminated for the current school year. The Freese program operated for the first semester of the school year and then was eliminated. The elimination of this entire program was agreed upon by both the school district and the Court.

Under the heading of "Other Program Participation"; 7,541 students (48.1% majority) participated in the new Outdoor Education Program for 6th-grade students. The Balboa Park Program for 5th-graders was attended by 3,686 students (41.5% majority). It should be noted that a new program for 4th-graders, "Old Town State Historical/Cultural Program," will begin in the 1984-85 school year.

In secondary magnet programs for 1983-84: 4,714 full-time students participated, up from 4,205 last year, an increase of 509 students (12.1%); 2,031 majority students participated up from 1,889 last year, an increase of 142 students (7.5%); 2,683 minority students participated, up from last year's 2,316, an increase of 367 (15.8%); 1,178 minority isolated students participated, up from last year 1,016, an increase of 162 students (15.9%).

Overall, 19,022 students participated, up from 17,830 last year, an increase of 1,192 (6.7%). Thus, the trend of increasing student participation in "Magnet and other Integration Programs" implemented by the district continues.

Summary of VEEP and Magnet Participation

Data on the total participation of minority students from the 23 court-identified minority-isolated schools in VEEP and magnet school programs are presented in Table 8. It presents VEEP or magnet participation by elementary, by secondary, and by the total. Finally a percentage representing the participation of minority-isolated students in any VEEP or magnet program is calculated and placed across the bottom row of the chart. Over the reporting year 1983-84, the total number of minority-isolated students in a VEEP or magnet program has increased to 11,963 from 11,274, an increase of 689 (6.1%). At the same time the total number of possible students could have enrolled increased from 19,048 to 19,505, an increase of 457 students (2.4%). In comparing the number of available students, 19,505, to the number participating, 11,963, the percentage participating stands at 61.3%.

Students Leaving the Voluntary Ethnic Enrollment Program

Information about students leaving the VEEP came from monthly district reports submitted by district counselors. There were 749 students found to have dropped VEEP enrollment during the period of September 1983 to April 1984, a slight decrease from the 755 in 1982-83. Of these, 174 left for the option of returning to their home school. Three hundred and ninety-seven students were designated as a DROP: students who moved out of pattern (making them ineligible to attend), students who left the district, students who left to attend special education classes, and/or students who voluntarily withdrew from school after reaching 18 years of age. In addition, a total of 119 students was transferred

TABLE 8

SUMMARY OF MINORITY-ISOLATED STUDENT PARTICIPATION VEEP AND MAGNET SCHOOL PROGRAM1/

Minority Enrollment	Elementary				Secondary				Total			
	1976-77	1981-82	1982-83	1983-84	1976-77	1981-82	1982-83	1983-84	1976-77	1981-82	1982-83	1983-84
A. Total Minority2/ in District	22,966	30,986	31,642	32,520	17,610	21,926	22,799	23,454	40,576	52,912	54,441	55,974
B. No. in Minority-2/ Isolated Schools	9,282	9,165	9,315	9,599	4,892	3,885	3,599	3,607	14,174	13,050	12,914	13,206
C. No. in VEEP from3/ Minority-Isolated Schools	136	975	1,270	1,387	2,509	3,068	3,358	3,383	2,645	4,043	4,628	4,770
D. No. in Magnets from3/ Minority-Isolated Schools	205	4,991	5,630	6,015	59	527	1,016	1,178	264	5,518	6,646	7,193
E. Total No. in VEEP3/ and Magnet Programs	341	5,966	6,900	7,402	2,568	3,595	4,374	4,561	2,909	9,561	11,274	11,963
F. Grand Total Minority-4/ Isolated by School of Geographic Residence	9,623	11,188	11,638	12,068	7,460	7,250	7,408	7,437	17,093	18,438	19,048	19,505
G. Percent of Total5/ Isolated Minorities Participating in VEEP or Magnet Programs	4%	53%	59%	61%	34%	50%	59%	61%	17%	52%	59%	61%

1/Figures for 1981-82, 1982-83 and 1983-84 include only 22 minority-isolated schools since O'Farrell no longer has geographic boundaries. Those students now attend Keiller or Bell which are both imbalanced schools.

2/Figures from November 1983 Pupil Ethnic Census Report.

3/1976-77 figures from October 1976 enrollment counts; 1981-82 figures from March 1982 enrollment counts; 1982-83 figures from April 1983 enrollments counts 1983-84 figures from April 1984 enrollment counts.

4/The sum of B and E minus the number of minority-isolated students in the Baker, Burbank, Chollas, Emerson, Fulton, Horton, Johnson, Knox, Lowell, Mead, Sherman (only 1976-77), Valencia Park, and Webster Magnets, and the Gompers, Memorial, Lincoln, Morse (1982-83 full-time only), and O'Farrell (only 1976-77) Magnet programs who have already been accounted for in their school totals.

5/Determined by dividing E by F.

by School Initiated Placement (SIP) process. Forty-seven students were exempted and 12 left the program on special attendance permits. A copy of the full report is attached as Appendix B. This report is an independent effort.

C. ENROLLMENT GOALS COMPARISON

Each year the district sets participation goals to meet in each integration program. Tables 9, 10, and 11 show the predicted goal, the actual enrollment and the percentage of attainment. Table 9 shows the Voluntary Ethnic Enrollment Program, Table 10 shows Elementary Magnet Nonresident Goals, and Table 11 shows Secondary Magnet Nonresident Goals.

Table 9, Percentage of Goals Achieved for the Voluntary Ethnic Enrollment Program, depicts the actual enrollment of students vs. the anticipated goal, by elementary and secondary students. The district had 6,512 student participants versus a goal of 6,336. This yields an overall goal achievement percentage of 103%.

Table 10, Elementary Magnet Nonresident Goals and Table 11, Secondary Magnet Nonresident Goals, gives goal achievement data for elementary schools. It names the school sites, gives the type of program (Total Magnet School [TOT] or School-within-a-School [SWS]), expected draw (minority or majority), goal, actual enrollment and percent attainment. The expected draw of a magnet program is determined by its geographic location within the district. Schools within a predominantly minority area, such as Baker Elementary, would attempt to draw majority students. Conversely, a school situated in a predominantly majority area, such as Green Elementary, would be targeted to draw minority students. Of the total magnet schools, the range of achievement ran from a low of 51% at Mead Elementary, to a high of 176% at Lindbergh Elementary. Seventeen of 30 goals were met or exceeded at the 90% attainment level or higher. Of the school-within-a-school magnet, two of three objectives were met at the 90% attainment level or higher. Overall the elementary magnets had goals of attracting 4,289 students; they drew 4,125 students or 96.2% of the goal.

TABLE 9

PERCENTAGE OF GOALS ACHIEVED FOR
VOLUNTARY ETHNIC ENROLLMENT PROGRAM 1983-84

	Actual Participants[1/] 1983-84	1983-84 Goal	Percentage of Goals Achieved
ELEMENTARY	2,151	2,035	106%
SECONDARY	4,361	4,301	101%
TOTAL	6,512	6,336	

[1/] Includes 5 elementary and 4 secondary majority students.

TABLE 10

ELEMENTARY MAGNET NONRESIDENT GOALS
% ACHIEVED

SCHOOL	TYPE	EXPECTED TO DRAW	NONRESIDENT DRAW/GOAL	ACTUAL DRAW	% OF DRAW/GOAL ACHIEVED
Baker	TOT	Majority	125	148	118%
Benchley/ Weinberger	TOT	Minority	154	215	140
		Majority	152	127	84
Burbank	TOT	Majority	78	63	81
Chollas	TOT	Majority	150	167	111
Emerson	TOT	Majority	108	74	69
Encanto	TOT	Majority	420	361	86
Foster	TOT	Minority	156	148	95
Fremont	TOT	Minority	95	98	103
		Majority	120	127	106
Fulton	TOT	Majority	230	227	99
Grant	TOT	Minority	200	195	98
Green	TOT	Minority	135	148	110
Horton	SWS	Minority	30	21	70
		Majority	75	89	119
Johnson	TOT	Majority	145	122	84
Knox (French)	SWS	Majority	55	51	93
Knox (Communication)	TOT	Majority	24	15	63
Lindbergh	TOT	Minority	121	213	176
Longfellow	TOT	Minority	196	159	81
		Majority	204	190	93
Lowell	TOT	Majority	118	86	73
Mead	TOT	Majority	88	45	51

TOT = Total School Magnet
WS = Program within a School Magnet

TABLE 10 (Con't.)

ELEMENTARY MAGNET NONRESIDENT GOALS
% ACHIEVED

SCHOOL	TYPE	EXPECTED TO DRAW	NONRESIDENT DRAW/GOAL	ACTUAL DRAW	% OF DRAW/GOAL ACHIEVED
Oak Park	TOT	Majority	158	163	103
Rolando Park	TOT	Minority	116	125	108
Silver Gate	TOT	Minority	182	182	100
Spreckels	TOT	Minority	250	232	93
Sunset View	TOT	Minority	129	106	82
Valencia Park	TOT	Majority	80	70	88
Webster	TOT	Majority	195	158	81
TOTAL			4,289	4,125	

TOT = Total School Magnet

SWS = Program within a School Magnet

TABLE 11

SECONDARY MAGNET NONRESIDENT GOALS
% ACHIEVED

SCHOOL	TYPE	EXPECTED TO DRAW	NONRESIDENT DRAW/GOAL FULL-TIME	NONRESIDENT DRAW/GOAL PART-TIME	ACTUAL NONRESIDENT DRAW FULL-TIME	ACTUAL NONRESIDENT DRAW PART-TIME	% OF DRAW/GOAL ACHIEVED FULL-TIME	% OF DRAW/GOAL ACHIEVED PART-TIME
Bell	SWS	Minority	60	--	84	--	140	--
		Majority	195	--	154	--	79	--
Correia	SWS	Minority	50	--	49	--	98	--
Keiller	TOT	Minority	35	--	28	--	80	--
		Majority	150	--	138	--	92	--
Memorial	SWS	Minority	25	--	28	--	112	--
		Majority	100	--	46	--	46	--
Memorial*	TOT	Minority	29	--	54	--	186	--
		Majority	101	--	99	--	99	--
Crawford	SWS	Minority	45	35	59	59	131	84
		Majority	45	35	46	33	102	47
Gompers**	SWS	Minority	100	--	96	--	96	--
		Majority	385	--	354	--	92	--
Kearny	SWS	Minority	20	50	5	65	25	118
		Majority	40	50	8	54	20	98
Lincoln	SWS	Minority	20	75	53	66	265	88
		Majority	67	60	49	32	73	53

*Program within program 7th-grade participants (Spanish Immersion) also participate in the Academic and Athletics program, 29 majority and 19 minority are counted in both programs, the goals also include both.
**Lincoln High (9-12) students count as residents.

TABLE 11

SECONDARY MAGNET NONRESIDENT GOALS (Con't.)
% ACHIEVED

SCHOOL	TYPE	EXPECTED TO DRAW	NONRESIDENT DRAW/GOAL		ACTUAL NONRESIDENT DRAW		% OF DRAW/GOAL ACHIEVED	
			FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
Mission Bay	SWS	Minority	110	65	94	33	86	51
		Majority	75	45	83	54	111	120
Morse	SWS	Minority	20	20	16	4	80	20
		Majority	40	30	19	7	48	23
Point Loma	SWS	Minority	80	--	88	--	110	--
San Diego (Immersion)	SWS	Minority	12	--	4	--	33	--
		Majority	24	--	7	--	29	--
San Diego (Communication)	SWS	Minority	20	20	27	27	135	135
		Majority	15	35	11	34	73	97
Wright Bros.	TOT	Minority	140	40	94	31	67	78
		Majority	140	40	84	44	60	110
Muir (K-12)	TOT	Minority	120	--	143	--	119	--
		Majority	180	--	161	--	89	--
SCPA* (4-12)	TOT	Minority	250	--	208	--	83	--
		Majority	544	--	511	--	94	--

TOT = Total School Magnet

SWS = Program within a School Magnet

*Audubon, Encanto, Fulton, Freese, Valencia Park, Keiller and Morse counted as resident.

Table 11, Secondary Magnet Nonresident Goals, displays data for secondary students, including comparison for "part-time students." A part-time student is defined as one who attends a magnet program at least two hours daily, but retains resident status at the student's home school. When majority and minority students are eligible to attend a program, both are listed. In cases where only majority or only minority would help to balance the ethnic representation, only the expected draw is listed. Achievement of the full-time student goals ranged from a high of 265% at Lincoln High school to a low of 20% at Kearny High School. Of 32 schools with full-time programs, 16 fulfilled their goals at a level of 90% or better. Part-time student goals range from a high of 135% at San Diego High School to a low of 20% at Morse High School. Six of the 14 possible goals were achieved at a 90% attainment level or better. Overall the secondary magnet's goal was to attract 3,237 full-time students; they drew 2,900 or 89.6% of the goal.

D. TRANSPORTATION

Bus services were provided for an average of 12,188 students per day in the integration program during the 1983-84 school year. The distribution of service was 40 percent to VEEP schools; 49 percent to magnet schools, and 11 percent to the learning center, exchanges, activities, and other integration projects. The distribution of services is delineated in Table 12 entitled Daily Ridership Summary - Voluntary Integration Programs.

The 1983-84 ridership on buses reflects an eight percent decrease over the prior year. This decrease is the result of two factors:

- The elimination of the Specialized Learning Center Program, and
- Adjustment in the accounting of pupils riding buses.

Ridership reported during the 1982-83 school year included the total number of students eligible for transportation service. Ridership reported for the 1983-84 school year is an actual count of students riding buses. Approximately five percent of eligible students were absent or elected to utilize other modes of transportation on any given day.

The time that students spent riding a bus on each trip increased in the 1983-84 school year for two reasons:

- Bus service was improved for students attending secondary level magnet schools. These students previously had to walk to the nearest high school for express bus service to the destination high school. (Students now go to closer pick-up points at major streets and arteries. This improvement increased the median riding time by one minute.)
- The percentage of students who ride more than 60 minutes increased to 3.3 percent because many additional routes were shared between schools. A

TABLE 12

DAILY RIDERSHIP SUMMARY
VOLUNTARY INTEGRATION PROGRAM
June 19, 1984

Ridership	1980-81	1981-82	1982-83	1983-84
VEEP	4507	4892	5354*	4859
Magnet Schools	4451	6091	6316*	6073
Learning Experience Projects				
Specialized Learning Cntrs	1530	1033	771	175
Exchanges & Off-Campus Projects	850	720	322	465
TOTAL	2380	1753	1093	640
Late Activities Peak Period	444	474	482	616
Service Levels				
Bus Stop Access (Excludes Off-Site Trips)				
Express (Site to Site)	2380	1753	1575	971
Arterial	--	--	6283	6896
Neighborhood	9318	11330	4905	4331
Riding Times				
Mean	34	33	31	31
Median	33	32	29	30
% Greater than 60 Minutes	2.8%	2.0%	1.7%	3.3%
Reported On-Time Performance	95.1%	97.0%	98.5%	98.9%
Mean Walking Distance to Bus Stop				
Secondary	4 Blks	5 Blks	8 Blks	8 Blks
Elementary	3 Blks	3 Blks	3 Blks	3.5 Blks

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*Ridership included total numbers of students eligible for transportation service. Actual participation counts were not computed.

RDS:t
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route with two or more destinations resulted in longer ride times for students residing at the extremities of the route. Most students on these routes experienced no change in service.

Late Activities Transportation Support

The district provided supplemental bus services to magnet and VEEP schools in order to allow nonresident students to participate in extra-curricular activities. Students decided on a daily basis whether to return home on their regularly scheduled routes at dismissal time or to stay on campus and participate in after-school activities. A second set of late activities buses serviced each school one or two hours after dismissal time in order to provide extended transportation service.

Late activities buses were also provided to support games, dances, open house, and graduation events. Trips were also scheduled to transport parents to the school for CAC, PTA, and other functions.

Bus service in support of late activities was provided upon written request of each school. Services were not automatically scheduled or solicited. It was the responsibility of each school to establish activities and request the necessary bus service. All requests submitted by schools for late activities bus services are provided within guidelines governing the program.

Secondary schools generated more than 90 percent of the late activity service. Elementary schools did not regularly request such services.

The scope, mix, and volume of transportation services for late activities at schools have increased annually since 1980. The frequency and availability of these services have also improved because schools schedule activities on a regular basis. The options for students to choose times, days, and activities for

participation have significantly increased due to the rapid expansion of bus service connections at many schools. The number of students serviced increased 38 percent in four years.

E. ALREADY BALANCED COMMUNITY (ABC) SCHOOLS

Already Balanced Community (ABC) schools (or naturally integrated schools) are those schools whose resident student population falls within ± 10% of the district's minority/majority enrollment either by level or by the district percentages overall. These are schools where neighborhood housing patterns have allowed integration to proceed naturally on the basis of the geographic area of residence. The purpose of the ABC program is to encourage the continued stabilization of the naturally integrated student population in these neighborhood schools by involving the community in its planning and further strengthening programs and services for ABC schools.

On April 4, 1983, the Board of Education, in order to accomplish this purpose, approved the proposal to develop programs for 11 naturally integrated elementary schools as follows: Adams, Birney, Darnall, Dewey, Edison, Fletcher, Florence, Hamilton, Jefferson, Penn, and Rowan. On May 10, 1983, the Board approved the addition of Wilson Junior High School and Hoover Senior High School to the ABC school program for 1983-84. In addition, the ABC program was approved by the Court in its Order dated May 24, 1983.

The 13 schools listed varied in size--from Rowan (K-6), the smallest with 221 students; to Hoover High School, the largest with 1,803 students--and are generally clustered in the central areas of the city. Each school prepared and implemented an individual site plan for the use of ABC program monies. Plans were designed to encourage parents to remain in the ABC school's attendance area because of the excellent programs available to their children at the neighborhood school as well as because of the parent's involvement with the school community and the friendships formed with school staff members and parents of other students. Examples of activities from five site plans follows:

The Wilson Project

The Wilson Project was developed to ease the transition of fifth and sixth-grade students into the structure of a middle school. Wilson feeder school students (many from the ABC schools) were transported to Wilson where they participated in enrichment lessons in science, computer instruction, language arts, music, and art. This enabled the participating elementary school students to become familiar with the Wilson campus and the procedure for changing classrooms in a large school. Approximately 1,125 students from eight elementary schools participated in the project. The elementary schools were: Adams, Central, Edison, Euclid, Franklin, Hamilton, McKinley, and Rowan.

Hoover Cluster Program

The Hoover Cluster Program involved K-12 students in integrated instruction on the Hoover High School campus. Selected students from the feeder elementary schools to Hoover traveled to Hoover to participate in integrated classroom studies of computers, foreign languages, music, art, bicycle repair, and other subjects as space permitted. Elementary, junior high, and high school students also participated in an integrated cross-age tutoring program at Hoover.

Parents as Partners in Education Program at Darnall

The Parents as Partners in Education Program at Darnall Elementary School was accomplished by extending special invitations to encourage parents to attend school events featuring students; by setting up special interest meetings for parents; and by seeking parent assistance for school functions, and by setting up mini-classes for students conducted by parents assisted by staff members.

Mini-Computer Center at Penn

Penn Elementary School expanded its media center service and started a mini-computer center. In addition to the mini-computer capabilities, the center also expanded instructional television usage and the supervision of a cross-age tutoring program. A certificated teacher, partially funded by ABC funds, assisted in the supervision and establishment of the center which was funded jointly by ABC and other funds available to the site through PTA contributions, etc.

Counseling Center at Edison

ABC funds helped support a counseling center at Edison which provided crisis and preventative counseling as well as group work with small groups of students to establish positive interaction skills and learning attitudes. A major emphasis of the counseling program was parent inclusion and involvement in the program. Whenever possible, parents, teachers, and counseling staff met to form a partnership approach to supporting the child.

The examples listed above are typical of the variety of programs developed by ABC schools to meet the needs of the school communities. In addition, many sites strengthened basic skills programs in reading, math, and language arts; supported tutorial programs; improved computer literacy; and expanded guidance/counseling and health programs to provide supplementary assistance to ABC school students. Multicultural/multiethnic activities involving parents were also a feature of many sites' plans.

Since the ABC Schools Program was implemented for the first time during the 1983-84 school year, baseline data is currently being collected and it is not possible to evaluate trends at this time. During the 1984-85 school year, the effectiveness of the ABC program will be carefully monitored. Progress reports will be prepared for the Board of Education and for the Court as appropriate.

F. BILINGUAL EDUCATION

The Bilingual Education Program has continued to address the concerns relevant to the education of students with a primary language other than English. The Special Assistant to the Superintendent has been appointed by the board to oversee this program. Direct planning and implementation responsibilities are under the supervision of the Second Language Specialist, who coordinates the district's Second Language unit.

The district continued the responsibilities involved in the program expansion and improvement procedures identified in the 1982-83 report. In addition, the Court Order dated November 18, 1983 (See Appendix C) was responded to on February 29, 1984 in a report outlining the "steps taken in response to the problems relative to the Hispanic Bilingual Program."

G. ACHIEVEMENT GOALS PROGRAM

The Court Order

On May 22, 1980 the district received a Court Order to proceed with implementation of the Achievement Goals Program (AGP) in reading and mathematics.

In December of 1980, Judge Louis M. Welsh issued an additional court order to San Diego City Schools. The first paragraph of that court order reads:

> "It is ordered, adjudged and decreed that: The Board of Education of the San Diego Unified School District will: 1. Implement a course or courses of study in all minority-isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language."

TIMETABLE FOR ACHIEVEMENT

GRADE	YEAR
K	1982
1, 2	1983
3,4,5,6	1984
7,8,9,10,11	1985

With the conclusion of the 1983-84 school year, the San Diego Unified School District will have completed four years of piloting and implementing the Achievement Goals Program principally in the K-12 court-identified racially-isolated schools.

Description of Program from 1983-84 Plan

The current program is the direct result of the implementation schedule agreed to by the court and approved by the Board of Education. It represents major progress towards the full implementation schedule contained in the district's approved implementation plan.

On May 4, 1982 the Board of Education designated the following as Achievement Goals Program schools. The program is financed by integration funds at these sites:

Audubon	Emerson	Linda Vista
Baker	Freese	Logan
Balboa	Fulton	Lowell
Boone	Grant	Mead
Burbank	Horton	Sherman
Central	Johnson	Stockton
Chollas	Jones	Valencia Park
Curie	Kennedy	Washington
Dailard	Knox	

On August 31, 1982 the Board of Education authorized nine non-AGP schools to use the AGP materials in selected classrooms with the provision that the costs for programs at these sites be charged to district and categorical funds allocated to the schools. The eight schools are:

Andersen	Doyle	Perry
Cabrillo	Field	Whittier
Cadman	Franklin	

Additionally, the board authorized that the Spanish AGP be used to provide basic skills instruction for Hispanic LEP students in the following ten VEEP schools:

Alcott	Grant	Torrey Pines
Bay Park	La Jolla	Whittier
Dailard	Ocean Beach	

Funding of the Spanish AGP materials at these schools was approved under bilingual education budget.

As of August 31, 1982 the Board of Education had authorized the following secondary schools to use AGP materials:

Bell Junior High School	Montgomery Junior High School
Gompers Secondary School	Lincoln High School
Keiller Middle School	Morse High School
Memorial Junior High School	San Diego High School

On June 14, 1983 the Board of Education authorized five additional schools to utilize AGP mathematics materials utilizing district funds. Four elementary and one junior high school were designated:

Birney
Brooklyn
Carson
Perry
Wilson

Summary of Results

At the August 2, 1983 report to the Board of Education, the superintendent reported that "compared to baseline data, substantially more students are scoring at or above the national norm based on Spring 1983 CTBS results. For reading, the percent has increased from 32.0 to 45.3 percent (13.3 gain). Gains for language and mathematics are 15.7 percent (from 36.0 to 51.7) and 20.9 percent (from 39.2 to 60.1) respectively."

Results for Spring 1984 are not yet available and will be reported separately to the Court.

H. OTHER INTEGRATION PROGRAMS

Oral and Written Communication Program

The District Language Program continues to emphasize both written and oral communication skills. The programs, inservicing, and support systems developed in past years remain in place.

In addition to the retention and revision of previous efforts, support services to augment the district English language arts program, grades K-12, have been given at the 23 court-identified minority-isolated schools and at other schools across the district. The focus of those services has been (1) to help teachers make adaptations of program materials to meet specific student needs, (2) to publish examples of student writing in attractive formats so that teachers, as well as parents and students themselves, can take pride in the communicative value of effective language use, and (3) to provide evaluation materials in standardized test format to be used to measure student achievement of written language objectives.

The first service focus cited above has been accomplished through use of a combination of the following activities:

- development of two slide-tapes, at elementary and secondary levels, to encourage parents and teachers to extend the amount and the pleasure of reading by students through use of complementary oral and written communication activities;
- presentations of the above cited activities at parent group meetings and on a TV 8 Looks at Learning broadcast;
- development of model lessons using a microcomputer-based program in the composing process to correlate with and extend the district English language arts program;

- inservice for a pilot group of teachers, grades 4-7, in using the microcomputer-based program for teaching the composing process;
- classroom demonstrations of student use of the microcomputer-based program in the composing process;
- coordination of site and purchased equipment necessary for using the microcomputer-based program in the composing process.

The second service focus has involved the collecting and publishing of student writing which results from the implementation of the district English language arts program. Written products from students representing diverse ethnicities have been published to illustrate achievement of common learning objectives in writing across the district. Class sets of these publications have been distributed to each teacher at minority-isolated schools and to each site districtwide. Meetings with site AGP resource teachers have served to disseminate program goals and examples of student achievement so that teacher and parent expectations about student performance increase.

The final service focus has provided cumulative tests and an additional test per unit of language subskills so that student achievement of these editing skills can be monitored more easily.

Burbank Primary School Project Partnership (Elementary)

The purpose of this project is to reduce the effects of minority group isolation by improving student preparation for school learning experiences through the involvement of parents and teachers in a partnership. The program reduces class size at the kindergarten level and provides a preschool experience for four-year-old students prior to their entry into kindergarten. The main thrust of the project is to develop a strong parent education program that provides

opportunities for parents to develop skills in nurturing the growth and development of their young children. Counseling services and parent education classes are conducted at the school site.

The instructional day has been extended at kindergarten to 240 minutes in order to provide additional time for instruction in basic skills. 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 teacher staffing formula is enriched so that enrollment in kindergarten classes is approximately 24 students. Pre-kindergarten classes have been organized to provide the opportunity for four-year-old children in the Burbank attendance area to participate in a pre-kindergarten program. Enrollment in these classes is approximately 17 students.

Bilingual personnel with training and experience in child growth and development provide leadership for the parenting aspects of the program. Parent groups are offered opportunities during both day and evening so as to meet the needs of family schedules. Incentives for parent involvement are provided to participating parents. In addition to parent education classes, special tutoring sessions are provided in the homes of parents.

Actual student participation:

Preschool total enrollment:	68
Total kindergarten enrollment:	168
Total Project Partnership enrollment:	236

Project Lincoln: Pride in Excellence (Secondary)

In its fifth year of operation, Project Lincoln -- a staff, student and parent motivational program -- has continued to employ the strategies determined through cooperative planning. The instructional program, the present major

focal point, has developed into a comprehensive program aimed at meeting the needs of all students. Staff development activities have been increased in the continuous effort to improve student achievement.

The school will be involved in an evaluation of the program during the 1984-85 school year. As a result of this evaluation and the culmination of the five-year goals for Project Lincoln, the school will undoubtedly be faced with a new set of clearly defined goals and objectives.

Extended Time Options/Services

In support of instructional programs in operation at designated minority-isolated and minority-imbalanced schools, four components of support services for students are offered. These extended time options/services are: College Prep Enrichment, College/University Cooperative Projects, Project Achievement and Extended Time Program Options. The purpose of these programs is to provide enrichment opportunities to students at identified sites in areas not available within the regular instructional program.

College Prep Enrichment is located at Lincoln (9-12), Morse (9-12), and San Diego (10-12) high schools with approximately 520 different student participants. The program offers additional assistance, support and encouragement to students in meeting college entrance requirements. One major component is voluntary workshops offering students short-term, non-credit preparation for the Scholastic Aptitude Test (SAT) and/or other college entrance exams. Sites may also offer a course in addition to the regular instructional day which is designed for English and mathematics preparation for college entrance. Individual tutorial assistance for students who need to improve English and mathematics skills is another option within this program.

College/University Cooperative Projects are located at Lincoln, Morse, and San Diego High Schools, and Gompers Secondary School for identified participants within the designated schools (7-12 grades). The projects as designed address science and language arts.

San Diego State University Writing Project is located at Lincoln, Morse, and San Diego high schools with a total of 300 participants. The program, a cooperative effort between San Diego State University and the San Diego Unified School District, has been designed to help students write clearly and concisely in preparation for college or for careers beyond high school. Students receive high school course credit and may be able to satisfy the entrance writing competency requirement at San Diego State University.

Community College Nursing Mobility Program offers students the unique opportunity to begin their Licensed Vocational Nurse (L.V.N.) or Registered Nurse (R.N.) course work while in high school. This program is being modified to provide special entry into the community colleges L.V.N. program for graduates of the Lincoln High School nursing program.

Project Achievement - Pride in Excellence serves all students at Bell, Memorial, and Montgomery Junior high schools; Keiller Middle School; Lincoln, Morse, and San Diego high schools; and Gompers Secondary School. This program is specifically designed to encourage student achievement and to foster pride in accomplishment. Individual site programs support and enhance the basic curricular offerings through a variety of activities and strategies. Students are encouraged to develop individual career plans and participate in work experience and/or college preparatory activities

commensurate with their personal goals and aspirations. Based on site assessment results, a variety of programs and services are coordinated to assure a student-oriented program of academic excellence. Areas addressed in increasing student awareness of the value of education and the attainment of personal and academic goals are:

- ° program planning and development involving input from staff, students, parents and community members with special emphasis in the areas of attendance and discipline.
- ° incentives to encourage creative and supportive methods to achieve a goal of excellence.
- ° Staff development and inservice.
- ° Increased emphasis upon the promotion of community/school relationships, e.g., community partnerships and consultant services by community leaders.
- ° Expansion of student activities program.
- ° Increased communications and media support.
- ° Alternative programs to meet the individual and diverse needs of students.

Extended-Time Program Options serve approximately 3,400 students (grades 6-12) at Bell, Memorial, and Montgomery Junior high schools; Lincoln, Morse, and San Diego high schools, and Gompers Secondary School. The purpose of this program is to provide increased instructional time.

Options include extended-day time during the school year, extended time within the week during the school year, and extended instructional time during the summer. In addition to the increased instructional time, students are offered increased educational opportunities and additional incentives for nonresident students to enroll in integration programs on a full-time basis.

Extended day activities may include: additional instructional time for the Achievement Goals Program, tutorial programs, clubs and other student activities, specialized classes for meeting graduation requirements, speakers, seminars, field trips, additional lab classes, and cultural activities/events.

Extended week activities offer students Saturday instructional courses, internships, field trips, camps, college prep workshop, open labs for basic skills, and science fair labs.

The extended year included a six-week summer school program, Project STEP (Systems to Encourage Potential), the MESA Project (Math English Science Achievement), Project Partnership (U.C.S.D.), and Academy Awareness summer program.

Race/Human Relations Program

During the 1983-84 school year, the district continued to implement the centrally produced race/human relations program for staff and students as directed by the Court in its order dated October 15, 1982.

The race/human relations program for staff involved the continuation of inservice in a mandated series of objectives which was begun during the 1982-83 school year. The complete list of mandated objectives along with the sequence for completion of objectives is included in Appendix D. After staff members are inserviced in each of the program objectives, the staff race/human relations committee then works to complete action plans to more fully implement the objective at the site.

The race/human relations program for students (K-12) involved the completion of activities sequenced for each grade level. Activities in grades K-6 were

strictly coordinated with the social studies lessons that were distributed to each elementary school on a rotating basis. At the secondary level certain mandated race/human relations activities were selected from the Concept Goal guides for each level. These activities were conducted in the social studies classrooms (grades 7, 8, 11, 12) and through the physical education classes (grades 9 and 10 only).

During the second semester, a process was begun to add race/human relations instruction as a fifth strand to the district's social studies program. The race/human relations department and the social studies department are currently completing lessons which integrate these two areas of instruction and which complement the new K-6 textbooks adoptions for social studies. A more detailed description of the student program is included in Appendix E.

Business/Education Partnerships Program

The Business/Education Partnerships Program has grown to include more than 70 "Adopt-A-School" partnerships between schools or school programs and businesses, Navy commands or community groups. Each partnership is uniquely designed to link the resources and needs of the adopting group and the school. Activities in Adopt-A-School partnerships have included career education presentations and internships; motivational programs to support student achievement; staff development and training, management skills in computer literacy; individual and small-group tutoring sessions for students; and donations of supplies, equipment, and funds. The list of Adopt-A-School partnerships is located in Appendix F.

The Business/Education Partnerships Program also provides district liaison to EXCEL, the Corporation of Excellence in Public Education, incorporated in 1984. EXCEL is a private, non-profit corporation designed to stimulate and reward

excellence in public education. EXCEL plans to initiate a program of mini-grants for teachers in fall, 1984. Through the Business/Education Partnerships office, a variety of other privately funded efforts to aid public education are supported and coordinated.

I. MONITORING OF SCHOOL SITES

Initial Monitoring Procedure

The Integration Monitoring Program represents San Diego Unified School District's effort to self monitor district integration programs to assure program quality and proper implementation. Using a partnership between parents, community members, and district staff, the process assesses the degree to which school sites are implementing its integration program and processes. Specifically, the program purposes are:

- to improve the quality of the district's integration effort by identifying both strengths and weaknesses in program implementation at specific sites. Strengths should be shared with other programs and/or sites. District resources should be focused on weaknesses so that these may be corrected as rapidly as possible.
- to assure the Board of Education, district, staff, parents, and community members that the district's integration program is progressing in a fashion that improves the quality of the program, maintains identified strengths, and seeks to correct weaknesses.

The monitoring procedure is the result of planning sessions in which more than 75 persons participated. The 1983-84 procedure went through revision based on findings from the 1982-83 monitoring efforts. The focus of the integration monitoring is on three major areas of emphasis:

- Campus Atmosphere (School Climate)
- Classroom Atmosphere (Learning Climate)
- Educational Equity (Supportive Assistance and Activities)

(See Appendix - monitoring documents)

Following the district's original plan to monitor all school sites on a rotating basis, 40 schools were monitored during 1983-84, bringing the total number of

monitored sites to 88. Schools will continue to be monitored at the rate of 40-50 sites per year. A monitoring team spends two to three days at a site, with the number of days determined by size and complexity of the school.

In order to assure uniformity of approach among teams and to provide an understanding of the responsibilities in fulfilling this task, a full day training session was provided and mandated for all prospective monitors. Make-up sessions were also provided for monitors unable to participate in the initial training session. This training included a review of monitoring instruments, district programs, presentation of strategies and techniques for observation and inquiry, and conveyed an emphasis on the philosophical and moral imperative of educational equity. Over 400 people participated in monitoring team training sessions; 162 were community members. A list of community groups contacted in order to locate volunteers is found in Appendix G. Of this group, 151 community members accepted assignments on monitoring teams. Each team was assigned a minimum of three community members. Teams were coordinated by co-chairs, a district administrator and a community member selected by the community representatives on the team. Final report compilation was coordinated by the co-chairpersons, with the involvement of all monitoring team members (See Appendix H for integration monitoring team assignments). All community people were given the opportunity to receive a $35 consultant reimbursement. This fee was for the purpose of defraying some of the incidental expenses monitors incur.

Staff members assigned to monitoring teams included both teaching and administrative staff members with expertise in a variety of areas. Careful attention was given to the racial/ethnic composition of the teams.

In order to aid in the understanding of the demographics of the school being monitored, members of the Integration Support Services Department visited each

of the selected sites and compiled a school profile. (Appendix I) Five days prior to the assignment each team member was sent a packet containing the profile and other appropriate data.

At the time of monitoring, each monitor was requested to observe the campus and classrooms individually, beginning the monitoring process in a separate part of the campus and moving to additional campus areas on a rotation basis. The expectation was that at least one member of the monitoring team would observe in every classroom.

An integral component of each investigation was direct contact with parents of children attending that school. Each team member was responsible for making five telephone inquiries. These contacts were selected by the team members from school enrollment rosters. In these contacts, parents were asked to respond to items on the Monitoring Checklist (Appendix J) and given the opportunity to supply any additional information.

In order to insure that the input and observations of the individual monitoring team members were recorded and part of the record, final monitoring reports included a tally of individual member observations. The report which the site received included a copy of each monitor's individual checklist and comments as well as the composite summary. The composite report itemized the areas of strength and the areas in need of review, study, and/or improvement as determined through team discussion and consensus.

Copies of this document, augmented by supporting materials and individual checklists, were sent to the site, the appropriate assistant superintendents, the superintendent of schools, and the Integration Support Services director.

Each site was required to submit a plan of action for resolution of the concerns identified in the monitoring report. This plan of action indicates procedures

to be used in assuring maintenance of areas of strength and corrective actions for areas of weakness. This document becomes part of the school's 1984-85 site plan.

Follow-up Monitoring Procedure

In order to assess the implementation of the site plans developed by the 48 schools monitored in 1982-83, a follow-up monitoring procedure was developed. Three types of post-evaluations were used.

- Twelve schools experienced a one-day mini-monitoring. A team composed of an administrator from the appropriate school operations area, a member of the Integration Support Services Department, and parents selected by the site visited classrooms and investigated those areas referenced in the 1983-84 site plan. Copies of these reports were sent to the appropriate School Operations assistant superintendent, the school site, and the Integration Support Services Department director. Sites have included responses to this document in their 1984-85 site plans.
- Twenty-seven schools conducted a self-study. This process required the site to use the same instrument used in the mini-monitoring. Each site appointed a team composed of site personnel and community/parent representatives. This team then approached and completed the investigation in the same manner as followed in the mini-monitoring format.
- Nine schools were scheduled to be included in the 1983-84 race/human relations evaluation being conducted by the Evaluation Department. This procedure was used as the follow-up to the 1982-83 integration monitoring at those sites.

All 48 schools involved in the 1983-84 follow-up studies have submitted action plans for 1984-85 which include procedures to continue positive elements of their integration programs and corrective steps for those areas still in need of improvement.

J. PRINCIPAL FINDINGS, CONCLUSIONS, AND AMENDMENTS

Findings

1. Majority enrollment declined at a rate of 2.2% for a loss of 1,216 students from 1982-83 to 1983-84. Minority enrollment increased at a rate of 2.8% for a gain of 1,533 students. Minority enrollment now comprises 50.9% of the total enrollment. (Table 1)

2. Minority enrollment in the court-identified minority-isolated schools has increased by 292 from 12,914 to 13,206, in the past year while majority enrollment increased by 270 from 2,467 to 2,737. These schools now enroll 23.6% of the district's minority students. (Table 2).

3. Of the 20 schools which had 90 percent or more minority students in 1976-77, only six remain in this category. Of the 25 schools which had 90% or more majority students in 1976-77, none remain in this category. Schools that range from 30% to 70% minority total 99 or 63.0% of the district's 157 schools. (Table 3).

4. The minority enrollment at minority-isolated schools increased slightly from 1982 to 1983 -- 12,914 students to 13,206 students. The majority enrollment at these schools also increased from 1982 to 1983 -- 2,467 students to 2,737 students. The overall percent majority in these schools has risen from 7.5% in 1976-77 to 19.5% in 1983-84. (Table 4).

5. Hispanics are now the largest ethnic minority. The Asians are the ethnic group which is growing at the fastest rate. (Table 5).

6. The participation of students in VEEP continued to grow during 1983-84. (Table 6).

7. Magnet participation counts continued to grow at both the elementary and secondary levels. Learning Center participation counts decreased as the program was being phased out. The new Outdoor Education Program drew 7,541 students. (Table 7).

8. Sixty-one percent (11,963) of the minority students residing in school attendance areas of court-identified minority-isolated schools are now enrolled in VEEP or a full-time magnet program. (Table 8).

9. VEEP participation counts exceeded the 1983-84 goals at both elementary and secondary levels. (Table 9).

10. Of the 19 majority goals, six were exceeded and another three achieved at 90% or higher level.

11. Of the 15 majority goals, two were exceeded and another four achieved at 90% or higher level.

12. The District's Integration program includes a variety of other activities:

    - Already Balanced Community (ABC) Schools
    - Race/Human Relations Program
    - Monitoring Program
    - Achievement Goals Program
    - College/University Cooperative Projects
    - Extended Time Options
    - Business/Education Partnerships
    - Bilingual Education Program

Conclusions

1. Majority student enrollment continues to decline while minority student enrollment continues to increase. The rate of majority loss is less than it was in prior years.

2. The total minority enrollment exceeded 50% for the first time in the district's history.

3. The percentage of the minority students who attend the court-designated minority-isolated schools continues to decrease slightly.

4. The district's Integration program has been largely effective in reducing the number of both minority and majority-isolated schools and in moving more schools towards a balance in ethnic enrollment.

5. For the first time in several years there were more minority students attending the court-designated minority-isolated schools. The trend of increasing numbers of majority students in those schools continued.

6. Hispanics are currently the district's largest minority ethnic group; however, if their current growth rate continues, Asians could become the largest minority group.

7. VEEP and magnet programs continue to attract increasing numbers of students.

8. The percentage of minority students residing in the attendance areas of the court-designated minority-isolated schools who attend either VEEP or magnet programs continues to increase.

9. While VEEP continues to meet its goals the changing demographics (decreasing numbers of majority students) make it harder and harder for the magnet program to reach their goals (particularly the majority nonresident goals).

10. The District's efforts have helped to maintain the ethnic balance at the ABC schools.

11. Other programs which aid the integration effort include the Race/Human Relations Program; the Achievement Goals Program; the Bilingual Program; the Oral and Written Communication Program; Burbank Primary School; Project Lincoln; College Prep Enrichment; College/University Cooperative Projects; Project Achievement; Extended-time Program Options; the Business/Education Partnerships Program; and the District's Monitoring Program.

Action (Including Proposed Amendments to the Integration Program

1. Plans and Programs for 1984-85 which have already been approved by the Court:

   ° Expansion of Balboa Park Off-Campus Integrated Learning Experience Program (OCILE) to include all 5th-grade students.

   ° Addition of Old Town OCILE program which will service all 4th-grade students.

   ° Deletion of Learning Center Program.

   ° Expansion of Memorial Junior High School Academic magnet for Enriched Studies, Athletics, and Spanish Immersion to include 9th-grade students.

2. Proposed Amendments (to be approved by the Court):

   ° Addition of Freese Multimedia/Research Center magnet program

   ° Deletion of Ross Indochinese Center

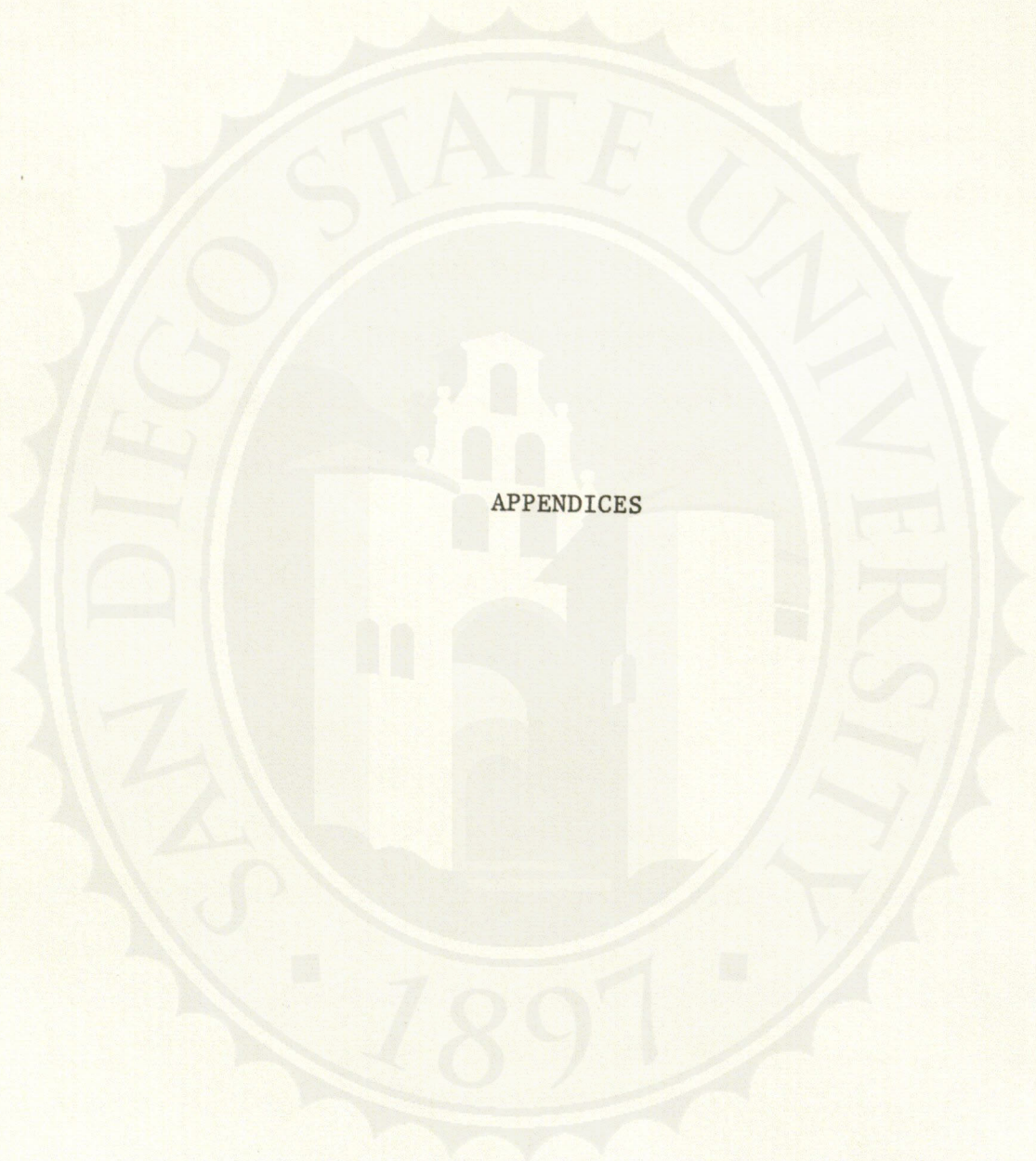
   ° Deletion of Exchange Programs

   ° Deletion of Wright Brothers

   ° Expansion of Gompers magnet program

   ° Addition of Foreign Language Center at Hoover High School

- Retitle Mission Bay High School Magnet as "Center for Marketing, Management, Graphics and Design"
- Retitle Correia Junior High and Point Loma Senior High magnet centers as "Academy of Bilingual Studies"
- Retitled John Muir magnet program as "John Muir Alternative School for Humanistic Studies"
- Expansion of Already Balanced Community (ABC) Schools Program from 13 to 23 schools.
- Establish a 12 year instead of 13 year implementation for student Race/Human Relations Program (See Appendix K)
- Policy clarifications, changes and additions proposed for magnet program and Voluntary Ethnic Enrollment Program (See Appendix L)



APPENDICES

APPENDIX A

PUPIL ETHNIC CENSUS
1983-84

Community Relations and
Integration Services Division
George T. Frey
Assistant Superintendent

SAN DIEGO CITY SCHOOLS
Thomas W. Payzant
District Superintendent

ALPHABETICAL LISTING
GRADES K - 12
(November 22, 1983)

Report to Board of Education
December 20, 1983

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Junior High Schools 11

Senior High Schools 12

Atypical:
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- Compers Secondary 13
- Homebound 13
- Independent Learning Centers 13
- Independent Study Program 13
- Muir Alternative 13
- Physically Handicapped EH Institution Program 13

NOTE: Enrollment for Adult Education is excluded.

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NOTE: Enrollment for Adult Education is excluded.

DEFINITIONS OF RACIAL/ETHNIC CATEGORIES

HISPANIC

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

WHITE

White: Not of Hispanic origin (not Portuguese): Person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Portuguese: Person having origins in any of the original peoples of Portugal.

BLACK

Not of Hispanic origin: Person having origins in any of the black racial groups of Africa.

ASIAN

Asian or Pacific Islander (not Filipino or Indochinese): Person having origins in any other of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Forea, and Samoa.

Filipino: Person having origins in any of the original peoples of the Phillipine Islands.

Indochinese: Person having origins in any of the original peoples of Indochinese. This area includes, for example, Vietnam, Cambodia, and Laos.

ALASKAN/INDIAN

American Indian or Alaskan Native: Person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

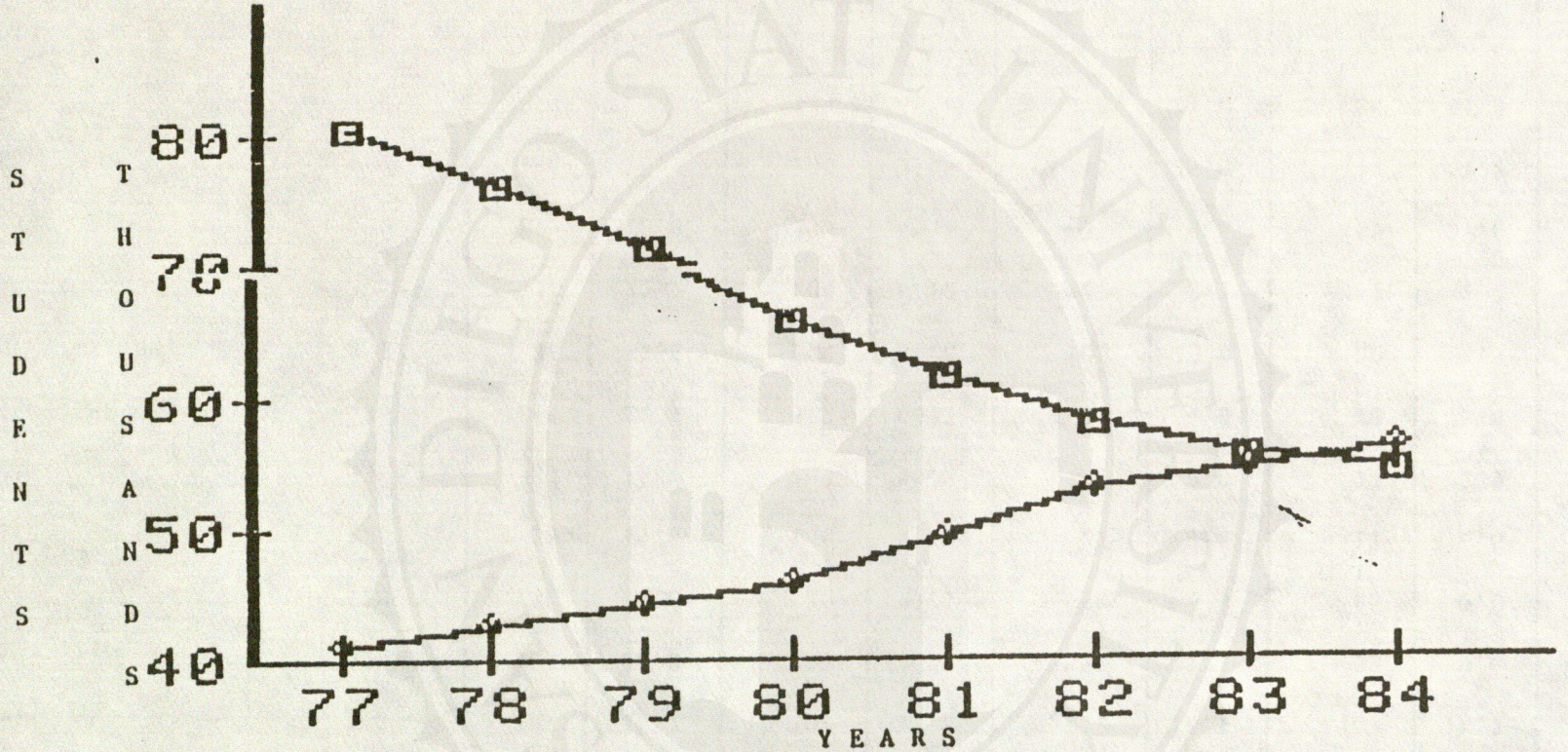
DISTRICT TOTALS

SCHOOL	TOTAL ENROLLED	HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
ELEMENTARY SCHOOL	58,688	12,927	22.0	26,567	45.3	9,398	16.0	9,665	16.5	131	0.2
MIDDLE SCHOOLS	1,780	163	9.2	943	53.0	441	24.8	226	12.7	7	0.4
JUNIOR HIGH SCHOOLS	21,186(1)*	4,142	19.6	11,139	52.6	2,703	12.8	3,137	14.8	64	0.3
SENIOR HIGH SCHOOLS	24,598	3,864	15.7	13,356	54.3	3,719	15.1	3,590	14.6	69	0.3
ALTERNATIVE SCHOOL	312	33	10.6	176	56.4	77	24.7	22	7.0	4	1.3
INDEPENDENT LEARNING CENTERS	1,061	190	17.9	694	65.4	142	13.4	31	2.9	4	0.4
INDEPENDENT STUDY PROGRAM	49	6	12.2	14	28.6	26	53.1	3	6.1	0	0.0
CREATIVE AMD PERFORMING ARTS MAGNET AT O'FARRELL	1,163	89	7.6	599	51.5	429	36.9	35	3.0	11	0.9
COMPERS SECONDARY SCHOOL	1,019	111	10.9	393	38.6	467	45.8	47	4.6	1	0.1
HOMEBOUND	117	23	19.7	44	37.6	38	32.5	11	9.4	1	0.8
PHYSICALLY HANDICAPPED EH INSTITUTION PROGRAM	123	4	3.2	92	74.8	25	20.3	2	1.6	0	0.0
DISTRICT TOTAL	110,096(1)*	21,552	19.6	54,017	49.1	17,465	15.9	16,769	15.2	292	0.3

( )* Student(s) not ethnically identified; "Total Enrolled" includes figure in parentheses.

PUPIL ETHNIC CENSUS

DISTRICT TOTALS, 1976-77 THROUGH 1983-84
COMPARISON GRAPH



SQUARE=TOTAL DISTRICT--MAJ.
PLUS = TOTAL DISTRICT--MIN.

	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
Majority	80,153	75,770	71,119	65,622	61,209	57,714	55,236	54,017
Minority	41,080	42,660	44,005	45,883	49,366	52,998	54,520	56,078

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
ADAMS	747	130	17.4	348	46.5	66	8.8	203	27.1	0	0.0
ALCOTT	425	82	19.2	267	62.8	37	8.7	38	8.9	1	0.2
ANDERSEN	185	18	9.7	138	74.5	6	3.2	23	12.4	0	0.0
ANGIER	376	27	7.1	202	53.7	66	17.5	81	21.5	0	0.0
AUDUBON	726	281	38.7	202	27.8	132	18.1	107	14.7	4	0.5
BAKER	623	167	26.8	162	26.0	233	37.3	59	9.4	2	0.3
BALBOA	928	734	79.0	70	7.5	59	6.3	65	7.0	0	0.0
BARNARD	281	56	19.9	180	64.0	27	9.6	17	6.0	1	0.3
BAY PARK	339	82	24.1	203	59.8	24	7.0	27	7.9	3	0.8
BAYVIEW TERRACE	478	118	24.7	317	66.3	23	4.8	18	3.8	2	0.4
BENCHLEY/WEINBERGER	456	36	7.8	294	64.4	105	23.0	20	4.3	1	0.2
BIRD ROCK	308	70	22.7	204	66.2	27	8.7	7	2.2	0	0.0
BIRNEY	620	112	18.0	305	49.1	35	5.6	168	27.0	0	0.0
BOONE	907	184	20.2	204	22.4	145	15.9	374	41.2	0	0.0
BREEN	275	7	2.5	179	65.0	3	1.0	86	31.2	0	0.0
BROOKLYN	836	420	50.2	243	29.0	92	11.0	81	9.6	0	0.0
BURBANK	453	348	76.8	82	18.1	22	4.9	1	0.2	0	0.0

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CABRILLO	241	65	26.9	155	64.3	17	7.0	4	1.6	0	0.0
CADMAN	276	136	49.2	111	40.2	20	7.2	7	2.5	2	0.7
CARSON	478	89	18.6	118	24.6	20	4.1	251	52.5	0	0.0
CARVER	225	39	17.3	111	49.3	48	21.3	27	12.0	0	0.0
CENTRAL	675	217	32.1	172	25.4	155	22.9	130	19.2	1	0.1
CHESTERTON	590	58	9.8	308	52.2	51	8.6	171	28.9	2	0.3
CHOLLAS	646	147	22.7	191	29.5	136	21.0	171	26.4	1	0.1
CLAY	272	44	16.1	171	62.8	37	13.6	14	5.1	6	2.2
CROWN POINT	361	71	19.6	273	75.6	9	2.4	8	2.2	0	0.0
CUBBERLEY	236	25	10.5	165	69.9	14	5.9	31	13.1	1	0.4
CURIE	313	16	5.1	238	76.0	23	7.3	35	11.1	1	0.3
DAILARD	687	88	12.8	441	64.1	93	13.5	65	9.4	0	0.0
DARNALL	288	37	12.8	122	42.3	54	18.7	74	25.6	1	0.3
DEWEY	380	48	12.6	162	42.6	58	15.2	110	28.9	2	0.5
DOYLE	298	30	10.1	221	74.2	9	3.0	38	12.8	0	0.0
EDISON	485	112	23.0	176	36.2	54	11.1	142	29.2	1	0.2
EMERSON	798	503	63.0	94	11.8	195	24.4	6	0.7	0	0.0

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
LOGAN	739	524	70.9	16	2.1	166	22.4	31	4.1	2	0.2
LOMA PORTAL	245	22	8.9	198	80.8	6	2.4	19	7.7	0	0.0
LONGFELLOW	379	77	20.3	201	53.0	98	25.8	2	0.5	1	0.2
LOWELL	438	331	75.5	99	22.6	6	1.3	2	0.4	0	0.0
MAC DOWELL	287	38	13.2	198	68.9	14	4.8	36	12.5	1	0.3
MARCY	269	20	7.4	204	75.8	10	3.7	35	13.0	0	0.0
MARSHALL	496	73	14.7	186	37.5	93	18.7	140	28.2	4	0.8
MARVIN	318	14	4.4	271	85.2	21	6.6	12	3.7	0	0.0
MASON	867	65	7.4	468	53.9	25	2.8	307	35.4	2	0.2
MC KINLEY	480	79	16.4	340	70.8	38	7.9	23	4.7	0	0.0
MEAD	320	73	22.8	58	18.1	86	26.9	102	31.9	1	0.3
MILLER	1,132	88	7.7	691	61.0	130	11.5	220	19.4	3	0.3
MIRAMAR RANCH	485	21	4.3	368	75.8	6	1.2	90	18.5	0	0.0
MISSION BEACH*	124	27	21.7	64	51.6	24	19.3	9	7.2	0	0.0
MONTEZUMA	243	19	7.8	93	38.2	13	5.3	118	48.5	0	0.0
OAK PARK	688	91	13.2	352	51.1	194	28.1	49	7.1	2	0.2
OCEAN BEACH	539	169	31.3	335	62.1	24	4.4	11	2.0	0	0.0

*Special school for handicapped pupils.

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
PACIFIC BEACH	314	135	42.9	163	51.9	14	4.4	2	0.6	0	0.0
PARADISE HILLS	976	206	21.1	249	25.5	97	9.9	421	43.1	3	0.3
PENN	1,084	117	10.8	390	36.0	194	18.0	383	35.3	0	0.0
PERRY	1,031	85	8.2	270	26.2	93	9.0	583	56.5	0	0.0
REVERE*	98	12	12.2	56	57.1	21	21.4	9	9.1	0	0.0
RILEY*	71	5	7.0	49	69.0	15	21.1	2	2.8	0	0.0
ROLANDO PARK	357	51	14.2	190	53.2	102	28.5	14	3.9	0	0.0
ROSS	457	54	11.8	240	52.5	25	5.4	138	30.1	0	0.0
ROWAN	221	56	25.3	81	36.6	58	26.2	23	10.4	3	1.3
SANDBURG	740	65	8.7	465	62.8	29	3.9	181	24.4	0	0.0
SCHWEITZER*	95	24	25.3	48	50.5	12	12.6	11	11.6	0	0.0
SEQUOIA	228	36	15.7	137	60.0	6	2.6	48	21.0	1	0.4
SESSIONS	389	41	10.5	313	80.4	19	4.8	16	4.1	0	0.0
SHERMAN	1,084	884	81.5	38	3.5	64	5.9	97	8.9	1	0.1
SILVER GATE	504	35	6.9	289	57.3	167	33.1	12	2.3	1	0.1
SPRECKELS	592	235	39.6	306	51.6	21	3.5	30	5.0	0	0.0
STEVENSON	277	61	22.0	172	62.0	9	3.2	33	11.9	2	0.7
STOCKTON	660	276	41.8	36	5.4	331	50.1	17	2.6	0	0.0

*Special school for handicapped pupils.

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
SUNSET VIEW	410	67	16.3	286	69.7	46	11.2	11	2.6	0	0.0
TIERRASANTA	513	24	4.6	421	82.0	19	3.7	48	9.3	1	0.1
TOLER	160	22	13.7	125	78.1	4	2.5	9	5.6	0	0.0
TORREY PINES	350	139	39.7	188	53.7	17	4.8	6	1.7	0	0.0
VALENCIA PARK	742	66	8.8	126	16.9	463	62.3	87	11.7	0	0.0
VISTA GRANDE	509	16	3.1	443	87.0	13	2.5	34	6.6	3	0.5
WALKER	1,033	90	8.7	673	65.3	68	6.6	198	19.2	1	0.1
WASHINGTON	244	158	64.7	48	19.6	19	7.7	18	7.3	1	0.4
WEBSTER	481	28	5.8	199	41.3	253	52.5	1	0.2	0	0.0
WEGEFORTH	262	36	13.7	165	62.9	23	8.7	37	14.1	1	0.3
WHITMAN	313	41	13.0	224	71.5	10	3.1	38	12.1	0	0.0
WHITTIER	273	100	36.6	142	52.0	13	4.7	18	6.5	0	0.0
WIGGIN*	143	37	25.8	69	48.2	21	14.6	16	11.1	0	0.0

*Special school for handicapped pupils.

MIDDLE SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
FARB	1,102	76	6.9	727	66.0	116	10.5	179	16.2	4	.4
KEILLER	678	87	12.8	216	31.9	325	47.9	47	6.9	3	0.4

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JUNIOR HIGH SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
BELL	1,958	288	14.7	593	30.2	427	21.8	646	32.9	4	0.2
CORREIA	1,009	240	23.7	624	61.8	106	10.5	38	3.7	1	0.1
EINSTEIN	750	113	15.0	449	59.8	83	11.0	100	13.3	5	0.6
HALE	1,054	142	13.4	593	56.2	215	20.3	100	9.4	4	0.3
LEWIS	947(1)*	73	7.7	656	69.2	181	19.1	29	3.0	7	0.7
MANN	1,457	224	15.3	631	43.3	244	16.7	354	24.2	4	0.2
MARSTON	1,211	484	39.9	542	44.7	113	9.3	68	5.6	4	0.3
MEMORIAL	811	457	56.3	142	17.5	188	23.1	22	2.7	2	0.2
MONTGOMERY	984	136	13.8	363	36.8	92	9.3	392	39.8	1	0.1
MUIRLANDS	1,264	429	33.9	667	52.8	150	11.9	17	1.3	1	0.1
PACIFIC BEACH	1,189	422	35.4	705	59.2	34	2.8	24	2.0	4	0.3
PERSHING	1,517	217	14.3	884	58.2	200	13.1	207	13.6	9	0.5
ROOSEVELT	1,164	298	25.6	624	53.6	99	8.5	137	11.7	6	0.5
SERRA**	1,180	97	8.2	789	66.9	110	9.3	183	15.5	1	0.1
STANDLEY	1,171	82	7.0	837	71.5	178	15.2	71	6.1	3	0.3
TAFT	609	51	8.4	421	69.1	51	8.4	84	13.8	2	0.3
WANGENHEIM	1,837	133	7.2	1,195	65.0	73	4.0	431	23.5	5	0.3
WILSON	1,074	256	23.8	424	39.4	159	14.8	234	21.8	1	0.1

( )* Student(s) not ethnically identified; "Total Enrolled" includes figure in parentheses.
**Figure includes junior high pupils only.

SENIOR HIGH SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CLAIREMONT	1,002	300	29.9	550	54.8	90	8.9	60	5.9	2	0.1
CRAWFORD	1,414	163	11.5	637	45.0	278	19.6	331	23.4	5	0.3
HENRY	2,646	217	8.2	1,830	69.1	317	11.9	276	10.4	6	0.2
HOOVER	1,803	415	23.0	718	39.8	210	11.6	454	25.1	6	0.3
KEARNY	1,532	164	10.7	698	45.5	113	7.3	549	35.8	8	0.5
LA JOLLA	1,274	174	13.6	983	77.1	79	6.2	38	2.9	0	0.0
LINCOLN**	903	158	17.4	62	6.8	643	71.2	40	4.4	0	0.0
MADISON	1,835	236	12.8	1,057	57.6	273	14.8	260	14.1	9	0.4
MIRA MESA**	2,926	219	7.4	1,887	64.4	151	5.1	657	22.4	12	0.4
MISSION BAY	1,288	241	18.7	927	72.0	50	3.8	67	5.2	3	0.2
MORSE	1,730	279	16.1	259	14.9	821	47.4	371	21.4	0	0.0
POINT LOMA	2,145	385	17.9	1,508	70.3	168	7.8	82	3.8	2	0.1
UNIVERSITY CITY	1,215	69	5.6	922	75.8	126	10.3	94	7.7	4	0.3
SAN DIEGO	1,332	664	49.8	351	26.3	207	15.5	108	8.1	2	0.1
SERRA JR/SR*	1,321	115	8.7	855	64.7	155	11.7	192	14.5	4	0.3
WRIGHT BROTHERS**	232	65	28.0	112	48.2	38	16.3	11	4.7	6	2.5

*Figure includes senior high pupils only.
**Includes 9th grade students.

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
ENCANTO	1,425	383	26.9	587	41.2	373	26.2	79	5.5	3	0.2
ERICSON	1,060	60	5.7	691	65.2	34	3.2	273	25.7	2	0.2
EUCLID	939	238	25.3	191	20.3	219	23.3	288	30.7	3	0.3
FIELD	298	51	17.1	188	63.0	18	6.0	41	13.7	0	0.0
FLETCHER	274	51	18.6	110	40.1	35	12.7	77	28.1	1	0.3
FLORENCE	270	72	26.6	151	55.9	20	7.4	25	9.2	2	0.7
FOSTER	527	64	12.1	314	59.6	116	22.0	24	4.5	9	1.7
FRANKLIN	433	79	18.2	252	58.1	64	14.7	34	7.8	4	0.9
FREESE	624	116	18.5	102	16.3	288	46.1	115	18.4	3	0.4
FREMONT	301	48	15.9	156	51.8	73	24.2	22	7.3	2	0.6
FULTON	620	45	7.2	244	39.3	282	45.4	49	7.9	0	0.0
GAGE	734	76	10.3	589	80.2	24	3.2	44	5.9	1	0.1
GRANT	593	97	16.3	363	61.2	107	18.0	23	3.8	3	0.5
GREEN	383	61	15.9	199	51.9	85	22.1	37	9.6	1	0.2
HAMILTON	695	204	29.3	260	37.4	147	21.1	84	12.0	0	0.0
HANCOCK	943	59	6.3	558	59.2	107	11.3	217	23.0	2	0.2
HARDY	339	69	20.3	179	52.8	74	21.8	16	4.7	1	0.3

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
HAWTHORNE	244	53	21.7	133	54.4	12	4.9	43	17.6	3	1.2
HEARST	238	24	10.0	186	78.1	15	6.3	13	5.4	0	0.0
HICKMAN	605	68	11.2	349	57.6	22	3.6	166	27.4	0	0.0
HOLMES	333	22	6.6	270	81.0	19	5.7	22	6.6	0	0.0
HORTON	714	163	22.8	126	17.6	356	49.8	69	9.6	0	0.0
JACKSON	492	61	12.3	170	34.5	99	20.1	157	31.9	5	1.0
JEFFERSON	537	126	23.4	224	41.7	67	12.4	118	21.9	2	0.3
JERABEK	459	15	3.2	370	80.6	4	0.8	67	14.5	3	0.6
JOHNSON	421	19	4.5	147	34.9	253	60.0	2	0.4	0	0.0
JONES	277	28	10.1	192	69.3	14	5.0	43	15.5	0	0.0
JUAREZ	160	13	8.1	106	66.2	5	3.1	36	22.5	0	0.0
KENNEDY	504	127	25.1	11	2.1	312	61.9	54	10.7	0	0.0
KNOX	685	56	8.1	80	11.6	497	72.5	52	7.5	0	0.0
LAFAYETTE	569	75	13.2	391	68.7	42	7.4	56	9.8	5	0.9
LA JOLLA	586	242	41.2	304	51.8	17	2.9	22	3.7	1	0.1
LEE	791	269	34.0	248	31.3	86	10.9	187	23.6	1	0.1
LINDA VISTA	980	138	14.0	179	18.2	39	3.9	623	63.5	1	0.1
LINDBERGH	766	125	16.3	375	48.9	178	23.2	81	10.5	7	0.9

ATYPICAL SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CREATIVE AND PERFORMING ARTS MAGNET AT O'FARRELL	1,163	89	7.6	599	51.5	429	36.9	35	3.0	11	0.9
COMPERS SECONDARY	1,019	111	10.9	393	38.6	467	45.8	47	4.6	1	0.1
MUIR ALTERNATIVE	312	33	10.6	176	56.4	77	24.7	22	7.0	4	1.3
HOMEBOUND	117	23	19.7	44	37.6	38	32.5	11	9.4	1	0.8
INDEPENDENT LEARNING CENTERS											
GARFIELD	566	102	18.0	346	61.1	98	17.3	17	3.0	3	0.5
TWAIN	495	88	17.8	348	70.3	44	8.9	14	2.8	1	0.2
INDEPENDENT STUDY PROGRAM	49	6	12.2	14	28.6	26	53.1	3	6.1	0	0.0
PHYSICALLY HANDICAPPED EH INSTITUTION PROGRAM	123	4	3.2	92	74.8	25	20.3	2	1.6	0	0.0

APPENDIX B

ATYPICAL SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CREATIVE AND PERFORMING ARTS MAGNET AT O'FARRELL	1,163	89	7.6	599	51.5	429	36.9	35	3.0	11	0.9
COMPERS SECONDARY	1,019	111	10.9	393	38.6	467	45.8	47	4.6	1	0.1
MUIR ALTERNATIVE	312	33	10.6	176	56.4	77	24.7	22	7.0	4	1.3
HOMEBOUND	117	23	19.7	44	37.6	38	32.5	11	9.4	1	0.8
INDEPENDENT LEARNING CENTERS											
GARFIELD	566	102	18.0	346	61.1	98	17.3	17	3.0	3	0.5
TWAIN	495	88	17.8	348	70.3	44	8.9	14	2.8	1	0.2
INDEPENDENT STUDY PROGRAM	49	6	12.2	14	28.6	26	53.1	3	6.1	0	0.0
PHYSICALLY HANDICAPPED EH INSTITUTION PROGRAM	123	4	3.2	92	74.8	25	20.3	2	1.6	0	0.0

APPENDIX B

ANNUAL VEEP STUDENT MOVEMENT REPORT - SEPT. 1983-APRIL 1984

VEEP-OUT - Returned at parent request to geographical school of residence
DROP - Student is dropped from VEEP receiving school for one of the following reasons:
Enrolled in another program (Magnet, Special Ed., Gifted, etc.)
Enrolled in a new school of residence or in a new VEEP linkage pattern
Left the district
SIP - School Initiated Placement
EXEMPT
SAP - Parent request for Special Attendance Permit

Elementary

	VEEP-OUT	DROP	SIP	EXEMPT	SAP
Alcott	0	5	0	0	0
Bay Park	2	6	0	0	0
Bayview Terrace	1	6	0	0	0
Bird Rock	2	20	0	0	0
Cabrillo	0	10	0	0	0
Cadman	7	9	0	0	0
Chesterton	1	2	0	0	0
Clay	3	7	0	0	0
Curie	2	0	0	0	0
Fletcher	0	4	0	0	0
Franklin	0	7	0	0	1
Gage	3	8	0	0	0
Hancock	2	0	0	0	0
Hardy	0	13	0	0	0
Hearst	1	2	1	0	0
Holmes	1	6	0	0	0
Jerabek	2	12	0	0	0

	VEEP-OUT	DROP	SIP	EXEMPT	SAP
Lafayette	1	6	0	0	0
La Jolla	1	20	0	0	0
Loma Portal	0	1	0	0	0
Miramar Ranch	1	10	0	0	0
Ocean Beach	1	13	0	0	0
Pacific Beach	2	8	0	0	0
Ross	2	0	0	0	0
Toler	0	2	0	0	0
Torrey Pines	3	9	0	0	0
Whittier	2	1	0	0	0

Junior High Schools

Bell	1	0	0	0	0
Correia	6	0	2	0	0
Einstein	8	4	1	0	1
Hale	15	20	9	0	0
Lewis	3	24	4	0	0
Marston	3	1	4	0	0
Muirlands	20	47	14	2	0
Pacific Beach	1	0	15	0	0
Pershing	11	22	3	0	0
Standley	4	9	5	0	0
Wangenheim	3	2	0	0	0

	VEEP-OUT	DROP	SIP	EXEMPT	SAP
Farb (atypical)	4	0	0	0	0

Senior High

Clairemont	4	19	4	5	0
Henry	18	21	18	18	0
La Jolla	3	11	6	0	0
Madison	6	5	11	5	0
Mira Mesa	8	2	0	0	0
Mission Bay	0	2	1	4	0
Point Loma	4	7	12	6	0
Serra	2	10	7	5	0
University City	10	4	2	2	0

Summary - Combined Grade Levels

Elementary	40	187	1	0	1
Junior High	79	129	57	2	1
Senior High	55	81	61	45	0
Total	174	397	119	47	12

APPENDIX C

APPENDIX C

FILED
Robert D. Zumwalt, Clerk
NOV 18 1983
BY G. BERNSTEIN, Deputy

RECEIVED
OFFICE OF
GENERAL COUNSEL
NOV 21 10 57 AM '83
SAN DIEGO UNIFIED
SCHOOL DISTRICT

IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA

IN AND FOR THE COUNTY OF SAN DIEGO

No. 303800

KARI CARLIN, et al.,

Plaintiffs,

v.

BOARD OF EDUCATION, SAN DIEGO UNIFIED SCHOOL DISTRICT,

Defendant.

GROUNDSWELL, INC., et al.,

Intervenors.

STATEMENT OF DECISION

Honorable FRANKLIN B. ORFIELD, Judge Presiding, Department 24;

VERONICA ROESER, Esq., and WILLIAM F. GAVIN, Esq., for plaintiffs;

JENNINGS, ENGSTRAND & HENRIKSON, by DONALD R. LINCOLN, Esq., and CHRISTINA L. DYER, General Counsel, San Diego Unified School District, for defendant;

ELMER ENSTROM, Esq., for intervenors.

The annual review and evaluation of the programs of defendant

JK:mk
33-01535

San Diego Unified School District came on regularly for hearing on August 18, 1983 for the purpose of determining if the programs of the District have produced meaningful progress toward the elimination of segregation and the harms inflicted by such segregation. On September 9, 1983, the Court issued its Memorandum of Intended Decision.

Thereafter, plaintiffs filed a Request for Statement of Decision and Judgment and For Extension of Time for Filing Proposals for the Content of the Statement of Decision, Objections to the Court's Memorandum of Intended Decision, Objections to Proposed Order Re Integration Plan 1983-84 and Supplemental Objections to Proposed Order. Defendant filed a Response to Plaintiffs' Objections to the Court's Memorandum of Intended Decision. The Court, having treated the documents filed as plaintiffs' request for a statement of decision specifying those controverted issues as to which plaintiffs are requesting a statement of decision and as proposals for the statement of decision, and no further proposals as to the content of the statement of decision having been made within the time allowed, and having heard and considered the evidence presented, the law, the arguments of counsel, the objections of the parties, and the documents relating to the statement of decision above referenced, and being fully advised in the matter, makes this Statement of Decision:

///

///

STATEMENT OF DECISION

The MEMORANDUM OF INTENDED DECISION filed September 9, 1983, shall be the Statement of Decision in this case, with the following modifications:

1. At page 4, following line 9 (relating to the RACE/HUMAN RELATIONS PROGRAM), add:

"IT IS ORDERED that the School District meet with the Integration Task Force to explore the possibility of consolidating the monitoring of the Race/Human Relations Program."

2. At page 8, following line 2 (relating to VOLUNTARY ETHNIC ENROLLMENT PROGRAM), add:

"IT IS ORDERED that the School District make its checks of ethnic class enrollment as early in each semester as possible, having due regard for fluctuations in class enrollment in the early weeks of the semester and submit to the Court by March 1, 1984, the criteria it will use in determining ethnic class enrollment."

3. At page 8, following the addition made by paragraph 2 above, add:

"HOUSING

"IT IS ORDERED that the School District cooperate with housing authorities and take whatever steps might be appropriate to it when such moves would further the cause of integration."

///

4. At page 18, modify lines 22 through 27 to read:

"After October 1, 1984, no further annual reviews will be made by the Court, the Court Integration Task Force will be disbanded and any further activity in the matter will come about only by way or noticed motion based upon good cause shown. These will be the circumstances extant as of October 1, 1984 unless presently unforeseen circumstances dictate otherwise."

DATED: NOV 18 1983

JUDGE OF THE SUPERIOR COURT
FRANKLIN B. ORFIELD

APPENDIX D

Multi-Year Program Sequence

Program Year	Strand I – Personal Objectives in Strand I focus first on staff dialogue, then on ethnic identity and its effect on attitudes and behaviors. Teambuilding and conflict management skills are also addressed.	Strand II – Classroom Objectives in Strand II focus on the implementing of the student race/human relations program, and on measures to insure student cooperative tasks, racial mixing, and positive student-to-student dialogue.	Strand III – Institutional Objectives in Strand III focus on providing immediate support to students in the integrated setting, then on assuring equal status, treatment, and recognition for all students at the institutional level.
1982-83	1. Climate-setting for Staff Dialogue	9. *Concept Goals and Implementation.	26. Cross-ethnic Interaction Procedures 27. Orientation and Support Programs 23.**Design and Administration of School Climate Survey 24. Discussion of Survey Findings 25. Action-Planning for Site Climate Improvement
1983-84	3. Self/Ethnic Identification and Awareness 4. Knowledge of Diverse Ethnic Groups	17. *Cooperative Learning/Student Team Learning Programs and Methods 21. *Integrating LEP Students within the Regular Classroom	28. Integration of LEP Students 32. School/Home Communication Patterns 38. Fairness in Instructional Practices 39. Fairness in Guidance Practices
1984-85	5. Knowledge of Contemporary Ethnic Issues 6. Dynamics of Stereotyping and Discrimination	13. *Classroom Dialogue Techniques 14. Teaching Students About Name-calling and Conflict 15. *Teaching Students About the Dynamics of Prejudice	29. Support for Differing Behavioral Styles and Discipline 30. Equality of Student Recognition 34. Parent/Community Volunteer Program 37. Design for Crisis

Note: Program planners acknowledge that all the content areas in this sequence are addressed on a continuing basis. The objectives identified for a given program year indicate those areas that will serve as the focal point for training and evaluation.

* Objectives to be completed by curriculum writers.

** Optional only to those school sites committing to the process prior to November 30, 1982. After the 1982-83 school year, Objectives 23, 24, and 25 may be substituted for any two objectives in a given year and the substituted objectives completed the following year.

Multi-Year Program Sequence

Program Year	Strand I – Personal	Strand II – Classroom	Strand III – Institutional
1985-86	7. Perceptions and Behaviors Toward Diverse Groups 8. Positive Communication and Managing Conflict	10. *Multiethnic Curriculum Practices 12. Equalizing Status and Building Self-esteem 16. Equalizing Teacher-to-Student Interactions	31. Integration of Students Enrolled in Special Education Programs 40. Fairness in Personnel and Staff Leadership Practices 41. Knowledge and Support for Integration Efforts 44. Student Training in Race/Human Relations Leadership
1986-87	2. Systematic Participation in Teambuilding	11. *Analyzing Curriculum Materials/ Media for Race/Sex Fairness 19. *Differences in Cognitive Patterns and Learning Styles 22. Mainstreaming Special Education Students within the Regular Classroom	42. Modeling Equal Status and Respect in Staff-to-Student Interactions 43. Modeling Equal Status and Respect in Staff-to-Staff Interactions 45. Equality of Status in Student Clubs and Organizations 47. Fair Representation and Recruitment in Campus Leadership Groups
1987-88		18. Discipline Techniques 20. *Differences in Teaching Styles	33. School as Seen by the Community 35. Intra-staff Communications 36. Staff Participation in Management Decisions 46. Student Participation in School Policy Decisions

* Objectives to be completed by curriculum writers.

Content Areas

Strand I – Personal

A. *PROFESSIONAL CLIMATE/TEAMBUILDING*

1. Climate-setting for Staff Dialogue
2. Systematic Participation in Teambuilding

B. *CROSS-ETHNIC AWARENESS AND RESPECT*

3. Self/Ethnic Identification and Awareness
4. Knowledge of Diverse Ethnic Groups
5. Knowledge of Contemporary Ethnic Issues

C. *INTERACTIONAL SKILLS IN A MULTIRACIAL SOCIETY*

6. Dynamics of Stereotyping and Discrimination
7. Perceptions and Behaviors Toward Diverse Groups
8. Positive Communication and Managing Conflict

On this page objectives are listed according to the topical or content areas which describe the general focus and scope of each strand. The numbering of the objectives is for reference purposes only and does not indicate the sequence for accomplishing the objectives.

Strand II – Classroom

A. *CROSS-ETHNIC AWARENESS AND RESPECT*

9.* Concept Goals and Implementation
10.* Multiethnic Curriculum Practices
11.* Analyzing Curriculum Materials/Media for Ethnic Fairness
12. Equalizing Status and Building Self-esteem

B. *INTERACTIONAL SKILLS FOR A MULTIRACIAL SOCIETY*

13.* Classroom Dialogue Techniques
14. Teaching Students About Name-calling and Conflict
15.* Teaching Students About the Dynamics of Prejudice

C. *CLASSROOM CLIMATE AND TEAMBUILDING*

16. Equalizing Teacher-to-Student Interactions
17.* Cooperative Learning/Student Team Learning Programs and Methods
18. Discipline Techniques

D. *SUPPORT FOR STUDENTS RECEIVING SPECIALIZED INSTRUCTION*

19.* Differences in Cognitive Patterns and Learning Styles
20.* Differences in Teaching Styles
21.* Integrating LEP Students in the Regular Classroom
22. Mainstreaming Special Education Students into the Regular Classroom

**Those nonschool site personnel involved in writing district classroom curriculum will complete those objectives in Strand II which are indicated by an asterisk (*).*

Strand III – Institutional

A. *SCHOOL/SITE CLIMATE*

23. Design and Administration of School Climate Survey
24. Discussion of Survey Findings
25. Action-Planning for Site Climate Improvemen

B. *RACIAL MIXING AND SUPPORT FOR STUDENTS IN THE INTEGRATED SETTING*

26. Cross-ethnic Interaction Procedures
27. Orientation and Support Programs
28. Integration of LEP Students
29. Support for Differing Behavioral Styles
30. Equality of Student Recognition
31. Integration of Students Enrolled in Special Education Programs

C. *THE SCHOOL IN THE COMMUNITY*

32. School/Home Communication Patterns
33. School as Seen by the Community
34. Parent/Community Volunteer Programs

D. *INTRA-SITE COMMUNICATION NETWORK*

35. Intra-staff Communications
36. Staff Participation in Management Decisions
37. Design for Crisis

E. *RACIAL AND SEX FAIRNESS IN INSTRUCTIONAL AND GUIDANCE PRACTICES*

38. Fairness in Instructional Practices
39. Fairness in Guidance Practices

F. *STAFF/STUDENT INTERACTION AND MODELING*

40. Fairness in Personnel and Staff Leadership Practices
41. Knowledge and Support for Integration Efforts
42. Modeling Equal Status and Respect in Staff-to-Student Interactions
43. Modeling Equal Status and Respect in Staff-to-Staff Interactions
44. Student Training in Race/Human Relations Leadership

G. *EQUAL OPPORTUNITY AND STATUS IN STUDENT LEADERSHIP AND EXTRA-CURRICULAR PROGRAMS*

45. Equality of Status in Student Clubs and Organizations
46. Student Participation in School Policy Decisions
47. Fair Representation and Recruitment in Campus Leadership Groups

APPENDIX E

Summary of Concept Goals K-12

CONCEPT GOAL I:

IDENTITY To develop feelings of self-acceptance and self-worth which are based upon awareness of factors influencing self-definition, including ethnic ancestry and cultural heritage.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	*Level 1 (Gr. K-3)*	*Level 2 (Gr. 4-6)*	*Level 3 (Gr. 7-9)*	*Level 4 (Gr. 10-12 and adult)*
1.1 Will become familiar with and demonstrate appreciation of the main characteristics of one's own ethnic ancestry and cultural heritage.	Can identify unique characteristics of the racial, ethnic, cultural and/or religious group to which the learner belongs	Can identify and share with others one or two major contributions that the learners' racial, ethnic cultural and/or religious group has made to the development of the United States.	Can identify and share with others one or two major contributions that the learners' racial, ethnic, cultural and/or religious group has made to humankind throughout the history of the world.	Can perceive that many of the characteristics of his/her racial, ethnic cultural and/or religious group have been passed down through many generations and demonstrates pride in these characteristics.
1.2 Will demonstrate ability to analyze the influence of one's ethnic/cultural heritage and experiences on his/her own values, characteristics, personality and lifestyle.	Can identify specific personal behaviors that have been influenced by the ethnic, racial, cultural and/or religious group to which the learner belongs.	Can identify and view in a positive light several personal characteristics that have been influenced by the learners' ethnic/cultural heritage.	Is aware of how personal perceptions of his/her ethnic/cultural heritage influence self-identity.	Can analyze his/her own values and identify the ethnic/cultural influences that helped to shape them.
1.3 Will demonstrate feelings of self-worth as one defines personal strengths, capabilities and limitations.	Can identify some personal capabilities and limitations.	Is willing to share information with others about personal accomplishments and capabilities.	Analyzes ways to minimize personal limitations by fully utilizing personal strengths and capabilities	Is able to identify indicators of low self-esteem in others and can help them minimize their limitations and utilize their strengths and capabilities.

CONCEPT GOAL II:

DIVERSITY	To become aware of and value the many similarities and differences among individuals and among diverse racial, ethnic, cultural and religious groups within the community, the United States and the world.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	*Level 1 (Gr. K-3)*	*Level 2 (Gr. 4-6)*	*Level 3 (Gr. 7-9)*	*Level 4 (Gr. 10-12 and adult)*
2.1 Will demonstrate knowledge about and appreciation of similarities and differences between, among and within diverse socioeconomic, racial, ethnic, cultural and religious groups.	Learner will talk and write about the feelings or customs they have in common with people racially/culturally different from themselves.	Learner will be aware of the diversity within and among various cultural/ethnic groups through exposure to the poetry, short stories, folklore, autobiographies, music, foods, dance and art of these groups.	Learner will identify the similarities and differences in hardships experienced by people of diverse cultural/ethnic heritage in the United States and will identify the benefits experienced by the U.S. as a result of the nation's racial, ethnic and cultural diversity.	Learner will enjoy engaging in the completion of academic tasks in small groups with others of diverse socioeconomic, cultural, racial and/or ethnic background.
2.2 Will demonstrate acceptance of the worth of individuals and groups different from self, as well as acceptance of alternative beliefs, manners, customs and lifestyles.	Learner is interested in and enjoys learning about people culturally/racially different from self.	Learner is friendly with and seeks the social involvement in activities of those physically/culturally different from self.	Learner in a non-biased manner, will compare personal and alternative ideas about such things as beauty, value systems and styles of communication.	Learner will be aware of, understand and respect the reasons for different perspectives, which diverse racial/ethnic/cultural groups have, on historical and contemporary events in the United States.

CONCEPT GOAL IV:

CONFLICT To demonstrate interpersonal skills for positive relations and/or constructive response to conflict between individuals and among groups.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	*Level 1 (Gr. K-3)*	*Level 2 (Gr. 4-6)*	*Level 3 (Gr. 7-9)*	*Level 4 (Gr. 10-12 and adult)*
4.1 To develop sensitivity to the needs, feelings and problems of others through learning and practicing interpersonal skills.	Learners will recognize people have different ways of expressing their needs and feelings and that the same feeling can be expressed in different ways.	Learners will identify their behaviors which have a positive or negative impact on others.	Learner will develop the capacity to respond in supportive ways when others express or demonstrate a need.	Learners will demonstrate ability and comfort to initiate cross cultural communication and establish friendships.
4.2 To identify and analyze factors that contribute to conflicts.	Learners will become aware of behaviors they engage in which contributes to conflicts with others.	Learners will recognize the influence of others on their participation in interpersonal or group conflicts.	Learners will analyze ways in which styles of verbal and non-verbal communication influence conflict.	Learners will analyze how various social, political and economic factors have contributed to conflict among groups in the United States both historically and in contemporary times.
4.3 To identify and utilize appropriate alternatives in responding to and attempting to resolve conflict.	Learner will identify several positive ways of responding to conflict with others.	Learners will exert influence on peers to engage in behavior that prevents or minimizes conflicts.	Learners will analyze their styles of dealing with conflicts and develop alternatives for those which they do not consider effective.	Learners will take the initiative to prevent or resolve conflicts that might not directly affect them.

CONCEPT GOAL III

CULTURE To develop awareness of what "culture" is and the ways cultures are alike and different.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	*Level 1 (Gr. K-3)*	*Level 2 (Gr. 4-6)*	*Level 3 (Gr. 7-9)*	*Level 4 (Gr. 10-12 and adult)*
3.1 To become aware of the elements that make up a culture.	Learner will identify the elements of culture.	Learner will describe and analyze the various elements of one's own culture(s).	Learner will analyze how elements of culture have influenced the various behaviors and lifestyles of ethnic/racial groups in historical and contemporary societies.	Learner will explain why and how the cultural characteristics of groups in the United States have changed throughout the nation's history.
3.2 To compare the elements of diverse cultures.	Learner will identify similarities and differences among elements of various cultural groups.	Learners will describe how cultures have influenced one another.	Learners will analyze how diverse cultures have influenced the common culture of the United States	Learners will understand the concept of cultural pluralism and will identify the implications for his/her own way of thinking and acting in a manner which supports the right of all cultural groups to co-exist with equal opportunity.

CONCEPT GOAL V:

PREJUDICE AND DISCRIMINATION To develop sensitivity to stereotyping, prejudice and discrimination in its many forms.

SAMPLE OF LEARNER BEHAVIORS

OBJECTIVES:	*Level 1 (Gr. K-3)*	*Level 2 (Gr. 4-6)*	*Level 3 (Gr. 7-9)*	*Level 4 (Gr. 10-12 and adult)*
5.1 Will define stereotyping, prejudice and discrimination and identify causes and consequences of each.	Identify and discuss the unfair actions of people in situations found in stories they read or have read to them.	Identify and discuss the elements of stereotyping, prejudice and discrimination which they experience in their daily lives.	Analyze the causes and consequences of racism in the United States, including how individuals and groups have experienced it historically and during contemporary times.	When presented with a situation involving stereotyping, prejudice and/or discrimination will identify alternate ways of thinking and acting which could be employed.
5.2 Will recognize and confront behavior in self and others which is based on stereotypes, prejudice, and discrimination.	Student will be able to tell when he/she or others behave in ways which reflect stereotyping or prejudicial thinking.	Students will be able to identify and discuss examples of stereotyping, prejudice and discrimination related to racial and ethnic groups which they find in advertisements, newspapers, instructional materials, or on television.	Students identify and begin changing their behaviors which are a result of prejudicial or stereotype thinking.	Students will take the initiative to suggest alternatives to others whom they perceive to be engaging in prejudicial thinking or discriminatory behavior.

APPENDIX F

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Business/Education Partnerships Program

ADOPT-A-SCHOOL PARTNERSHIPS

Organization	Partnered With
Altrusa Club of San Diego, Inc.	Garfield Independent Learning Center
Bank of America (Mira Mesa - Scripps Branch)	Mason Elementary School
Bird Rock Business & Professional Association	Bird Rock Elementary School
Black Business Association	Lincoln High School
Black Leadership Council	Lincoln High School
Clairemont Community Hospital	Hale Junior High School
College Park Hospital	Clay Elementary School
Computer Merchant of San Diego, The	Lafayette Elementary School
Cubic Corporation	Taft Junior High School
Dunphy Construction Company	Johnson Elementary School
Electron Beam Corporation	Miramar Ranch Elementary School
Fieldstone Company, The	Sandburg Elementary School
Fleet Combat Training Center, Pacific	Silver Gate Elementary School
General Dynamics Convair Division National Management Association, Convair Chapter	Morse High School
General Dynamics Electronics Division National Management Association, Electronics Chapter	Serra Junior/Senior High School
Hillside Hospital	Grant Elementary School
Home Savings of America Mira Mesa Branch	Ericson Elementary School
Imperial Airlines, Inc.	Districtwide Air Transportation Occupation, Regional Occupation Program (ROP)
Intellicon, Inc.	Marcy Elementary School
IVAC Corporation	Mira Mesa High School
Kiwanis Club of Grantville-Allied Gardens	Patrick Henry High School Special Education Program

ADOPT-A-SCHOOL PARTNERSHIPS

Organization	Partnered With
Kiwanis Club of Hillcrest-Mission Hills	Grant Elementary School
Kiwanis Club of North Park	Emerson Elementary School
Kiwanis Club of Scripps/Mira Mesa	Twain Independent Learning Center Mira Mesa Satellite
Kiwanis Club of University-San Diego	Twain Independent Learning Center Eastern Satellite
La Jolla Bank and Trust Company	Spreckels Elementary School
M/A-COM Linkabit, Incorporated	Wilson Junior High School
Midway Towne Center Merchants' Association	Barnard Elementary School
Military Entrance Processing Station	Washington Elementary School
Mira Mesa Junior Women's Club	Breen Elementary School
Mission Bay Hospital	Sessions Elementary School
Monitor Labs	Wangenheim Junior High School
National Steel & Shipbuilding Co.	Logan Elementary School
Naval Air Rework Facility	Morse High School
Naval Air Station, Miramar	Hickman Elementary School
Naval Ocean Systems Center	Gompers Secondary School
Naval Supply Center	Roosevelt Junior High School
Navy Personnel Research and Development Center	Pacific Beach Junior High School
Organizational Effectiveness Center at Naval Training Center	Farb Middle School
Pacific Bell	Lowell Elementary School
Pardee Construction Company	Walker Elementary School
Peninsula Bank of San Diego	Correia Junior High School
Peninsula Chamber of Commerce	Point Loma High School
Point Loma Rotary Club	Point Loma High School
Radio Shack Computer Center	Bird Rock Elementary School

ADOPT-A-SCHOOL PARTNERSHIPS

Organization	Partnered With
Rotary Club of Southeast San Diego	Keiller Middle School
San Diego Chargers	Bell Junior High School
San Diego Chargers	Fulton Elementary School
San Diego City Schools Data Systems Department	Morse High School Math/Science Center for Engineering and Aerospace
San Diego Clippers Basketball Club	Marston Junior High School
San Diego Council of Black Engineers	Gompers Secondary School
San Diego Fire Fighters, Local 145	Wangenheim Junior High School
San Diego Gas and Electric Company	Memorial Junior High School
San Diego Glass and Paint Company	Lowell Elementary School
San Diego High School Alumni Assoc.	San Diego High School
San Diego Single Civitan Club	Vocational Program for Special Education Students
San Diego Sports Medicine Center	Race/Human Relations Outdoor Education Program
Scripps Aquarium	Crown Point Elementary School
Sea World, Inc.	Clairemont High School
Serving Hands International	Junior ROTC Program
Silver Gate - Midway Lions Club	Twain Independent Learning Center
Solar Turbines Incorporated	Mission Bay High School
Soroptimist International of Mission Del Navajo	Garfield Independent Learning Center
Southwest Bank	Jerabek Elementary School
Sun Savings and Loan Association	Curie Elementary School
Trepte Construction Company, Inc.	University City High School
United States Navy Surface Warfare Officers School	Schweitzer Elementary School
University Associates	Staff Development & Training Department
USS Ajax	Tierrasanta Elementary School

Organization	Partnered With
USS Duluth	Chollas Elementary School
USS Point Loma	Point Loma High School NJROTC
World Trade Association of San Diego	International Studies Program at San Diego High School
Young Audiences, Inc. and COMBO	Balboa Park Program

* * *

JJ:mc
April 1984

APPENDIX G

COMMUNITY ORGANIZATIONS CONTACTED REGARDING MONITORING PROCESS VOLUNTEERS.

Dr. Irvin McClure, Exec. Director
Administrators Association
San Diego City Schools
4470 Park Boulevard
San Diego, CA 92116

Bertha McKinley, President
American Assoc. of University Women
San Diego Branch
3501 Park Boulevard
San Diego, CA 92103

Wilda Ramras, President
American Assoc. of University Women
Cabrillo-Diego Branch
4248 Karensue Ave.
San Diego, CA 92122

Mrs. Ruth Johnson, President
Calif. Congress of Parents and
Teachers, Ninth District, Inc.
4100 Normal Street, Bungalow 7
San Diego, CA 92103

Ms. Irma Castro, Executive Director
Chicano Federation
920 E. Street
San Diego, CA 92101

Mrs. William Beamer, President
Junior League of San Diego
210 Maple St.
San Diego, CA 92103

Mrs. Mary Hanson
League of Women Voters of San Diego
1012 C. Street
San Diego, CA 92101

Mr. Curtis Moring
National Assoc. for the Advancement
of Colored People
2857 Imperial Ave.
San Diego, CA 92102

Mr. Dennis Hart
National Conference of Christians
and Jews
348 W. Market St., Suite 306
San Diego, CA 92101

Mr. Lee Grissom, President
Community Division
San Diego Chamber of Commerce
110 West C St.
San Diego, CA 92101

Mr. Mark Nelson
San Diego Taxpayers Association
1010 Second Avenue
San Diego, CA 92101

Executive Director
San Diego Urban League
P.O. Box 8248
San Diego, CA 92102

Ms. Beverly Yip
Executive Director
Union of Pan Asian Communities
1031 25th St., Suite C
San Diego, CA 92102

Mr. Stephen Klink, Director
San Diego Organizing Project
2878 Imperial Avenue
San Diego, CA 92102

Dr. Nelson Price, President
ACSAR-18 Retired Chapter
169 Ebony
Imperial Beach, CA 92032

John Walsh, Chairman
University Community Planning Group
6027 Charae St.
San Diego, CA 92122

Margo Rebar, Chairman
S. Univ. City Precise Planning Com.
6175 Via Regla
San Diego, CA 92122

Mr. Ben R. Stewart, President
La Jolla Professional Men's Society
5990 Sagebrush Road
La Jolla, CA 92037

Mr. Davis Ish, Manager
La Jolla Town Council
P.O. Box 1101
La Jolla, CA 92038

Mr. Paul Johnsen, President
Pacific Beach Town Council
870 Garnet Avenue
San Diego, CA 92109

Mrs. Barbara Jensen, President
American Business Women's Association
c/o Lydia Stewart
4111 Swift Ave.
San Diego, CA 92104

Evangeline Myrseth, President
Ladies Aux. for Retarded Citizens
2608 J Avenue
National City, CA 92050

Kathy Rollins, Executive Director
Black Federation
4291 Market St.
San Diego, CA 92102

Mr. Jeffrey Hale, Executive Director
Community Congress of San Diego
1172 Morena Blvd.
San Diego, CA 92110

Mr. James Granby, President
San Diego Bar Association
1434 5th Ave.
San Diego, CA 92101

Mr. Michael Cohn, Branch Director
Jewish Community Center
4079 54th St.
San Diego, CA 92105

Mr. Herb Mansfield, President
Pacific Beach/Point Loma Branch
American Assoc. of Retired Persons
5420 McCann Drive
San Diego, CA 92105

Edith Weyer, President
San Diego Chapter
American Assoc. of Retired Persons
4072½ Alabama St.
San Diego, CA 92104

Mr. Edward J. Flanagan, President
Kearny Mesa Rotary Club
3419 Vermont St.
San Diego, CA 92103

Mr. J. Berk Walters, President
La Jolla Rotary Club
P.O. Box 525
La Jolla, CA 92037

Allen I. Baskin, President
Mira Mesa Rotary Club
P.O. Box 261028
San Diego, CA 92126

David Blum, President
Old Mission Rotary Club
6152 Mission Gorge Road, Suite E
San Diego, CA 92120

Mr. Robert T. Martinet, President
Pacific Beach Rotary Club
P.O. Box 9133
San Diego, CA 92109

Mr. James Davis, President
Point Loma Rotary Club
P.O. Box 6454
San Diego, CA 92106

Mr. Morton Jorgensen, President
San Diego Rotary Club
339 W. Broadway
San Diego, CA 92101

Mr. Cornelius A. Page, President
Southeast San Diego Rotary Club
3055 Kalmia St.
San Diego, CA 92104

Mr. Norman E. Bohleen, President
Torrey Pines Rotary Club
P.O. Box 1791
La Jolla, CA 92038

Mrs. Valleta Linnette, President
Women Incorporated
429 Las Flores Terrace
San Diego, CA 92114

Gertrude Leety, Membership Chairman
Calif. Retired Teachers Assoc. San Diego
4216 Taos Drive
San Diego, CA 92117

Judy McCarty, President
Navaho Planners
8151 Hemingway
San Diego, CA 92120

Mike Mele, President
Tierrasanta Community Council
5680 Menorca Drive
San Diego, CA 92124

Ron Danielson, President
College Area Community Council
5177 Remington Road
San Diego, CA 92115

Tony Caputo, President
Mission Beach Town Council
2968 Mission Blvd.
San Diego, CA 92109

John Hensel, President
Ocean Beach Town Council, Inc.
3768 Tennyson
San Diego, CA 92107

Bob Dingeman, President
Scripps Ranch Civic Assoc.
P.O. Box 26182
San Diego, CA 92126

Pamela Stevens, President
Mira Mesa Town Council
P.O. Box 26142
San Diego, CA 92126

Sarah Segelken, President
Linda Vista Town Hall
6946 Fulton Street
San Diego, CA 92111

Deborah Calamar, Chairman
University City Community Council
4084 Crystal Dawn Lane, #103
San Diego, CA 92122

Billy Frank
Ocean Beach Planning Board
2037 Sunset Cliff Blvd.
San Diego, CA 92107

Geoffrey Mogilner, Chairman
Old San Diego Com.Planning Committee
2737 San Diego Ave.
San Diego, CA 92110

Dave Snodgrass, Chairman
Uptown Planners
4224 St. James
San Diego, CA 92103

Ken Erhardt, President
Ocean Beach Community Forum
4515 Adair
San Diego, CA 92107

Joseph Bradley, III, President
Peninsulans, Inc.
2902 Poinsettia Drive
San Diego, CA 92106

Herb Solomon, Chairman
Point Loma Implementation Com.
3045 Quimby St.
San Diego, CA 92106

Kingsley Boyd, President
Point Loma Village Beautiful
4045 San Gorgonio
San Diego, CA 92106

Betty Peabody
Point Loma Acts Now (PLAN)
P.O. Box 6808
San Diego, CA 92106

Dr. Leland Beedle, President
Clairemont Town Council
P.O. Box 17316
San Diego, CA 92117

Richard Hertta, President
Old San Diego Chamber of Commerce
2479 Juan St.
San Diego, CA 92110

Rick Golding, President
Centennial Exchange Club of San Diego
1333 7th Ave.
San Diego, CA 92101

Bob Campbell, President
Centre City Exchange Club
8408 Royce Ct.
San Diego, CA 92123

Tim Mallott, President
Kearny Mesa Exchange Club
7980 Clairemont Mesa Blvd.
San Diego, CA 92111

Bob Farmer, President
Mission Valley Exchange Club
1554 Vista Vereda
El Cajon, CA 92021

Doug Schwartz, President
San Diego Exchange Club
7610 Homewood Place
La Mesa, CA 92041

Carol Tuggey, President
Soroptomist Intnl. Club of La Jolla
P.O. Box 1052
San Diego, CA 92037

Sandy Brown, President
Soroptomist Club of Pacific Beach/
Mission Beach
P.O. Box 99851
San Diego, CA 92109

Gerry Trader, President
Soroptomist Club of Kearny Mesa
P.O. Box 178382
San Diego, CA 92117

Florine Mardel, President
Soroptomist Club of Mission Del Navaho
P.O. Box 20583
San Diego, CA 92120

Pauline Watson, President
Mid-City Soroptomist Club
P.O. Box 15702
San Diego, CA 92115

Mary Lou Smith, President
Soroptomist Club of San Diego
P.O. Box 18766
San Diego, CA 92138

Mrs. Betty Harriman, President
Thursday Club
1224 Santa Barbara
San Diego, CA 92107

Virginia Riedy, President
San Diego Woman's Club
2557 Third Avenue
San Diego, CA 92103

Vera Rauch, President
La Jolla Woman's Club
715 Silverado
La Jolla, CA 92037

Mary McCarroll
Altrusa Club of San Diego, Inc.
8425 First Street
San Diego, CA 92101

Bill Thompson
Black Business Assoc.
Thompson & Associates
4671 Market St.
San Diego, CA 92102

LeRoy Martin
Black Leadership Council
500 Third Avenue
Chula Vista, CA 92054

Jim Krause
Director of Community Service
Point Loma Rotary
1010 Second Ave., 1521
San Diego, CA 92101

Jim Tucker
San Diego Council of Black Engieers
c/o San Diego Gas & Electric Co.
P.O. Box 1831
San Diego, CA 92112

John Thomson
San Diego Fire Fighters, Local 145
4185 Home Avenue
San Diego, CA 92105

Walt Siewerth, Chairman
Kiwanis Club of Scripps/Mira Mesa
Youth Services Committee
10771 Black Mt. Road, #82
San Diego, CA 92126

Richard Fritzenkotter
Silver Gate-Midway Lions Club
1444 Rodeo Road
La Jolla, CA 92037

Dennis Jay
Midway Towne Center Merchants' Assoc.
c/o Souplantation
3960 West Point Loma Blvd.
San Diego, CA 92106

Doug Hardin
Kiwanis Club of University-San Diego
4614 Almayo Ave.
San Diego, CA 92117

Chan Neill
Kiwanis Club of North Park
6902 Eldridge
San Diego, CA 92120

Jim Eggert
Kiwanis Club of Hillcrest-Mission Hills
2320 5th Ave., Suite 300
San Diego, CA 92101

Phyllis Reasman
Soroptomist International
Mission del Navajo
P.O. Box 20583
San Diego, CA 92120

Herbert Ibarra
San Diego High School Alumni Assoc.
1405 Park Blvd.
San Diego, CA 92101

Caroline Crosby
Peninsula Chamber of Commerce
P.O. Box 7018
San Diego, CA 92107

Gayle Franson
Navy Campus
Bldg. M-305 (Code 224)
NAS Miramar
San Diego, CA 92145

Vera Coniglio
Mira Mesa Jr. Women's Club
P.O. Box 26013
San Diego, CA 92106

Linda Shoemaker
World Trade Assoc. of San Diego
Port of San Diego Admin. Bldg.
P.O. Box 8140
San Diego, CA 92138

Sharon Terrill
Pacific Telephone
Community Relations
525 B St., Room 1926
San Diego, CA 92101

Ms. Shirlee Rathman
Pardee Construction Co.
8361 Goldcoast Drive
San Diego, CA 92126

Larry Willette
Peninsula Bank of San Diego
P.O. Box 6502
San Diego, CA 92106

Jeanette Stevens
San Diego Gas and Electric Co.
P.O. Box 1831
San Diego, CA 92112

Ray Olson
Radio Shack Computer Center
3062 Clairemont Dr.
San Diego, CA 92117

Sandy de la Garza
Sea World, Inc.
1720 S. Shores Road
San Diego, CA 92109

John Hayes
Solar Turbines, Inc.
P.O. Box 80966
San Diego, CA 92138

Mel Knoepp
Clairemont Community Hospital
5255 Mount Etna Drive
San Diego, CA 92111

Michael Reynard
The Computer Merchant of San Diego
5107 El Cajon Blvd.
San Diego, CA 92115

Dr. Gary Frost
Cubic Corporation
P.O. Box 92115
San Diego, CA 92138-9026

Paul Linowski
Southwest Bank
Scripps Ranch Branch
P.O. Box 26530
San Diego, CA 92131

Bruce Van Patten
Sun Savings & Loan Assoc.
4080 Governor Drive
San Diego, CA 92122

Barbara Giove
Trepte Construction Co., Inc.
9190 Clairemont Mesa Blvd.
San Diego, CA 92123

Cmdr. D. Russell
USN Surface Warfare Officers School
Command Detachment
San Diego, CA 92115

Joel T. Meriwether
Naval Ocean Systems Center
271 Cataline Ave.
San Diego, CA 92152

Keith Manning
General Dynamics, Convair Div.
P.O. Box 80847
San Diego, CA 92138

Kimberly Grucza
General Dynamics Electronics
P.O. Box 81127
San Diego, CA 92138

John Roodhuyzen
Hillside Hospital
1940 El Cajon Blvd.
San Diego, CA 92104

Jane Moyle
Home Savings of America
Mira Mesa Branch
8348 Mira Mesa Blvd.
San Diego, CA 92126

Donald Herman, CDR. USN
Executive Officer
Human Resource Management Center
Naval Training Center Code 9000
San Diego, CA 92107

Jan Harris
Imperial Airlines, Inc.
3665 N. Harbor Drive
San Diego, CA 92101

Val de Witt
IVAC Corporation
10300 Campus Point Drive
San Diego, CA 92121

Jim Ring
Intellicon, Inc.
7750 Dagget Street, Suite 201
San Diego, CA 92111

Evangeline Myrseth
Ladies Aux. for Retarded Citizens

Mrs. Jane Reinhardt
Longfellow Elementary PTA

Mrs. Debby Park
Longfellow Elementary PTA

Mr. Herb Lazenby
Old Mission Rotary Club

Dr. Nelson Price
ACSAR (retired) Region 18

Mrs. JoAnn Brown
Hillside Hospital

Ms. Lee McKnight
Mira Mesa Community Council

Ms. Nancy Ajemian
Mira Mesa Community Council

Mrs. Joan Funk
Holmes Elementary PTA

Dr. T. O. Bartley
Naval Ocean Systems

Mr. David S. Milne
Old Mission Rotary Club

Mr. Chan McMillan
Point Loma Rotary Club

Mr. Carroll R. Cannon
Point Loma Rotary Club

Mr. David Meagher
Hillside Hospital

Mr. John Roodhuyzen
Hillside Hospital

Mr. Robert Gordon
Hillside Hospital

Mr. Bob Lantz
IVAC Corporation

Emily Philpott
American Assoc. of Univ. Women
San Diego Branch

Janet Olson
Ladies Aux. for Retarded Citizens

Maggie Hune
Ladies Aux. for Retarded Citizens

Catherine Broderick
American Assoc. of Univ. Women
San Diego Branch

Sharon Korn
Jewish Community Relations Council

Dr. Cortland Richmond
Jewish Community Relations Council

Helen Waterford
Jewish Community Relations Council

Lenore Kagen
Jewish Community Relations Council

Steven Klappholz
Jewish Community Relations Council

Richard L. Brewster
North Park Kiwanis Club

Clarence T. Neill
North Park Kiwanis Club

James T. Flaherty
North Park Kiwanis Club

William H. Hermes
North Park Kiwanis Club

Ms. Barbara Bagwell
San Diego Urban League, Inc.

Ms. Eloise Lopez
San Diego, Urban League, Inc.

Mr. C.F. Carmichael
San Diego Urban League, Inc.

Ms. Francheska Ahmed
San Diego Urban League, Inc.

Ms. Evelyn Jackson
San Diego Urban League Inc.

Ms. Gracie Hutsona

Ms. Kathleen Harmon

Ms. Barbara Hughes
Peninsula Chamber of Commerce

Ms. Caroline L. Crosby
Peninsula Chamber of Commerce

Mrs. Cataline Case

Mrs. Barbara Johnson

Mr. Larry Harpe
Souplantation

Ms. Ann Heinemann
Torrey Pines PTA

Ms. Sue Evans
Ninth District PTA

Ms. Gayle Croft
Navy Wives Clubs of America #96

Ms. Dale Fleming
Kennedy Elementary

Ms. Susan Ohlfest
Junior League

Mr. Donald R. Fox, Jr.
Rotary Club of La Jolla

Mr. John Paul
Longfellow Elementary

Mrs. R.P. Walker
Logan Elementary SAC/SSC

Ms. Gloria J. Ward
Logan Elementary SAC/SSC.

Charles Freese
Retired Teachers Assoc.

Ms. Nancy Regas
Benchley/Weinberger PTA

Ms. Sarah Holtzman
Benchley/Weinberger PTA

Mr. John Taylor

Mr. Dennis Jay
Souplantation

Ms. Renee Gild
Torrey Pines PTA

Ms. Faye Strum
Torrey Pines PTA

Ms. Sandra Day
Ninth District PTA

Ms. Eleanor Herzman
San Diego Rotary

Mr. Noah Hill
Kennedy Elementary

Ms. Gina Matos
Doyle Elementary Site Council

Mr. William Hembury
PLAN (Point Loma Acts Now)

Ms. Caroline Moran
Longfellow Elementary

Ms. Linda Wade
Logan Elementary SAC/SSC.

Ms. Lydia Sanchez
Logan Elementary SAC/SSC

Ms. Kate Seal
Benchley/Weinberger PTA

Mr. Gene Garibay

Lillian Mitchell

Mr. Mike Van Keith
Souplantation

Mr. Bob Garrett
Souplantation

Ms. Rae Cabral
Torrey Pines PTA

Ms. Katie Klumpp
Ninth District PTA

Ms. Shirley Rhoades
Navy Wives Clubs of America #96

Ms. Pola Bell
Kennedy Elementary

Ms. Ann Malveaux
League of Women Voters

Mrs. Barbara J. Fox
Rotary Club of La Jolla

Ms. Omecia Todd
Longfellow Elementary

Mr. Charles Perdue
Cabrillo Parents Club

Ms. Lupe Casillas
Logan Elementary SAC/SSC

Dr. Barbara Miller
Soroptomist

Ms. Sharon Thompson
Benchley/Weinberger PTA

Mrs. Barbara Kingston
Retired Teachers

Nora Welshand, President
Central Council PTA

Deanna Spehn, President
Tierra Canyon Council PTA

Dorothy Dupont, President
Mesa Gardens Council PTA

Jane Reeder, President
Pacific Shores Council PTA

Marsha Campbell, President
Lincoln Council PTA

Lynn Bovier, President
Skyline Council PTA

Judy McEntyre, President
Sunset Council PTA

Peggy Lacy, President
Vista Marine Council PTA

Mrs. Katie Klumpp
PTA-Integration/Human Relations
705 Cornish Drive
San Diego, CA 92107

APPENDIX H

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

APPENDIX H

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Elementary		
Adams	Bridget Ferrentino * Doug Coffey John Evans Gloria Gomez Susan Izu Judy Kucera Patricia McGann Ernest Smith Joan Fulton	John W. Paul Clifford Strickland **
Andersen	Dorothy Byergo (Retired) * Martha Casey John Chung Jean Muncy Colleen Seaburg	Jean Butterfield ** Charlie Carmichael Jacqueline Jefferson Faye Strum
Angier	Margie A. Foelber * Brenda Burt Jerry Hooper Diane K. Jones Connie Olson Ken Peterson	Ann Heinemann Perry Kuhn ** Margaret Lowery
Audubon	Consuelo Gills * Richard Dryer Barbara Forcier Helen Howe Paul Jenkins Stacy Kasendorf	Bob Anyon ** Catherine Broderick Suzanne Evans James Kelly Wilda Ramras
Benchley/Weinberger	Anita Miller * Kate Frey Shirley Hardy Mike Howe Sherrill Lorch Virginia Singh	Shirley Hawkins Barbara Miller ** Selma Meyer
Bird Rock	Malcolm Pappin * Debbie Atkerson Steve Douglas Lois Jacobs Maggie Matthews Judy Porter	Barbara J. Bagwell Peter Buletza Chan McMillan
Birney	Ron Anderson * Fred Cruz Lisa O'Toole Sheila Oberst Hasmig Sillano Bonny Yap	John Allen Rae Cabral ** Gene Garibay

* District Appointed Co-chair
** Community Selected Co-chair

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Elementary (continued)		
Boone	Paul Yap *	Barbara Kingston
	Gloria Coleman	Margaret Ontiveros **
	Marjorie Curry	Dr. Nelson Price
	John Goan	
	Gilbert Gutierrez	
	Mary Ann Jones	
	Robert Jones	
	Charles Preece	
Curie	Donna Keenan *	Dennis Hart
	Al Alday	Maaler McCartney
	Daryl Barnes	
	Marcy Fickel	
	Roz Sutton	
	Rachel Pinnick *	
	Pola Bell	
Dailard	Harry Ohlson (Retired) *	Delores Grant
	Tony Crawford	
	Patricia Nigon	
	Nancy Howard	
	Kay Weil	
	Colleen Conaway	
	Diana Moser	
Darnall	Barbara Stiers (Retired) *	Edie Denne **
	Karen Gates	Cherie Drummond
	Adele Lancaster	Dr. T.O. Bartley
	Carol Pike	
	Alan Richmond	
Doyle	Russ Batza *	Chris Dunn
	Linette da Rosa	Sharon Koren
	Nadine Humberstad	John W. Paul, Jr. **
	Cynthia Timmons	
	Emilee Watts	
Edison	Verna Bain *	Patricia Clay
	Gail Guth	Jane Reinhardt
	Martha Kelly	Helen Waterford **
	Alex Krohn	
	Antoinette Nunez	
	Kay Pittman	
	Paula Persall	
Ericson	Leonard Kidd *	Janice W. Davis
	Greta Edwards	Dan Shannon **
	Susan Dyer	Barbara Meeks
	Jan Kaneko	
	Connie Strohbehn	
	Doug Coffey	
	Linda Reese	

* District Appointed Co-chair
** Community Selected Co-chair

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Elementary (continued)		
Fremont	Harry Miller (Retired) * Christina Alfaro Jerquilla Barnes Bill Crane Vicki Ingalls Diane Moser	Steven Klappholz Leslie Paculba ** Mary Pates
Grant	Richard Coyne (Retired) * Richard Busby Richard Flores Meri Knight Katie Leach Sally Syrene	Sheila Holly Kate Knox Janet Kreiger Paula Murphy **
Hamilton	Raul Contreras * Darlene Cason Yvonne Conrad Jeanette Haseyama Linda Sturak JoAnne Wichary	Barbara Byrd Estevan Limon Clifton Strickland ** Suzanne Paultre
Jefferson	Anita Miller * Lynn Baumann Mary Sue Glynn Carol Leighty Melinda Martin Larry Wing Elaine Arm Ann Dobbs	Ann Heinemann Arnold Horton ** Carolyn Taxer Gail Van Camp
Jones	John Dalley * Diane Kalling LeAnn Kelly Ken Ledgerwood Rae Villegas	Barbara Fox ** Carl Hamilton DeLonnie Henry
Miller	Harry Ohlson (Retired) * Esther Cannon Fred Cruz Harriet Gilwee Sandra Golden Cindy Goodman Pat Rath	Gayle Croft Noah Hill ** Dr. Cortland Richmond Dan Shannon

* District Appointed Co-chair
** Community Selected Co-chair

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Elementary (continued)		
Ocean Beach	Cecilia Estrada *	Barbara Hughes **
	George Berriochoa	Carol Moran
	Fay Fintel	
	Christina Flores-Speer	
	Carolyn Morris	
	Andrea Niehaus	
	Lupe Casillas	
	Jim Byrd	
Penn	Dr. Rosary Nepi *	John Allen
	Joe Ippolito	Donald Fox **
	Joseph Johnson	Emily Philpott
	Anita Pascua	John Roodhuyzen
	Maria Potter	Rosemary Walker
	Joseph Swinko	Bob Whittier
	Wil Nikkel	
Rolando Park	Scott Gray *	Joan Funk
	Patricia Dibos	Gustav Kraus
	Cheryl Hoobler	Barbara Meeks **
	Sharon Ponder	Janice Davis
	Lynn Baumann	
	Kate Seal	
Schweitzer	Verna Bain *	Evangeline Myrseth
	Seth Cutler **	Marilyn Stout
	Deborah Long	
	Ernestine Smith	
Valencia Park	Vesta Crittenden *	James Flaherty
	Chris Baca	Gracie Hutsona
	Tom Kilroy	Joseph Robinson
	Earle Krepelin	Tressia Sanders **
	Adele Lancaster	
	Mike Lazard	
	Gwen Southern	
	Dolores Munsey	
Whittier	Josh Tull *	Suzanne Ohlfest
	Connie Akashian	Nancy Regas
	George Berriochoa	Rosemary Walker
	Dorothy Bruntz	
	Janice Roudebush	

* District Appointed Co-chair
** Community Selected Co-chair

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Middle School		
Keiller	Russ Batza * Constance Baer Marco Curiel Peggy Eddy Tycine Harris Carol Rowe Don Sanders Mary Smith	Dr. David Milne Paula Murphy Debbie Park ** Sharon Thompson
Junior High Schools		
Einstein	George Flanigan * Jim Vlassis * Joan Auer Cassandra Countryman Marsha Jamison Mary Lou Martin Sylvia Merrit Craig Rocha Bill Rose Evie Tong	Nancy C. Kostman Kathleen M. Mallinger ** Tony Torres
Lewis	George White * Opal Allen Jane Davis Alice Dilday Pat Meredith Rena Minisi Peter Schroeder Morley Tadman	R. L. Brewster Jean Hemingway Linda Johnson Katie Klumpp ** Chandler McMillan
Muirlands	Martin Laracy (Retired) * Fred Cruz * Ken Byrd Nancy Gould-Siemers Dianette Mitchell Mary Ann Richter Diana Shipley Merry Stonebreaker Hector Torres Beverly Young Lupe Cerillas	Jose Muniz ** Ross Stone Sarah Holtzmann Rosemary Walker

* District Appointed Co-chair
** Community Selected Co-chair

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Junior High Schools (continued)		
Serra	Dick Jackson (Retired) **	Orville Coonce
	Norma Gimber	Lenore Kagen
	Marcia Heller	Dennis Mason **
	Wilma Kozai	Judy Peterson
	Diane McClure	Joseph Robinson
	Tom Yount	Mary Varon
	Judi Drake	
	Mel Zeddies	
Standley	Marie Thornton *	Victoria Ciccone
	Brenda Campbell	M. David Meagher **
	Graciela Flores	Joseph Robinson
	Penny Patten	Myles Sheehy
	Sam Sample	
	Ray Starmack	
	Carole Williams	
Taft	Isabelle Skidmore *	Charles Carmichael **
	Richard Flores	Glenna Cheatham
	Robert Hampel	Eldridge Erickson
	John Miller	Suzanne McCurley
	JoAnn Stokes	
	Ernestine Thorton	
	Mary Croft	
Wangenheim	Stephen Savel *	
	Dr. Nancy Shelburne *	
	Ellie Aitken	
	Kathy Coleman	
	Elizabeth Crow	
	Charles Gawle	
	Will Lindwall	
	Pat Meredith	
	Jane Parker	
	Susan Styn **	
Wilson	J. O. Brixey	William Hermes
	Wendell Bass	Lee McKnight **
	Marjorie Cole	Chris Meaux
	Leroy Flick	Clarence Neill
	Robert Grossman	
	Rick Novak	

* District Appointed Co-chair
** Community Selected Co-chair

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

1983-84

SCHOOL	STAFF/RETIRED STAFF	COMMUNITY MEMBERS
Senior High School		
Crawford	Henry Lawrence * Freyda Cohen Ann Hitt Ciprianita Powell Bob Saunders Mary C. Swanson Dave Vigilante Darryl White Samuel Wong	Dr. David Milne Richard Brewster Maggie Potter
La Jolla	Herb Ibarra * Bal Urrea * Katie Barnhill George Blair Walter Fairley Gloria McDuffie Adele Nadeau Sandra Wiebe Dorothy Sanderson	Bob Anyon ** Margaret Ontiveros Reginald Pye Joseph Robinson Tressie Sanders
Morse	Ernest Frank * Jane Harris Don Mayfield Cindy Seitz Delores Stevens Vicki Ward Faith Whitehurst-Miller	Kevin Bradley Charles Montierth Joanne Tucker Tressie Sanders **
Point Loma	Eugene Brucker * Herbert Ibarra * Nick Bohl Boyd Gilliliand Louise Prewitt Anna Slomanson Sharon Whitehurst Bill Swain	Betty Brown ** JoAnn Brown Gene Garibay ** Evelyn Jackson Bea Van Dyke
University City	J.O. Brixey * Betty Spaeth * Freddie Gray Harold Gray Edward Marquez Sharon McKenzie Betty Tetzke	Sandra Angotti ** Robert Gordon Lee McKnight

* District Appointed Co-chair
** Community Selected Co-chair

APPENDIX I

Primary Contact: _____

Date: _____

San Diego City Schools
Community Relations and Integration Services Division

INTEGRATION MONITORING SITE PROFILE

I. School and Key Personnel

SCHOOL: _____

PRINCIPAL: _____ OTHER KEY PERSONS: _____

VICE PRINCIPAL(S): _____

_____

_____

II. Scheduling Information

STARTING TIME: _____ LUNCH TIMES: _____

ENDING TIME: _____

MINIMUM DAY: _____ OTHER: _____

LATE-BUS SCHEDULES: _____

III. Pertinent Data

MOBILITY INDEX: _____

ETHNIC BREAKDOWN OF STUDENTS AND STAFF:

		Hispanic	White	Black	Asian	Alaskan/ Indian
Ethnic Census (Student) 1982-83	Total No. _____					
	Percent:	____%	____%	____%	____%	____%
Ethnic Census (Students) 1983-84	Total No. _____					
	Percent:	____%	____%	____%	____%	____%
District Ethnic Staffing Report 11/1983	Certificated Total No. _____					
	Percent:	____%	____%	____%	____%	____%
	Classified Total No. _____					
	Percent:	____%	____%	____%	____%	____%

SUSPENSION DATA (year total by student):

Date: _____		Hispanic	White	Black	Asian	Alaskan/ Indian
Source: _____	Number:	_____	_____	_____	_____	_____
_____	Percent:	____%	____%	____%	____%	____%

STANDARDIZED ACHIEVEMENT DATA: See attachment(s) number(s) _____.

ATTENDANCE DATA: See attachment number _____.

IV. Special Services to Students

LIMITED-ENGLISH PROFICIENT (LEP) PROGRAMS:

Number of LEP students: _____ (1982-83) _____ (1983-84) List Languages: _____

_____

	Yes	No	Comment
English as a Second Language (ESL)	___	___	_____
Primary Language Instruction	___	___	_____
Bilingual Education Program	___	___	_____
Other: _____	___	___	_____

GIFTED PROGRAMS:

	Number of Resident Students	Number of Nonresident Students	Yes	No	Comment
Cluster	_____	_____	___	___	_____
Seminar	_____	_____	___	___	_____
Advanced Placement	_____	_____	___	___	_____

SPECIAL EDUCATION PROGRAMS:

	Number of Resident Students	Number of Nonresident Students	Yes	No	Comment
Resource Specialist	_____	_____	___	___	_____
Small Group Instruction	_____	_____	___	___	_____
Communicatively Handicapped (SDL)			___	___	_____
Communicatively Handicapped (D/HH)			___	___	_____
Learning Handicapped (LH)			___	___	_____
Physically Handicapped (PH)			___	___	_____
Severely Handicapped (SED)			___	___	_____
Severely Handicapped (TMR)			___	___	_____
Severely Handicapped (DCH)			___	___	_____
Severely Handicapped (Aut.)			___	___	_____
Other: _____			___	___	_____

EXTERNAL FUNDED PROGRAMS:

	Yes	No	Comment
ECIA, Chapter I	___	___	_____
ECIA, Chapter II	___	___	_____
School Improvement Program (S.I.P.)	___	___	_____
Follow Through	___	___	_____
State Preschool	___	___	_____
Children's Center	___	___	_____
Other: _____	___	___	_____

PROGRAM PARTICIPATION:

	Yes	No	Comment
Achievement Goals Program (AGP)	___	___	_____
Distar	___	___	_____
Other: _____	___	___	_____

STUDENT ENROLLMENT:

	Number 1982-83	Number 1983-84	Comment
VEEP Students	_____	_____	_____
Magnet Students (Total)	_____	_____	_____
Nonresident Magnet Students	_____	_____	_____
Learning Center Students	_____	_____	_____
Exchange Program Students	_____	_____	_____
Other: _____	_____	_____	_____

(Additional site background information to be gathered at pre-monitoring conference with principal)

V. STAFFING

COMMENT

A. Has the principal been at this site ___ less than one year? ___ one to three years? ___ three or more years?

B. 1. How many teachers at this site have total district experience as follows: _____ less than one year? _____ two to three years? _____ four to fifteen years? _____ over fifteen years?

2. How many leave subs are employed? _____ . In what capacity? _____

C. Please indicate number and utilization if school has a

1. Resource teacher? (specify type)

2. Special reading teacher?

3. Nurse and/or health aide?

4. Counselor and/or counseling staff?

5. Community aide(s)?

6. Guidance aide(s)?

7. Instructional and/or bus aide(s)?

(Additional site background information can be gathered at pre-monitoring conference with principal)

VI. ADDITIONAL RESOURCES AND PROGRAMS	COMMENT

A. What parent groups and/or organizations are functioning? List major ones below.

_____

_____

_____

B. Does the school have a library/media center?

_____ Yes _____ No

If "Yes," comment briefly on how it is used. (Include number of students participating in scheduled activities each week, integration purpose served, etc.)

_____

_____

_____

C. What volunteer programs are active at the site? Explain below. (Include number of people involved, range of activities, integration purpose served, etc.)

_____

_____

_____

D. Does the school have a student council/ASB or other organization with a plan designed to encourage the participation of students of all racial/ethnic groups in school activities?

_____ Yes _____ No

E. Do student body officers reflect the racial/ethnic composition of the student body? _____ Yes _____ No

F. MAGNET SCHOOLS ONLY. What specialized courses are offered? Please attach brochure or explain below.

_____

_____

_____

G. AGP SCHOOLS ONLY. How does the Achievement Goals Program function at this site? (All classrooms? Selected classrooms? etc.) Explain below.

_____

_____

_____

(Additional site background information can be gathered at pre-monitoring conference with principal)

VI. ADDITIONAL RESOURCES AND PROGRAMS (Cont.)

COMMENT

H. AGP SCHOOLS ONLY. Was the interim goal for AGP met?

Grade	R	L	M	Grade	R	L	M
2				7			
3				8			
4				9			
5				10			
6				11			
				12			

+ = exceeded
✓ = met
- = less than

R = Reading
L = Language
M = Math

I. VEEP SCHOOLS ONLY. If the school receives VEEP students, is the VEEP site committee functioning?

_____ Yes _____ No

Include information as to how VEEP students are welcomed to the site, who is scheduled to meet buses on a daily basis, etc.

(Additional site background information to be gathered at pre-monitoring conference with principal)

VII. GUIDANCE AND COUNSELING *(Attach any site plans corresponding to following questions.)*	COMMENT

A. Does the site have a plan for orientation of parents and students? _____ Yes _____ No

B. Does the site guidance plan or program address the personal/social, educational, and career needs of students of all racial/ethnic backgrounds?

_____ Yes _____ No

C. Does the site guidance plan or program provide for

1. early identification of students in need?

_____ Yes _____ No

2. preventive counseling and follow-up?

_____ Yes _____ No

3. crisis intervention and disciplinary remediation?

_____ Yes _____ No

D. 1. Does the site have a written discipline plan or code?

_____ Yes _____ No

2. Have students and parents received a copy?

_____ Yes _____ No

E. Does the site discipline plan or code include parent/student rights? _____ Yes _____ No

If yes, explain how parents and students are informed of these rights.

_____

_____

_____

F. Does the site have a written attendance improvement plan?

_____ Yes _____ No

If yes, explain how parents and students are informed.

_____

_____

_____

G. Does counseling and instruction for all students include information on a wide variety of career options and/or requirements? _____ Yes _____ No

(Additional site background information to be gathered at pre-monitoring conference with principal)

VII. GUIDANCE AND COUNSELING (Cont.)
(Attach any site plans corresponding to following questions.)

COMMENT

H. At the secondary level, do both minority/majority students receive follow-up counseling based on the Career Planning Inventory and on their individual needs, interests, aptitudes, skills, and achievements? _____ Yes _____ No

I. Do site disciplinary actions generally reflect the racial/ethnic distribution of the student body with regards to disparity (if any) in the

a. number of suspensions? _____ Yes _____ No

b. number of exemptions? _____ Yes _____ No

c. shortened day? _____ Yes _____ No

Explain below.

_____

_____

_____

J. If a disparity exists (see no. 9 above), were district procedures and practices followed? _____ Yes _____ No

Explain below.

_____

_____

_____

K. SENIOR HIGH SCHOOLS ONLY.

1. Are students enrolled in college prep classes such as those required for entrance to State/University of California university systems generally representative of the racial/ethnic composition of the student body as a whole? _____ Yes _____ No

2. If the answer to K.1. above is "No," what steps are being taken to improve the racial/ethnic balance of college prep classes.?

_____

_____

_____

(Additional site background information to be gathered at pre-monitoring conference with principal)

VII. GUIDANCE AND COUNSELING (Cont.)
(Attach any site plans corresponding to following questions.)

COMMENT

L. SENIOR HIGH SCHOOLS ONLY.

1. Are students taking the Scholastic Aptitude Test (SAT) generally representative of the racial/ethnic composition of the student body as a whole?

_____ Yes _____ No

2. If the answer to L.1. above is "No," what steps are being taken to encourage underrepresented groups to participate? Explain below.

_____

_____

_____

9/26/83--1a

APPENDIX J

San Diego City Schools
Community Relations and Integration Services Division

Name of School

Dates Monitored

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS
1983-84

DATA WILL BE GATHERED THROUGH OBSERVATION AND INQUIRY AND SUPPORTED BY DOCUMENTATION WHEN AVAILABLE. MONITORING TEAM MEMBERS WILL MAKE INDIVIDUAL OBSERVATIONS AND WILL SEEK INPUT FROM SITE STAFF, STUDENTS, PARENTS, AND COMMUNITY. WHEN APPROPRIATE TO THE QUESTION, MONITORS' REACTIONS WILL BE RECORDED AS A PERCENT OF THE TIMES OBSERVED AND/OR RESPONSES RECEIVED.

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 25% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
A school campus should be a friendly, productive, caring place for students and staff who work there daily, as well as for parents, community members, and other visitors who come to the campuses seeking to successfully integrate students of varied racial/ethnic backgrounds into the academic and/or social life of the school. The following observable behaviors and points of inquiry will assist in identifying strengths and weaknesses in this area at a given point in time.						
A. *CAMPUS ATMOSPHERE--STAFF WITH STUDENTS*						
1. In hallways, lunch areas, play areas, etc., does staff acknowledge students of all racial/ethnic groups by a greeting, smile, and/or comment or question? COMMENT: _____						
2. If a student has a problem, is assistance given? COMMENT: _____						
3. Does staff provide direction and/or assistance to all students promptly and in a manner that demonstrates respect? COMMENT: _____						
4. a. If a problem appears to be developing, staff moves quickly to avert trouble. COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS
1983-84

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
A. *CAMPUS ATMOSPHERE--STAFF WITH STUDENTS (Cont.)*						
4. b. If a problem develops anyway, it is addressed immediately. COMMENT: _____						
5. For students of all racial/ethnic groups, are accomplishments and/or special events recognized publicly (multicultural fairs, bulletin board displays, student publications, newsletters, video tapes, etc.)? Please collect samples. COMMENT: _____						
6. Is the multiracial/multiethnic background of the students reflected in bulletin board displays, publications, video tapes, speakers, assemblies, etc.? COMMENT: _____						
B. *CAMPUS ATMOSPHERE--STAFF WITH STAFF*						
1. Is there evidence of mutual respect among staff members--both certificated and classified? COMMENT: _____						
2. Does staff work together in a mutually supportive way? COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS
1983-84

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					
In determining responses, please use both observation and inquiry as appropriate.	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
B. *CAMPUS ATMOSPHERE--STAFF WITH STAFF (Cont.)*						
3. Is there evidence of positive interaction among staff members of differing racial/ethnic backgrounds? COMMENT: _____						
4. Is the administration visible on campus? COMMENT: _____						
5. Is the administration readily available to staff--both certificated and classified? COMMENT: _____						
6. Is recognition given to staff accomplishments and other special events of importance to staff members? COMMENT: _____						
7. Do both certificated and classified staff members feel that channels for communication and feedback are working adequately? COMMENT: a. Certificated. _____						
COMMENT: b. Classified. _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
C. *CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY*						
1. Are visitors to the office greeted promptly and given assistance in a friendly, courteous manner? COMMENT: _____						
2. Does staff greet visitors on campus and offer assistance as appropriate? COMMENT: _____						
3. Are parents utilized as volunteers, tutors, members of school advisory committees, etc.? COMMENT: _____						

Questions I.C.4-12 have been prepared to facilitate your recording of parent responses to these points of inquiry. One additional question regarding their overall satisfaction with the education their student is receiving at the schools you are monitoring is included for general information.	Each monitor is requested to contact a minimum of five parents.		
	YES	NO	NOT SURE
4. Are parents encouraged to initiate calls or visits to the schools to discuss student progress and/or concerns? COMMENT: _____			
5. Are parents encouraged to make classroom visits when school is in session? COMMENT: _____			

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)

In determining responses, please use both observation and inquiry as appropriate.

Each monitor is requested to contact a minimum of five parents.

C. *CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY (Cont.)*	YES	NO	NOT SURE
6. Are parents kept abreast of school events through regular communication devices such as newsletters, brochures, flyers, etc.? COMMENT:			
7. Are parents promptly notified of potential or actual problems that affect their students' school performance? COMMENT:			
8. Are parents promptly notified of student accomplishments and other signs of positive growth? COMMENT:			
9. Do parents have well-understood channels for giving input and receiving feedback regarding educational matters of concern to them? COMMENT:			
10. In scheduling school activities, is an effort made to accommodate the schedules of working parents and of parents who live a distance from the school? COMMENT:			

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)

In determining responses, please use both observation and inquiry as appropriate.

Each monitor is requested to contact a minimum of five parents.

C. *CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY (Cont.)*	YES	NO	NOT SURE
11. Are school activities for VEEP and magnet school parents sometimes scheduled in the "sending" community or in a central location convenient to all? COMMENT: _____			
12. Are the needs of limited-English-speaking parents considered by arranging translations for school-to-home communication, meetings, and conferences? COMMENT: _____			
13. Please give numerical rating on the Likert scale for the following question: Are parents encouraged to make classroom visits when school is in session? Highly Satisfied 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ Dissatisfied Satisfied			

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In integrated situations, academic learning occurs best in an atmosphere of respect and mutual support with a productive approach to learning. Responses should reflect a composite of all classrooms visited and should not identify any particular classroom and/or teacher. Composites for each monitoring team member should reflect a minimum of five to ten (5-10) classroom visits.						
A. *CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND ENVIRONMENT*						
1. Are the physical facilities conducive to learning? COMMENT: _____						
2. Do classroom displays reflect a multiethnic/ multiracial population as appropriate? COMMENT: _____						
3. Do class enrollments generally reflect the ethnic composition of the school? (Note reason given for any all- or nearly all-minority/ majority classes or groups.) COMMENT: _____						
4. Are regular classroom seating patterns (also committee or small-group assignments) integrated? (If not, note reason given.) COMMENT: _____						
5. Do students seem friendly and helpful to other students including students of different racial/ethnic backgrounds? COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS
1983-84

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
A. *CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND ENVIRONMENT (Cont.)*						
6. a. Are racial/ethnic slurs heard? (Please use both observation and inquiry.) COMMENT: _____						
6. b. If a racial/ethnic slur is heard, does the teacher deal with the situation appropriately? (Please use both observation and inquiry.) COMMENT: _____						
6. c. If a racial/ethnic slur is heard, how do the other students perceive the remark? (Please use both observation and inquiry.) COMMENT: _____						
B. *CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS*						
1. Are lessons begun promptly, and do teachers stay "on task" unless interrupted by a need to respond to a school or student concern (illness, behavior problem, etc.)? COMMENT: _____						
2. Are students of the various racial/ethnic groups given an equal opportunity to respond to questions asked by the teachers? COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
B. *CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS (Cont.)*						
3. Is timely feedback given to student responses? COMMENT: _____						
4. Is personal attention given to as many students as possible at some point during the lessons? COMMENT: _____						
5. Are students from the various racial/ethnic groups given an opportunity to receive individual help with work that is hard for them? COMMENT: _____						
6. Is verbal and or nonverbal praise or encouragement used to foster learning? COMMENT: _____						
7. Are expressions of courtesy used in interacting with the students? COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
B. *CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS (Cont.)*						
8. a. Are students allowed enough time to respond to a question? (For example, approximately five seconds may be necessary for students whose English is limited.) COMMENT: _____						
8. b. If appropriate, is the question rephrased and/or a clue given? COMMENT: _____						
9. Do teachers take a personal interest in the students and commend or praise them? COMMENT: _____						
10. Is the misbehavior of all students dealt with in a firm, fair manner? COMMENT: _____						
11. Are students, needing additional academic assistance, scheduled to receive special help (volunteers, aides, tutors, etc., if such assistance is available)? COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
C. *CLASSROOM ATMOSPHERE--STUDENTS WITH STUDENTS*						
1. Are students actively involved in their class assignments? COMMENT: _____						
2. Do students of the various racial/ethnic groups participate in asking and answering questions, taking part in class discussions, working in small groups, etc.? COMMENT: _____						
3. Do students work together in a supportive way? COMMENT: _____						
4. Do students demonstrate appreciation for accomplishments of others? COMMENT: _____						
5. Do students proceed with work independently when asked to do so? COMMENT: _____						
6. Do students demonstrate friendly, supportive behavior for classmates of all racial/ethnic groups? COMMENT: _____						

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE				
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	NOT APPLICABLE - - - - - - - - - - UNABLE TO OBSERVE OR DETERMINE
In determining responses, please use both observation and inquiry as appropriate.					
C. *CLASSROOM ATMOSPHERE--STUDENTS WITH STUDENTS (Cont.)*					
7. If student-to-student or peer tutoring was used, were both tutors and tutees representative of various racial/ethnic groups?					
COMMENT: _____					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

1983-84

III. EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
Educational equity infers equal access to: 1) career and personal counseling; 2) academic programming based upon individual needs, goals, skills, aptitudes, and achievements; and 3) participation in school activities and performing groups.						
A. *GUIDANCE AND COUNSELING* 1. Do students participating in guidance and counseling activities reflect the racial/ethnic balance of the school? COMMENT: _____						
2. Do counselors provide equitable assistance to all students in preventive guidance as well as crisis intervention? COMMENT: _____						
3. Do students, sent to the principal's office or other location for discipline, reflect the racial/ethnic balance of the school? COMMENT: _____						
4. Are counselors/guidance aides accessible to students (visible on campus, student sign-up sheets for seeing the counselor responded to promptly, etc.)? COMMENT: _____						
5. Do counselors/guidance aides have a process or program for personal contact with parents? COMMENT: _____						

III. EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABL
In determining responses, please use both observation and inquiry as appropriate.						
A. *GUIDANCE AND COUNSELING (Cont.)*						
6. Do students of all racial/ethnic backgrounds receive academic and/or career counseling on the basis of individual interests, aptitudes, and achievements? COMMENT: _____						
7. If group counseling is observed, is racial/ ethnic representation equitable? COMMENT: _____						
B. *HEALTH SERVICES*						
1. Do students participating in health programs and/or health education reflect the racial/ ethnic balance of the school? COMMENT: _____						
2. Are parents notified of potential or actual problems that may affect their child's school performance and/or health? COMMENT: _____						
3. Does the nurse have a program of communi- cation with parents of all racial/ethnic groups about their children's chronic health problems? COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS
1983-84

III. EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES	MONITOR'S REACTION SCALE					
In determining responses, please use both observation and inquiry as appropriate.	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
B. *HEALTH SERVICES (Cont.)*						
4. Are students of all racial/ethnic backgrounds encouraged to seek health counseling about their own health problems? COMMENT: _____						
5. Does Health Office resource material reflect a variety of health topics appropriate for students of all racial/ethnic backgrounds? COMMENT: _____						
6. Does the nurse make necessary home visits to parents of all racial/ethnic backgrounds? COMMENT: _____						
C. *STUDENT ACTIVITIES*						
1. Do students in "pull-out" programs such as remedial reading or math, tutoring, etc., generally reflect the racial/ethnic balance of the school? (Please note reasons for exceptions, such as programs for limited-English-proficient students.) COMMENT: _____						
3. Do graduation exercises, assemblies, plays, etc., include students of all racial/ethnic backgrounds? COMMENT: _____						

III. EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES	MONITOR'S REACTION SCALE					
	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 74%	INFREQUENTLY 24% - 49%	SELDOM 1% - 24%	UNABLE TO OBSERVE OR DETERMINE	NOT APPLICABLE
In determining responses, please use both observation and inquiry as appropriate.						
C. *STUDENT ACTIVITIES (Cont.)*						
4. a. Are student activities such as dances, clubs, etc., integrated? COMMENT: _____						
4. b. Is transportation provided for after-school activities? Please comment. COMMENT: _____						

INTEGRATION MONITOR'S ADDITIONAL COMMENTS

SECTION I. CAMPUS ATMOSPHERE

SECTION II. CLASSROOM ATMOSPHERE

(Use reverse of page if additional space is needed.)

(Use this space as necessary for Sections I and II of preceding page.)

SECTION III. EDUCATIONAL EQUITY

OTHER COMMENTS. (Comments related to profile information, parent/student responses, or other general comments related to site monitoring effort.)

(Use reverse of page if additional space is needed.)

(Use this space as necessary for Section III and OTHER COMMENTS of preceding page.)

APPENDIX K

San Diego City Schools
Community Relations and Integration Services Division

REQUEST TO PROVIDE A TWELVE-YEAR STUDENT RACE/HUMAN RELATIONS PROGRAM
February 7, 1984

The Problem

Under the court order the school district is required to "produce a complete race/human relations course of classroom instruction for each of the thirteen grades . . ." Staff has attempted to fulfill this requirement but has had difficulty in providing full and quality implementation at the ninth- and tenth-grade levels. At these grade levels, approximately one-half of the students take social studies each year. (Social studies is the content area selected for instruction in race/human relations.) In order to serve all ninth- and tenth-grade students, we have attempted to present race/human relations in other content areas. However, because of problems of scheduling and teacher preparation, the quality of instruction has been poor.

Recommendation

That the Board of Education approve a change to a twelve-year course of study for race/human relations and that staff is allowed to petition the court to approve the action. Race/human relations would be taught exclusively within the social studies framework at grades nine and ten.

Additional points of support:

1. Other content areas have been reviewed for inclusion of race/human relations. The content areas reviewed were those required of all students.

   a. English - Could not be selected because of the AGP mandate.

   b. Physical Education - Has been tried but has caused problems because of facilities needed on the days that race/human relations activities must be offered.

   c. Other courses - Other content areas are not offered to all students at all grade levels.

2. Social studies has proven to be the most logical content area for presentation of race/human relations because:

   a. Content information is easily adaptable.

   b. Teachers already have some preparation for teaching the course because of the nature of their teaching background. They have also received additional training from race/human relations facilitators.

Report prepared by George Frey.
GTF:kkh
Rev. 2/1/84
258A

APPENDIX L

San Diego City Schools
Community Relations and Integration Services Division

PROPOSED MAGNET PROGRAM AND VOLUNTARY ETHNIC ENROLLMENT PROGRAM POLICY CLARIFICATIONS, CHANGES AND ADDITIONS

January 31, 1984 (First Reading)
February 7, 1984 (Revised)

In order to provide consistent and effective supervision of magnet programs and the Voluntary Ethnic Enrollment Program (VEEP), it is necessary to consider policy clarifications, changes and additions. Attached you will find suggested policy clarifications, changes and additions that are designed to 1) insure the maintenance of program enrollment, 2) complement new program objectives (such as the computerized transportation system), 3) provide equity in access to programs, 4) maximize instructional time, and 5) provide guidance with respect to unwritten policies or regulations that are now being used.

Staff is confronted daily with problems related to number 5 above. Thus, most of the suggested policies are written to clarify and specify action that should be taken when certain questions arise with respect to integration programs.

As previously suggested, many unwritten guidelines or policies are used to regulate enrollment practices at magnet and/or Voluntary Ethnic Enrollment Program schools. The mere fact that guidelines or policies are unwritten causes problems such as:

1. Inconsistent decisions regarding the same enrollment problem are made by different staff members at various times.

2. Public relations problems when parents learn that policies are not administered equitably.

3. Wasted time in group meetings trying to determine what is right or fair.

4. Unclear answers to Board of Education members and the superintendent when parents file complaints.

In order to improve existing conditions and practices, it is recommended that the suggested policies (attached) are approved for implementation during the school year 1984-85. An outline of the policies is as follows:

Magnet Program

Policy	Title	Suggested Effective Date
A (Clarification)	Eligibility of Students for Magnet Programs Who Receive Child Care Service in Non-Residence Attendance Area	July 1, 1984
B (Revision)	Cut-off Date Change in "Priorities for Enrollment in Magnet Programs."	February 1, 1984
C (Clarification)	Limit Parallel Magnet Transfers	July 1, 1984

Policy	Title	Suggested Effective Date
D (New)	Limit Transfer From and Re-Entry Into Magnet Schools	July 1, 1984
E (Clarification)	Provision for Students Who Change Residence to Continue in Magnet Programs	July 1, 1984
F (Clarification)	Residential Athletic Eligibility of Students at Magnet Schools Without Athletic Programs	February 1, 1984
Voluntary Ethnic Enrollment Program		
~~G (New)~~	~~VEEP Racial/Ethnic Balance Policy~~	~~July 1, 1984~~
H (New)	Establish Enrollment Cut-off Date for VEEP	July 1, 1984
Magnet and VEEP Programs		
I (Revision)	Transportation: Limit 8 Rule	July 1, 1984

Report prepared by George Frey
GTF:kkh
1/4/84 (Rev. 2/1/84)
255A

San Diego City Schools
Community Relations and Integration Services Division

POLICY A:
ELIGIBILITY OF STUDENTS FOR MAGNET PROGRAMS WHO RECEIVE CHILD CARE SERVICE IN NON-RESIDENCE ATTENDANCE AREAS

At the present time, a student's home address or child care address may be used to determine eligibility for elementary magnet programs. This is an informal policy which has existed since the inception (apparently) of magnet programs. In applying the rule, eligibility has been determined on a case by case basis and possibly unevenly because more than one district employee has rendered a decision, with respect to the problem, at various times. Eligibility for secondary school magnet programs has been determined solely by school of geographic residence.

In the past, eligibility for magnet programs has been superseded by child care needs at the elementary level . This has allowed an otherwise ineligible student to attend a magnet school. An example follows:

1. Grant Elementary School (Math/Science Magnet) does not accept majority students from outside its attendance area.

2. A majority student, whose residence is outside the Grant attendance area, has child care in the Grant attendance area.

3. The student attends Grant because the child care address causes the student to be considered, on a child-care affidavit, as a resident student.

Child care for elementary age students is recognized as a legitimate need for many parents. It is estimated that a significant number of the district's elementary-age students attend a school based on child care affidavits.

PROPOSAL/POLICY STATEMENT

In determining eligibility for elementary students receiving child care, the child care address and corresponding neighborhood elementary school may be used to process a magnet program application. Elementary magnet students may continue into secondary magnet programs of the same emphasis. Elementary magnet students attending schools where there is no secondary magnet school existing with the same emphasis may apply for a Special Integration Transfer (SIT) through the Community Relations and Integration Services Division.

Parents of students enrolled in elementary magnet programs who use the child care address for admittance shall be informed that upon entering secondary school, students must revert to their address of geographic residence and corresponding neighborhood school in order to determine eligibility for magnet programs of a different emphasis.

Clarification: Affidavits of Child Care do not apply to secondary students.

1/4/84 (Rev. 1/17/84)

San Diego City Schools
Community Relations and Integration Services Division

POLICY B:
CUT-OFF DATE FOR TRANSPORTATION RELATED TO "PRIORITIES FOR ENROLLMENT IN MAGNET PROGRAMS"

Problem

When the new computerized transportation system is put into effect during the spring of 1984, the cut-off date for applications to elementary programs must be changed from June 1 to May 1.

Recommended Change

The cut-off date for applications to elementary magnet programs shall be changed from June 1 to May 1. The effective date of this change will be February 1, 1984.

Impact

A significant number of students apply to elementary magnet programs after June 1. The Public Information Office and Community Relations and Integration Services Division will have to insure intensive publicity and recruiting prior to the proposed revised date. This does not preclude students from enrolling in magnets after the date change. It does impact optional transportation for students who apply late.

See the attached priorities chart.

1/4/84 (Rev. 1/17/84)

San Diego City Schools
Community Relations and Integration Services Division

PRIORITIES FOR ENROLLMENT IN MAGNET PROGRAMS 1983-84

Adopted by the Board of Education June 22, 1982
Approved by the Superior Court August 12, 1982

In order to be considered for these priorities, secondary school applications must be received by March 31 prior to the school year of desired enrollment; elementary school applications must be received by ~~June 1.~~ *May 1*. APPLICATIONS WILL CONTINUE TO BE ACCEPTED AT ANY TIME.

Priority for enrollment will be given to minority students in the following order:

1. Minority students continuing in an identified magnet program from one grade to the next. This priority will apply only to those minority students enrolled in the identified magnet program for at least one year.

2. Resident minority students.

3. New applications from minority students from minority isolated schools.

4. Minority students who have participated in other integration programs who desire admittance to a different magnet program at the next level (i.e. elementary to junior high, junior high to senior high).

5. New applications from minority students from minority imbalanced schools.

6. New aplications from minority students from balanced, excess minority schools.

7. New applications from minority students from balanced, excess majority schools.

8. New applications from minority students from predominantly majority schools.

9. Applications received after March 31 for secondary programs and after ~~June 1~~ *May 1* for elementary programs.

Priority for enrollment will be given to majority students in the following order:

1. Majority students continuing in an identified magnet program from one grade to the next. This priority will apply only to those majority students enrolled in the identified magnet program for at least one year.

2. Resident majority students.

3. New applications from majority students from predominantly majority schools.

4. Majority students who have participated in other integration programs who desire admittance to a different magnet program at the next level (i.e. elementary to junior high, junior high to senior high).

5. New applications from majority students from balanced, excess majority schools.

6. New applications from majority students from balanced, excess minority schools.

7. Applications received after March 31 for secondary programs and after ~~June 1~~ *May 1* for elementary programs.

/kkh
Rev. 1/4/84

San Diego City Schools
Community Relations and Integration Services Division

POLICY C:
LIMIT PARALLEL MAGNET TRANSFERS

Presently, a problem is caused by students who attempt to transfer from one magnet program to another magnet program of the same emphasis. If such movement is allowed, it would be unfair to students who are on the existing waiting list. Reasons given most often for requesting transfers are 1) to be with friends and/or 2) dislike of school personnel.

POLICY STATEMENT

"A student enrolled in a magnet program will not be allowed to make parallel transfer to another program of the same emphasis. Transfers will be made only for promotion to the next highest level of instruction, i.e., elementary school to junior high school, junior high school to senior high school. New enrollees in these identified programs will be notified of this policy."

Presently, programs involved in this policy would be:

a.	Bell/Gompers/Morse/(Keiller 1985-86)	Math/Science
b.	Grant/Chollas/Encanto	Math/Science
c.	Lowell/Oak Park	Enriched Studies
d.	Emerson/Webster/Foster/Rolando Park	Fundamental
e.	Benchley Weinberger/Fremont/Silver Gate	Individualized Instruction
f.	Fulton/Green	Athletics/Academics
g.	Horton/Longfellow	Spanish Immersion
h.	Valencia Park/Sunset View	University Lab

1/4/84 (1/24/84)

San Diego City Schools
Community Relations and Integration Services Division

POLICY D:
LIMIT TRANSFER FROM AND RE-ENTRY INTO MAGNET SCHOOLS

Occasionally, students transfer from magnet school programs for short periods of time and then request immediate re-entry. If such requests were granted, students on waiting lists would have to wait longer for program entry. This could be deemed unfair treatment for students on the existing waiting lists.

POLICY STATEMENT

"If a student voluntarily leaves a magnet program and then wishes to return, s/he must reapply for admission and be subject to the requirements of magnet eligibility rules and priorities for enrollment."

1/4/84

San Diego City Schools
Community Relations and Integration Services Division

POLICY E:
PROVISION FOR STUDENTS WHO CHANGE RESIDENCE TO CONTINUE IN MAGNET PROGRAMS

Occasionally, a student who is enrolled in a magnet program changes her/his residence. Following such a change, there have been questions and debates regarding the student's right to maintain eligibility in the magnet program where he/she was enrolled. Thus, in order to avoid inconsistency, it is important to establish a written policy governing such a change.

SUGGESTED POLICY STATEMENT

If a student has been enrolled in a magnet program for at least one full semester and then moves to an area that causes ineligibility, s/he may continue in the magnet program. The student will be eligible for transportation only if an established route exists.

1/4/84 (Rev. 1/17/84)

San Diego City Schools
Community Relations and Integration Services Division

POLICY F:
RESIDENTIAL ATHLETIC ELIGIBILITY OF STUDENTS AT MAGNET SCHOOLS WITHOUT ATHLETIC PROGRAMS

PRESENT PRACTICE

The magnet schools and special education programs listed below do not have interscholastic athletic programs. Students attending these schools are first encouraged to participate at their geographic school of residence. If time schedules and travel arrangements make participation at the geographic school of residence impractical, students are encouraged to participate at the comprehensive high school which is located geographically closest to the magnet school, and which fields the approved sport in which they want to participate.

Schools Without Athletic Programs	Closest School with Athletic Program
Gompers	Lincoln
Muir	Kearny
O'Farrell (SCPA)	Morse
Riley*	Clairemont or Kearny
Wright Brothers	Lincoln
Correia*	Point Loma
Roosevelt*	San Diego High

When a student establishes residential athletic eligibility by participating in athletics (one or more contests, excluding scrimmages) they cannot participate at another school unless they have a change of residence or sit out one year. An appeal process has been established by the CIF.

RECOMMENDATION

Any student who attends schools without athletic programs (except continuation schools specifically excluded by CIF policy) and desires to participate in an approved competitive sport should be assigned for participation at her/his geographic school of residence. If time schedules and travel arrangements make participation at the geographic school of residence impractical, the student may participate at the comprehensive high school which is located geographically closest to the magnet school.

*High school special education program without athletics program.

1/4/84 (Rev. 1/17/84)

San Diego City Schools
Community Relations and Integration Services Division

POLICY H:
PROPOSAL TO ESTABLISH ENROLLMENT CUT-OFF DATE FOR VOLUNTARY ETHNIC ENROLLMENT PROGRAM (VEEP)

In order to establish proper screening, registration and programming, cut-off dates for enrollment of students applying for magnet schools have been established K-12. Such consideration should be given to students who participate in the Voluntary Ethnic Enrollment Program (VEEP).

The present VEEP policy of open enrollment causes problems that may have an adverse effect on the education of students and integration programs. The problems proliferate when students currently enrolled within the district make numerous requests for program entry or exit.

With respect to supportive data, attached are summaries of students entering VEEP and students opting out of VEEP during 1982-83. Students who were enrolled in a public school (Code 31), or who were returning to a school they previously attended (Code 41), during the school year, totaled 400. This figure is 6.6% of the 6,034 VEEP students enrolled during the 1982-83 school year.

The problems caused by such movements are:

1. Students transferring do not gain the benefits of an uninterrupted education.

2. The movement creates enrollment problems at both sending and receiving schools. Required class adjustments that follow such movement disrupt the education of some students. The problem also tends to cause some resegregation.

3. The movement does not allow the student to build needed support groups.

4. Often, students transferring are not properly assessed and provided appropriate academic and guidance programs.

PROPOSAL: POLICY STATEMENT

The cut-off date for application to exit or enter the Voluntary Ethnic Enrollment Program, by any student currently enrolled in a district school, shall be the last (working) day preceeding the opening of school. Students desiring enrollment in VEEP beginning the second semester must submit applications no later than the last day of student attendance prior to winter vacation in December. Exceptions to this policy shall be granted only to students newly enrolling in a district school or those moving into new allied patterns.

Some outcomes of adopting such a policy should be:

1. Less disruption in the education of students in the VEEP and of students who remain in sending or receiving schools.

2. Fewer problems related to adjusting transportaton schedules.

3. Fewer problems with eligibility for extracurricular activities.

4. The policy might also be cost effective in terms of money saved on the per pupil expenditures for VEEP and transportation costs. Such money could be used to improve the quality of education for students in VEEP receiving schools.

1/4/84 (Rev. 1/6/84)
Attachment

San Diego City Schools
Community Relations and Integration Services Division

REPORT OF VEEP ENTERS*
AFTER SEPTEMBER 27, 1982

SCHOOL	ENTER CODE 11	ENTER CODE 31	ENTER CODE 41
ALCOTT		2	
BAY PARK	1	3	
BAYVIEW TERRACE	5	1	
BIRD ROCK	3		
CABRILLO		4	
CADMAN		13	
CARSON		1	
CHESTERTON		6	
CLAY		4	
[illegible]		26	
DECATUR	4		
DOYLE		3	
FARNUM		1	
FLETCHER	1	1	
FLORENCE		3	
FORWARD		5	
FRANKLIN		3	
HANCOCK	2		1
HARDY	1	15	
HEARST	3	1	
HOLMES		1	
JERABEK		13	
LAFAYETTE		2	1
LA JOLLA	5	19	
LINDA VISTA		1	
LOMA PORTAL		2	
MASON		2	
MC KINLEY		1	
MIRAMAR RANCH	6	1	
OCEAN BEACH	5	19	
PACIFIC BEACH	2	6	
ROSS		6	
SESSIONS		2	
TORREY PINES		1	
WHITTIER	2	6	1
BELL	1		
COLLIER		9	
DANA		10	
EINSTEIN	8	7	
HALE	2	15	
LEWIS		13	
MARSTON	3	21	
MUIRLANDS	6	24	
PACIFIC BEACH		3	
PERSHING	3	16	
STANDLEY		16	
WANGENHEIM			1
CLAIREMONT	4	3	1
HENRY		23	
LA JOLLA		11	
MADISON	2	18	
MIRA MESA		3	
MISSION BAY		2	
POINT LOMA	2	5	
SERRA	1	8	
UNIVERSITY CITY	1	13	
FARB MIDDLE	3		
GRAND TOTAL	76	394	6

*Code 11 Students enrolling for the first time this year in any public school--entered from within district.

Code 31 Students enrolling who have been enrolled in any public school this year--entered from within district

Code 41 Students returning to a school they previously attended during the same school year--entered from within the district.

SRS:pr
5/23/83

San Diego City Schools
Community Relations and Integration Services Division

POLICY I:
TRANSPORTATION: LIMIT 8 RULE

There has been a constant upward trend in the number of majority students attending magnet and VEEP schools. With a quality and sustained recruitment program, it is felt that the trend will continue. (See attached graphs.) Should the trend continue, the establishment of a higher ridership rule should have little impact on the number of students enrolled in magnet programs or VEEP.

PROPOSED POLICY CHANGE

For a one-year period 1984-85, a ridership rule of eight (8) students will be enforced for magnet programs and VEEP other than those located at the 23 court-identified minority-isolated schools, which will continue to operate under the ridership rule of five (5) students. At the end of this one-year period, an evaluation will be made to determine continuance or discontinuance of the rule.

RECOMMENDATION

Staff recommends that the Limit 8 Rule policy be adopted as follows:

> Definition: No bus trips will be scheduled to transport less than eight pupil passengers to programs located at sites other than minority-isolated schools. The only exception will be transportation to the court-identified minority-isolated schools which will continue to operate with the existing Limit 5 Rule. Bus trips may be scheduled from multiple neighborhoods to multiple destinations within the riding time and distance policies of the district.

This definition ensures that a bus is not operated unless at least eight pupil passengers are serviced. However, the bus is allowed to pick up from several neighborhoods to obtain the eight passengers. The bus is allowed to deliver to several schools.

Exhibit prepared by Dan Stephens--"Increase to the Limit Rule: Transportation Services"
Graphs prepared by Sandra Stark--"Majority Enrollment in Magnet Schools--1979-1983", "VEEP Growth--1979-1983"

1/4/84 (Rev. 1/24/84)

San Diego Unified School District

Business Services Division
Transportation Services Department

INCREASE TO THE LIMIT RULE: TRANSPORTATION SERVICES

January 9, 1984 (Revised)

Introduction

The district has enforced a requirement since the 1982-83 school year that at least five pupil passengers must be serviced by each bus. Transportation service for the VEEP, magnet, and learning center programs is scheduled within restrictions of the Limit 5 Rule as follows:

> "No bus trips will be scheduled to transport less than five pupil passengers. Bus trips may be scheduled from multiple neighborhoods to multiple destinations within the riding time and distance policies of the district."

The Transportation Services Department has been requested to analyze the impact if the Limit 5 Rule were increased to an eight or 10 passenger miminum. A higher minimum is expected to further economize transportation services.

Analysis

A Limit 8 Rule would eliminate 21 bus trips daily and reduce transportation costs $147,641 annually at the present ridership. See Schedule attached.

A Limit 10 Rule would eliminate 29 bus trips daily and reduce transportation costs $203,851 annually at the present ridership. See Schedule attached.

The impact of either increase to the ridership minimum is as follows:

1. Low enrollment magnet schools lose a significant volume of transportation service support (See list attached):

School	Current Qty. Buses	Buses Eliminated	Percentage of Buses Lost
Lowell	9	5	55
Baker/Emerson	12	5	42
Horton	8	3	38
Chollas	10	2	20
Fremont	10	2	20

2. Transportation support for VEEP students at Gage and Loma Portal is eliminated by the Limit 8 Rule. Support is eliminated for Gage, Loma Portal, Hearst, and Marvin Elementary Schools by a Limit 10 Rule. See list attached.

3. Neighborhoods in outlying areas of the school district are selectively impacted. Participation by Scripps Ranch, Mira Mesa, University City, La Jolla, and Pacific Beach may be significantly reduced. See list attached.

4. Open enrollment practices for magnet schools may be adversely impacted. Recruitment efforts by the schools would likely target central and more densely populated neighborhoods. See Item 3 above.

RDS:t
12/20/83
1052E

Program	School	Route	Community	Less than 8 (No. of Pupils)	Estimated Savings	Less than 10 (No. of Pupils)	Estimated Savings
Magnet	Fremont	I	La Jolla University City North Clairemont	5	$ 7,041		
Magnet	Green	A	Linda Vista			9	7,041
Magnet	Horton	A	Mira Mesa Scripps Ranch	5	7,041		
Magnet	Horton	B	La Jolla Pacific Beach	5	7,041		
Magnet	Horton	D	San Carlos Allied Gardens Mission Gorge	5	7,041		
Magnet	Keiller	B	Pacific Beach Point Loma Mission Hills Hillcrest			9	7,041
Magnet	Knox Valencia Park	G	San Carlos			9	7,041
Magnet	Lindbergh	F	Pacific Beach Point Loma	5	7,041		
Magnet	Lowell	A	Scripps Miramar	7	7,041		
Magnet	Lowell	B	University City North Clairemont	6	7,041		
Magnet	Lowell	D	Pacific Beach Mission Beach La Jolla	7	7,041.		
Magnet	Lowell	E	Ocean Beach Mission Hills			9	7,041

Transportation Services Department

APPLICATION OF INCREASED LIMIT RULES
ROUTES WITH LOW RIDERSHIP

Program	School	Route	Community	Less than 8 (No. of Pupils)	Estimated Savings	Less than 10 (No. of Pupils)	Estimated Savings
VEEP	Gage	A	Encanto	7	$ 6,931		
VEEP	Loma Portal	A	Logan Heights	7	6,931		
VEEP	Marvin Hearst	A	Emerald Hills Oak Park)			9	$ 6,931
Magnet	Baker	B	Ocn Bch; S. Msn	5	7,041		
Magnet	Baker/ Emerson	I	College) Streamview)	7	7,041		
Magnet	Baker Emerson	J	Univ. City) Clairemont)	7	7,041		
Magnet	Baker Emerson	K	San Carlos) Allied Gardens)	6	7,041		
Magnet	Baker Emerson	L	Mira Mesa	7	7,041		
Magnet	Chollas	E	Kensington Euclid	5	7,041		
Magnet	Chollas	G	La Jolla) Mission Blvd)	5	7,041		
Magnet	Encanto	D	Morena	7	7,041		
Magnet	Fremont	C	Mira Mesa) Tierrasanta) Murphy Canyon) Serra Mesa)			9	7,041

Program	School	Route	Community	Less than 8 (No. of Pupils)	Estimated Savings	Less than 10 (No. of Pupils)	Estimate Savings
Magnet	Lowell	H	College Area East San Diego			9	7,041
Magnet	Muir	A	Mira Mesa Scripps Ranch	7	7,041		
Magnet	Rolando	F	Linda Vista Tierrasanta			9	7,041
Magnet	Sunset View	E	Linda Vista	7	7,041		
Magnet	Weinberger	I	Clairemont Linda Vista	7	7,041		

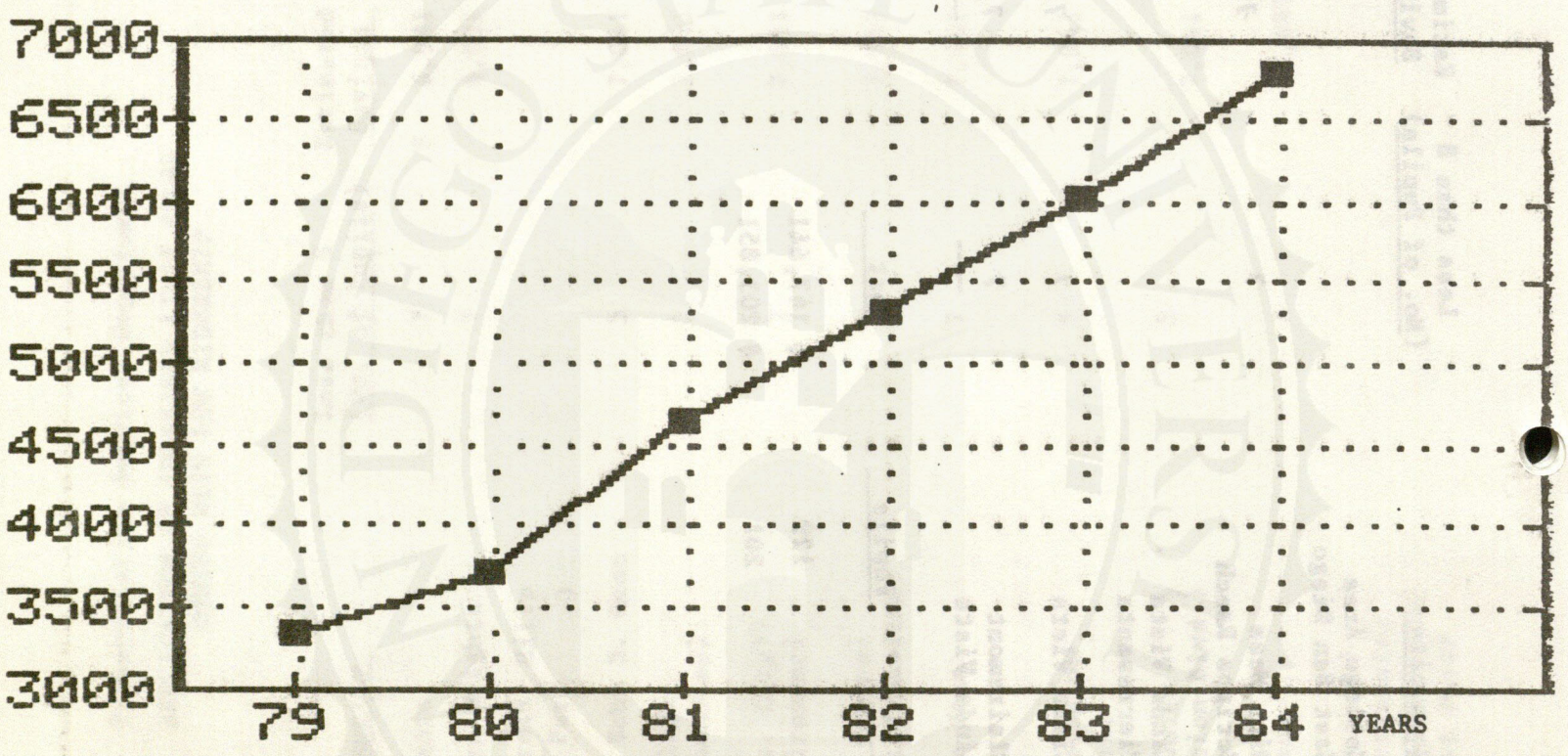
	Trips	Pupils	Cost
TOTALS:			
Limit 8 Rule	21	129	$ 147,641
Limit 10 Rule	29	201	$ 203,851

RDS:t
12/20/83

San Diego City Schools

Community Relations and Integration Services Division

VEEP GROWTH--1979-83



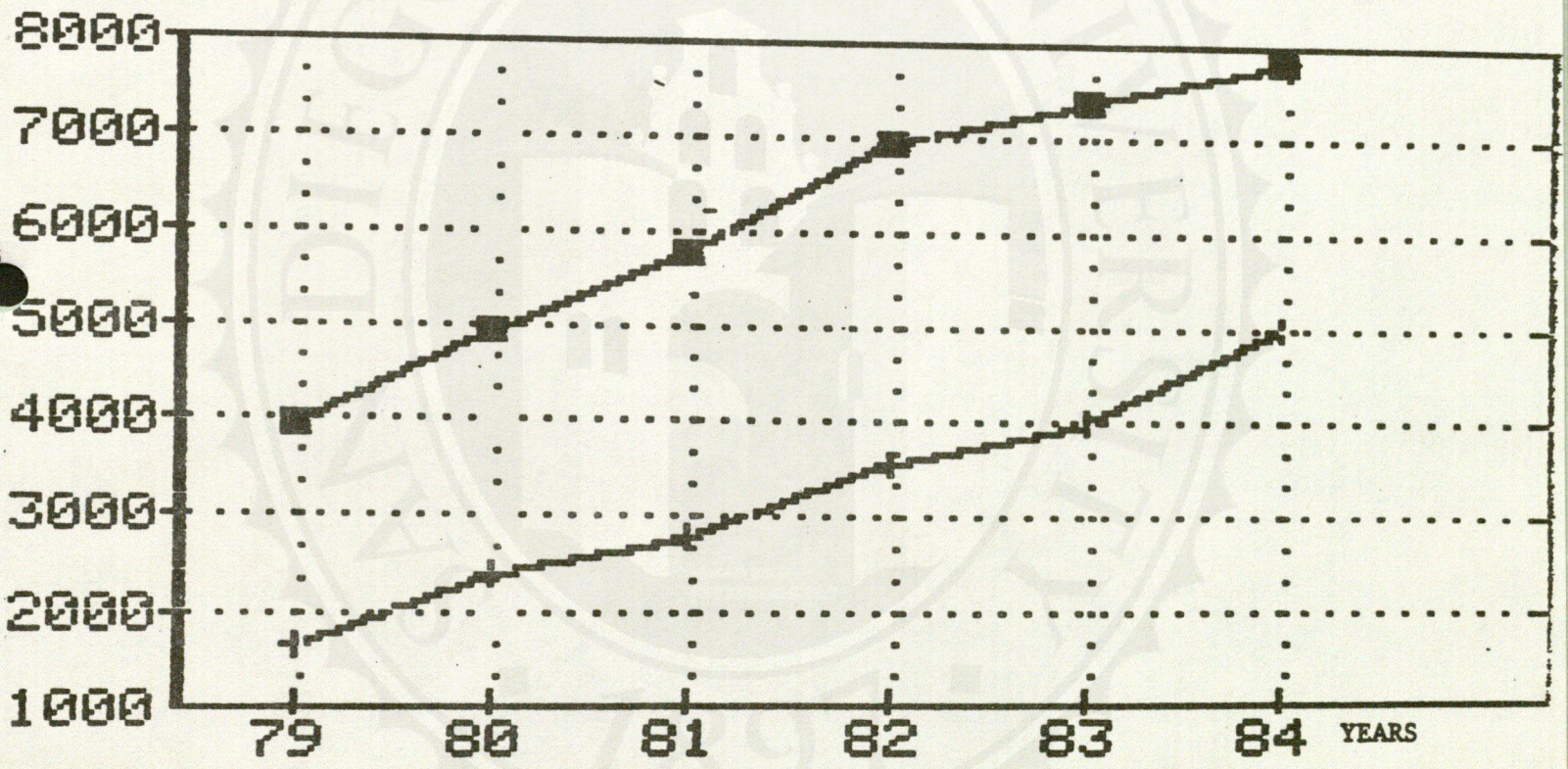
SQUARE - VEEP MINORITY PARTICIPANTS

1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
3,345	3,706	4.663	5.311	6,016	6,782

San Diego City Schools

Community Relations and Integration Services Division

MAJORITY ENROLLMENT IN MAGNET SCHOOLS--1979-83



SQUARE - TOTAL MAJORITY STUDENTS
PLUS - NONRESIDENT MAJORITY STUDENTS

	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84
TOTAL	3,949	4,941	5,787	6,969	7,429	7,839
NONRESIDENT	1,665	2,352	2,778	3,547	3,993	4,996