

**REPORT OF
TASK FORCE TO STUDY
DISTRICT ADMINISTRATIVE
REORGANIZATION**

SAN DIEGO CITY SCHOOLS

FEBRUARY 16, 1982 *(First Reading)*

February 23, 1982 (No Revisions)

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San Diego City Schools

REPORT OF TASK FORCE TO STUDY DISTRICT ADMINISTRATIVE REORGANIZATION

INTRODUCTION

On July 30, 1981 the San Diego Unified School District Board of Education empaneled a task force to study the district's organizational structure and develop a proposal for an administrative reorganization.

The Board expressed concern with the proliferation of responsibility to some members of the management staff and indicated the need to realign and readjust to ensure equitable and reasonable responsibilities were assigned to staff members. Additionally, the Board recognized the complex and controversial challenges facing the district in the current era. The district's integration, special education, and bilingual education programs were cited as among those adding increased responsibility to staff.

On November 17, 1981 the Task Force submitted a report to the Board of Education. The Board commended Task Force members for their concern, dedication, hard work, and excellence, and requested the Task Force continue its work in addressing specific areas of concern as indicated in the Charge to The Reorganization Task Force (Exhibit A).

ASSUMPTIONS

Basic assumptions need to be made by any study group and the Reorganization Task Force recommendations are based upon the following assumptions:

1. That the voluntary integration program in force in the San Diego Unified School District has many positive and effective elements. Professionals such as the court-appointed experts have stated that they have no knowledge of a more effective voluntary program in the country.
2. That radical change without sound data may do more damage than good. The proposals of the Task Force are based upon careful deliberation and seek to retain the strengths while addressing the identified weaknesses.
3. That the task force was to address management organization which would improve the effectiveness of the district's programs with special attention to be given to the integration needs of the district. It was assumed also that no personnel changes were to be considered in the development of task force recommendations.

I. ORGANIZATION FOR COMPLETION OF ASSIGNED TASKS

Exhibit B indicates the membership of the Task Force. All members stated their willingness and ability to continue the work of the Task Force. However, on January 21, 1982, Dr. Cornelius Page and Mr. Lou Boitano indicated that the press of other responsibilities necessitated that they no longer continue as members.

On December 8, 1981, the Superintendent assigned areas of responsibility to various members of his staff. Exhibit C indicates the coordination of responsibilities between members of the Task Force and district staff in completion of tasks as reflected in the charge.

II. POSITION GUIDELINES

The Board's charge to the Task Force specified that guidelines be developed for various job descriptions in the district's administration. The degree to which positions were addressed varied in accordance with the relationship of the position to recommend changes in district reorganization. Summarily, the positions were reviewed by the Task Force as follows:

Superintendent--The Task Force acknowledged the key role which the superintendent must play in implementing Task Force recommendations and facilitating a smooth transition for organizational changes which are approved by the Board of Education. Modification of the superintendent's job description does not appear to be necessary at this time.

Deputy Superintendent, Support Services--A new job description for this position has been written and approved and is included as Exhibit D in this report. The staff and board are currently considering applicants to fill this position, thus, the work of the task force regarding this position has been completed.

Associate Superintendent, Planning and Evaluation--Guidelines for this position are developed and are included as Exhibit E in this report. Key to approval of these guidelines is the board's decision regarding placement of the Evaluation Services Department in this division. The Task Force recommends that a job description be developed from the guidelines proposed and that the position be filled as soon as possible.

Deputy Superintendent, Instruction--As a result of the approved reorganization plan, this position has been drastically altered. Two divisions have been removed from the responsibility of this deputy superintendent, line authority has been focused by shifting support services responsibility to the Deputy Superintendent, Support Services and clarification of the role of this position in implementation of the integration program has been effected. Therefore, the Task Force recommends that Personnel Division be directed to develop a new job description for approval by the Board of Education.

Assistant Superintendent, Community Relations and Integration--
Changes in this job description are covered under Section IX and Exhibit F of this report.

Assistant Superintendents of Elementary and Secondary Schools, Personnel, Business Services, Student Services, and Curriculum and Programs Divisions--All of these positions are directly affected by the approved plan for reorganization and changes in their respective job descriptions are appropriate. Because details relating to each of these positions are still evolving, it is recommended that specific changes in job descriptions be postponed temporarily. Once the transition has been completed, the board should ask the Deputy Superintendent, Instruction to draft job descriptions for assistant superintendents of Elementary and Secondary Schools divisions which clearly delineate their roles in implementation of site programs. Likewise, the Deputy Superintendent, Support Services should draft new job descriptions for those assistant superintendents' positions which will provide support to sites.

III. ARTICULATION BETWEEN ELEMENTARY AND SECONDARY SCHOOLS DIVISIONS

District staff members have completed a detailed draft proposal which deals effectively with Task Force recommendations #10, 11, 12, and 13. The "Proposed Restructuring of Elementary and Secondary Schools Divisions," attached as Exhibit G to this report provides specific information regarding the plan for reorganization of Elementary and Secondary Schools Divisions. The Task Force recommends that the Board of Education approve the proposed restructuring and commends district staff for development of a plan which fully addresses this charge.

IV. SECURITY AND DATA PROCESSING DEPARTMENTS

Charge Number Three requested that the Task Force study the Security and Data Processing Departments to determine the best placement and reporting relationships for these departments.

In the current district organization the Security Department is under the Deputy Superintendent for Administration. In the proposed new organization, the Deputy Superintendent for Administration has been re-titled Deputy Superintendent, Support Services. It is recommended that the Security Department report to the Deputy Superintendent, Support Services. This will provide for coordination of the related functions of providing service to schools while at the same time providing a working relationship between key district officials and the Security Department.

It is recommended that the Data Systems Department be under the Associate Superintendent for Planning and Evaluation. This is a departure from the current organization in which the Data Systems Department is not located in a unit that systematically uses its services. Although the Planning and Evaluation Division will be a major user, the coordination and establishment of priorities for services will be maintained through the Executive Council and the newly created Planning Council.

V. STAFF DEVELOPMENT

Limitations of time have prevented the Task Force from making any detailed analysis of this charge. Preliminary analysis indicates that:

1. The identification process for leadership training is located in the Personnel Division. Actual training programs are developed separately on the apparent assumption that leadership skills may differ from division to division. The Task Force questions this practice.
2. The Director of Staff Development is located within the Curriculum and Programs Division. The functions of the director appear to be more broadly stated than practice indicates. The Task Force has preliminary opinions that the position should play a more dominant role in the coordination and provision of total district staff development programs. The Assistant Superintendent of Curriculum and Programs Division is preparing a statement to clarify roles in the staff development area.

The Task Force believes that all staff development provisions, including business services, should be brought under a more coordinated management system. More study of this area is needed before a final assignment is made.

VI. MULTICULTURAL EDUCATION AND EMERGENCY SCHOOL AID ACT PROGRAMS

Charge Number Five directed that the Multicultural Education and Emergency School Aid Act Programs be studied to determine the best placement and organizational relationships for the two programs. In order to address this charge, meetings were held with representatives of the Curriculum and Programs Division and the Community Relations and Integration Services Division.

Since the Emergency School Aid Act Program is in its last year of funding, it is recommended that the services provided to integration programs be studied to determine the most economic alternative measures of providing them. It is the understanding of the Task Force that this task has been assumed by ESAA staff and a report will be made soon.

Segments of the Multicultural Education program appear to be significant to both the role of the Community Relations and Integration Services Division and the role of the Curriculum and Programs Division. It is the recommendation of the Task Force that this study be continued by the Multicultural Education Specialist with assistance from members of the Curriculum and Programs Division. It is anticipated that recommendations can be made in time for implementation during the 1982-83 school year.

VII. SUPPORT SERVICES AND SPECIAL PROGRAMS LINKAGE

The individuality of school sites and of the administrative staff on those sites is recognized and encouraged. Principals ought to be the managers of instruction and administrative functioning on their sites. In these management and administrative roles, principals report to the Elementary or Secondary Schools Division director appointed to supervise that school. It is not reasonable to anticipate that all school principals will have expertise or experience in the content and teaching of all program areas. Such a level of expertise needs to emanate from the appropriate division.

Further details of the delivery of on-site services need to be worked out. The Task Force felt that it was unable to address details of a coordination process to involve personnel and business services, as well as the Programs and Student Services Divisions, until an appointment is made to the Deputy Superintendent for Support Services.

It is to be expected that any specialist in a program area will be welcomed on a school site as he or she brings a high level of expertise in that area. It seems to the Task Force that an unnecessarily cumbersome process was often brought into play to ensure the preeminence of the line authority role in the Elementary and Secondary divisions. A program specialist requiring action on a site normally had to return to the Education Center to confer with the Elementary and Secondary Schools division director responsible for that program. In addition, the division director responsible for that particular school site also became involved. The suggested structure will provide more authority to the program specialist as his or her ultimate support will be the Deputy Superintendent for Support Services.

Certain programs have been accorded priority by the Board of Education including integration-related programs, bilingual programs, and some of the programs from the Student Services Division. Specific programs identified in this way by the assistant superintendents of Curriculum and Programs Division and Student Services Division are: Special Education; Bilingual Education; Race/Human Relations; and Guidance.

In the case of these specifically designated programs, there is a need to ensure that every site complies with the content and teaching methodologies incorporated into the program when it was developed.

A model to support this approach was recently sanctioned by the Board of Education (February 2, 1982) for application to the Indochinese Bilingual Program. (Exhibit H) This model should be used to test the hypothesis that uniform implementation of required programs is facilitated without undermining the principal's management authority on his site.

VIII. STAFF INVOLVEMENT

Included in the charge from the Board of Education was recognition of the importance of staff involvement in the development of the reorganization plan. To date, staff involvement has included opportunities for input from representative members of the staff, as well as group briefings on the process and progress. Additionally, some staff members have written their thoughts and/or concerns to the Task Force.

In the development of the restructured Elementary and Secondary Divisions, site representatives worked with members of the central office.

In the coming months, as ideas are more fully developed there will be more opportunities for staff involvement. It is the opinion of the Task Force that there remains ample time and flexibility for meaningful staff involvement.

IX. COMMUNITY RELATIONS AND INTEGRATION SERVICES DIVISION

The job description for the Assistant Superintendent, Community Relations and Integration Services Division was revised in accordance with the instructions contained in the charge and is included in this report as Exhibit F. The revised job description is intended to reflect clarity of authority and responsibility in the area of integration. These concerns were previously discussed in a report to the Board of Education and are included in this report as Exhibit J.

The Public Information Office was studied in comparison with the Community Relations and Integration Services Division and it is the opinion of the Task Force that there is no conflict between the two. The responsibilities and authority contained within the Community Relations and Integration Services Division pertain more to the formal and informal association with groups and activities that represent the community, while the Public Information Office is responsible for distributing information to the public. There is a need for cooperation and coordination, however, the delineation of authority and responsibility is clearly documented and administered.

It is the opinion of the Task Force that the Assistant Superintendent for Community Relations and Integration Services Division and the Director, Public Information Office and members of their staffs continue this study. Recommendations should be made in time for implementation in the 1982-83 school year.

X. COORDINATION WITH COURT-APPOINTED CONSULTANTS

The final charge from the Board of Education directed the Task Force to review the report of the court-appointed consultants, Drs. Nyquist, James, and Kirst and to respond to the concerns raised by them.

The major concern identified by the court-appointed consultants was the administration of the integration program. Considering the assumptions listed on page one of this report and the directions from the Board of Education, the Task Force feels that it has responded to the concerns and constraints as outlined by the Board. It is the feeling of the Task Force that there is precise authority for integration and the line divisions are responding accordingly.

The concern of the consultants regarding closer coordination between elementary and secondary schools has previously been discussed in this report.

The consultants also recommended further exploration of the role and procedures for the Community Relations and Integration Services Division. This was addressed in section IX of this report.

XI. SUMMARY

Much has occurred since the Task Force began its work on July 30, 1981. Countless hours have been spent in discussion, reviewing problem areas, consulting with experts, and developing concepts. In that period, the district has faced a series of problems and many new and difficult challenges appear on the horizon.

The Task Force has responded to each of the Board's charges. However, in order for this or any plan to be successful, those who are to operate within the plan must play key roles in its future development. The Task Force feels that a framework for success has been provided. In the months ahead, substance must be added to the concepts if we are to provide all pupils of the district optimum opportunities for success.



BOARD OF EDUCATION
SAN DIEGO CITY SCHOOLS

RECEIVED 11/11/1961
1000 Market Street
San Diego, California 92101

December 7, 1961

Revised December 8, 1961

EXHIBITS

FROM: Board of Education
TO: Board of Education

SUBJECT: Board of Education Task Force Report

The Board of Education requests the Board of Education Task Force members to submit their report to the Board of Education, and to the Board of Education in writing, the San Diego Unified School District, for its consideration.

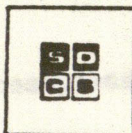
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The Task Force will submit frequently with the Superintendent of the Board of Education and will submit the Superintendent to submit its report, as appropriate. The Task Force will also submit its collaboration and cooperation with the Board of Education.

The Board of Education Task Force is directed to submit its report to the following areas and to submit its report to the Board of Education no later than February 15, 1962, unless an extension is deemed appropriate by the Board and the Task Force.

The Board of Education Task Force will

1. Develop specific guidelines and recommendations to be used by the administration and the Board of Education Task Force recommendations into the various job descriptions for the positions of Superintendent, Deputy Superintendent, Support Services, Associate Superintendent, Planning and Evaluation, Deputy Superintendent, Instruction, Assistant Superintendent, Community Relations and Integration, and Assistant Superintendent of Elementary and Secondary Education, Personnel, Business Services, Student Services, and Curriculum and Programs.
2. Further develop the concept of articulation between the Elementary and Secondary Education.



BOARD OF EDUCATION
SAN DIEGO CITY SCHOOLS

DOROTHY L. W. SMITH
2840 Blackton Drive
San Diego, California 92105

December 7, 1981

Revised December 8, 1981

FROM: Board Ad Hoc Committee,
Dorothy W. Smith and Philip Halfaker

SUBJECT: CHARGE TO THE REORGANIZATION TASK FORCE

The Board of Education commends the Reorganization Task Force members for their concern, dedication, hard work, and excellence in assisting the San Diego Unified School District in its reorganizing effort.

The board requests the continued services of the Reorganization Task Force in addressing the areas of concern listed below. Upon receipt of this charge, the chairman of the Task Force is directed to poll current members to determine their availability and willingness to continue as members of the Task Force. The chairman will present to the board for approval the names of the continuing members and any additional members.

The Task Force will confer frequently with the superintendent and the Board of Education and will invite the superintendent to attend its meetings, as appropriate. The Task Force will also continue its collaboration and cooperation with the court appointed consultants.

The Reorganization Task Force is directed to complete its study of the following areas and to submit its recommendations to the Board of Education no later than February 15, 1982, unless an earlier recommendation is deemed appropriate by the board and/or the Task Force:

The Reorganization Task Force will:

1. Develop specific guidelines incorporating Task Force recommendations to be used by the administration and incorporating Task Force recommendations into the various job descriptions for the positions of Superintendent; Deputy Superintendent, Support Services; Associate Superintendent, Planning and Evaluation; Deputy Superintendent, Instruction; Assistant Superintendent, Community Relations and Integration; and Assistant Superintendents of Elementary and Secondary Education, Personnel, Business Services, Student Services, and Curriculum and Programs.
2. Further develop the concept of articulation between the Elementary and Secondary Divisions.

3. Study the Security Department and Data Processing to determine assignment areas and reporting relationships.
4. Further study the Leadership and Staff Development Program (Recommendation No. 3, Page 10, November 20, 1981 Report of the Task Force) to determine how the recommendation can best be implemented.
5. Further study the Multicultural Education Program, the Voluntary Ethnic Enrollment Program, and the Emergency School Aid Act to determine the best placement for these programs.
6. Make recommendations that will resolve the linkage problem between the Support Services divisions and the school sites to improve the direct delivery of services from divisions to sites.
7. Determine what authority, responsibility, and involvement can be provided to most fully utilize the skills of the experts assigned to specific high priority support areas, such as oral communications, special education, bilingual education, and integration.
8. Involve district and site principals, vice principals, and staff—including classified personnel—in the development of Task Force recommendations.
9. Study the Community Relations and Integration job description to eliminate conflicts in authority and implementation between this position and other positions that have some responsibility for public relations, community relations, and integration.
10. Study the public and community relations program of the district to determine the most effective organization for improved relationships with all segments of the San Diego community.
11. Address any other areas of need identified by the Task Force.
12. Address concerns outlined in the November 18, 1981 report of the Court's experts on administrative reorganization.

DLWS:PH

v1b

cc Members of the Board of Education
Superintendent
Fletcher

TASK FORCE TO STUDY
DISTRICT ADMINISTRATIVE REORGANIZATION

MEMBERSHIP LIST

Mr. Edward S. Fletcher, Chairman	Assistant Superintendent Community Relations and Integration Services Division
Dr. Carol J. Carnie	Evaluation Coordinator San Diego County Department of Education
Dr. Ronald Detrick	Executive Director San Diego Administrators Association
Mrs. Dorothy Leonard	Past President 9th District PTA Vice-Chairman, San Diego Planning Commission Member, Board of Directors SWRL (Southwest Regional Laboratory for Educational Research and Development
Dr. John L. McLevie	Integration Analyst
Mr. Jack Morse	Manager, Fleet Management San Diego Gas and Electric
Ms. Rosalia Salinas	Bilingual Coordinator San Diego County Department of Education

San Diego City Schools

COORDINATION OF TASKS

<u>TOPIC</u>	<u>BOARD CHARGE</u>	<u>TASK FORCE RECOMMENDATION</u>	<u>TASK FORCE MEMBERS</u>	<u>DISTRICT STAFF</u>	<u>COMMENTS STATUS</u>
Job Descriptions	#1	#3, 4, 6, 7	All	Goodman	Completed
Articulation Elem/Sec	#2	#10, 11, 12, 13	Boitano, Carnie	Patrick, Ohlson, Jackson	In progress
Security, Data Sys.	#3	#8	All	Goodman	Completed
Staff Development	#4		McLevie, Carnie	Sanchez, Cook	In progress
Multicultural, ESAA	#5	#19	Fletcher, Salinas	Fletcher	In progress
Linkage	#6		McLevie, Boitano	Sanchez, Brucker	
Linkage	#7		Salinas, Morse	Sanchez, Brucker	
Community Relations	#9, 10	#5, 20, 21	Fletcher, Leonard, Page	Goodman, Fletcher	Near Completion
Experts	#12		All		In progress

ESF:jgm

SAN DIEGO CITY SCHOOLS
Personnel Division

DEPUTY SUPERINTENDENT FOR SUPPORT SERVICES

- A. Primary function: To serve as the chief staff officer in charge of all general administrative, staff support, and special service programs for the district.
- B. Directly responsible to: Superintendent of Schools.
- C. Assigned responsibilities:
1. Directs the operation and administration of all programs of the district which serve the school instruction division and coordinates the efficient delivery of support services to schools.
 2. Assists the Superintendent in planning and recommending policies and goals for the operation of the Student Services, Curriculum and Programs, Business Services, and Personnel divisions of the district and in evaluating the efficiency of their operation.
 3. Assumes direct accountability and responsibility for administrative planning and coordination of support services for high priority programs as reflected by Board of Education goals such as special education, achievement-goals-program, and such other programs as the Superintendent may designate.
 4. Maintains communication with school instruction divisions to assess present and proposed support services.
 5. Actively supports the district integration program and encourages support of staff and community; provides leadership in the development and implementation of support services programs which further the goals and aims of the district integration program. as appropriate
 6. Selects, trains, and evaluates performance of assigned personnel.
 7. Recommends the combined budget for all organizational units assigned.
 8. Serves as a member of the Executive Council, the chief purposes of which are to maintain top-level communications on district-wide policy matters and to serve as a review group when group judgment and experience are desirable or necessary to decision making.
 9. Establishes, maintains, and supports standards of personal conduct and discipline in accordance with the current discipline policy approved by the Board of Education.
 10. Performs other duties as assigned.
- D. Minimum qualifications:
- Applicable credentials: General Administration or Standard Administration.
- Training and experience: A doctorate (Ed.D., Ph.D., J.D.) in an appropriate field is normally required. Credential requirement to be supplemented by ten-years eight years of progressively responsible experience in school district administration and demonstrated experience at high levels in planning, organizing, and executing school district programs.

San Diego City Schools

TASK FORCE TO STUDY
DISTRICT ADMINISTRATIVE REORGANIZATION

January 11, 1982

Revised January 12, 1982

GUIDELINES FOR POSITION OF ASSOCIATE SUPERINTENDENT FOR PLANNING
AND EVALUATION

I. INTRODUCTION

In the charge to the Reorganization Task Force, the Board of Education directed that specific guidelines be written to assist in the development of a job description for the position of Associate Superintendent, Planning and Evaluation.

2. AUTHORITY AND RESPONSIBILITIES

- Short and long range planning
- Research
- Coordination of district goals and objectives
- Monitoring and evaluation of programs
- Coordination of planning
- Recommend improvement of instructional programs
- Recommend improvement of support services
- Review of functions of various organizational elements of the district to clarify roles and responsibilities and to recommend more cost effective management systems
- Coordination with state and federal agencies
- Operation of legislative office.

3. ASSIGNED DEPARTMENTS

- Special Projects
- Planning and Research
- Evaluation
- Legislation
- Systems and Procedures
- Data Systems
- Internal Auditor

San Diego City Schools
Personnel Division

ASSISTANT SUPERINTENDENT, COMMUNITY RELATIONS AND INTEGRATION SERVICES DIVISION

- A. Primary Function: To serve as chief staff officer in charge of community involvement and community relations.
- B. Directly responsible to: Superintendent of Schools.
- C. Assigned responsibilities:
1. Develops and recommends to the Superintendent, goals, controlling policies and procedures for more effective communication and involvement of all segments of community in significant educational programs and activities.
 2. Enlists the cooperation of school principals and divisional components of the district in the implementation of the policies and procedures necessary for effective community involvement. Monitors implementation and makes recommendations for change as required.
 3. Provides staff support (technical and professional assistance) to schools in the achievement of community involvement objectives. Provides assistance and advice to principals and other administrative officers on community relations matters.
 4. Actively supports the district integration program and encourages support of staff and community; provides leadership in the development and implementation of integration programs as appropriate to assigned school site or department.
 - a. Responsible for overall planning of integration programs in cooperation with the Associate Superintendent, Planning and Evaluation Division.
 - b. Develops budget recommendations for all integration programs and monitors integration funds.
 - c. Coordinates and monitors all integration programs and initiates corrective action as needed.
 - d. Participates in recommendations of key staffing for all integration programs.
 - e. Participates in the evaluation of the integration programs in cooperation with the Associate Superintendent, Planning and Evaluation Division.
 - f. Encourages support of staff and community in integration programs.
 5. Provides district-wide guidance, coordination, and direction in all matters involving the community as necessary to improve community understanding and support of schools, including bond elections, tax elections, revenue limit elections, survey of community attitudes on significant issues, and related matters.

SAN DIEGO CITY SCHOOLS

Date: February 4, 1982

To: Site Administrators and Division Heads

Subject: PROPOSED RESTRUCTURING OF ELEMENTARY AND
SECONDARY SCHOOLS DIVISIONS

**Department and/or
Persons Concerned:** Site Administrators and Division Heads

Due Date: February 10, 1982

Reference: Attached report

Action Requested: Attendance at meeting, February 10, 1982.

Brief Explanation:

A meeting is scheduled for February 10, 1982, at Taft Junior High School, at 7:30 a.m. for a presentation and discussion of a report to the Board of Education on "Proposed Restructuring of Elementary and Secondary Schools Divisions." This report has been developed in response to recommendations of the board-appointed Reorganization Task Force and action by the Board of Education. A copy of the report is attached for your review; attachments will be distributed at meeting.

The purpose of the meeting is to provide an opportunity for information, reaction to, and discussion about the proposed restructuring of the elementary and secondary schools divisions. The proposed restructuring will include reorganization of regions, functional relationships with other divisions, and further planning of a conference organization.

A progress report also will be made on the status of budget development for 1982-83. It would be appreciated if each school could be represented at this meeting.

Ralph Patrick

Ralph Patrick
Deputy Superintendent
Instruction

RP:cm

Attachment

Distribution: List M

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

Proposed Restructuring
of
Elementary and Secondary Schools Divisions

February 16, 1982 (First Reading)

Background

Several studies have been made recently of the major organizational, instructional, and functional areas of the school system. Broadly stated, the implications of proposals of these studies have a common goal: improve the quality of education by enhancing accountability and control. Report documents reviewed in preparing this proposal include the following:

1. Transcript of Judge Orfield's ruling of December 14, 1981.
2. Reports by Drs. Michael W. Kirst, H. Thomas James, and Ewald Nyquist of September 14, 1981, and November 18, 1981.
3. The Organization Study of the San Diego Unified School District presented to the Board of Education March 17, 1981.
4. Report of Task Force to Study District Administrative Reorganization, November 17, 1981.
5. Charge to the Reorganization Task Force, December 7, 1981.

The principal recommendations of these reports were directed toward changes in the present organizational structure and relationships involving the Elementary Schools and Secondary Schools divisions which could strengthen the operations of schools and establish responsibilities where managers would pursue Board of Education goals and district objectives in a consistent, effective, and efficient manner. Several key findings and recommendations include:

1. There is a need for closer oversight and assistance by central office personnel with the school sites....by revising the duties of the Regional Directors (eliminating most of their staff functions.)
2. There is little continuity between existing elementary and secondary programs such as VEEP and magnet schools.
3. The realignment of regional directors' territories so that all grade levels coincide....
4. ...the integration program is particularly hampered by a lack of smooth progression for students from the elementary to the secondary level.
5. ...link support services with the line divisions.

6. ...there be more precise authority for integration that assures the line divisions will respond to the Court orders.
7. ...administrative structure is set up in such a way as to assure uniformity of excellence of those programs [furthering integration and providing quality education to minority isolated students...].
8. Revise communication processes within and between divisions and with school sites to provide for both systematic and planned communications, as well as informal communications.
9. Develop, implement, and evaluate the effectiveness of different grade level patterns for delivery of effective instruction to students.
10. Four (rather than the present six) elementary groups of schools and four (rather than the present five) secondary groups of schools be designated. These groups would be organized to insure balance in numbers of schools served, total student enrollments, and racial/ethnic compositions, which facilitate the goals of the district's voluntary integration program.
11. Each of the four elementary and each of the four secondary groups will be administered by an elementary or secondary director, respectively. This design would reduce, from eleven to eight, the total number of directors in the two divisions.
12. Collaborative planning between elementary and secondary groupings will be facilitated by:
 - a. Where possible, making elementary and secondary groupings coterminous based on feeder school patterns.
 - b. Developing plans for articulation activities between elementary and secondary schools within each grouping.
 - c. Establishing administrative procedures which reflect as K-12 continuum of services to sites and insure equitable treatment of all programs and services regardless of grade levels.
13. Directors function as line authority administrators with elementary and secondary divisions. The staff functions presently performed by directors should be reassigned to the support areas to which they most directly relate (e.g., budget, personnel, student services, programs) and/or assigned to staff assistants in the divisions.
14. The Deputy Superintendent for Instruction continue to assume responsibility for the implementation of the integration programs in all elementary and secondary schools of the district.
15. Further develop the concept of articulation between the Elementary Schools and Secondary Schools divisions.

16. ...resolve the linkage problem between the Support Services divisions and the school sites to improve the direct delivery of services from divisions to sites.

These recommendations have served as guidelines to be addressed in formulating the proposed regional organization. Additional criteria more specifically related to school and program characteristics were developed to supplement these requirements.

Purpose of Report

While consideration has been given to each of the foregoing statements, the principal purpose of this report is focused on the restructuring of the current elementary and secondary regions. It is planned that other areas, such as structure and mechanisms for communication and coordination with other divisions, will be considered in developing a proposal to the Board of Education in time for implementation in school year, 1982-83.

The following sections provide a description of a proposed organizational structure which clusters 125 elementary schools and 41 secondary schools into four coterminous elementary and secondary regions. Factors related to racial/ethnic balance, student enrollment, total certificated staff, total number of schools, special programs, K-12 feeder school patterns, and voluntary ethnic enrollment patterns were used in developing the four coterminous regions. The factors included the following:

1. Each region will have a racial/ethnic balance within $\pm 10\%$ of the district majority percentage of 52% based on the Ethnic Survey of November 1981.
2. As far as possible voluntary ethnic enrollment program allied school patterns will be maintained in assigning schools to each region.
3. The total number of certificated staff in each region will be within $\pm 5\%$ of the average of the four regions. Due to variations in student enrollment and types of educational programs, more emphasis has been given to equitable numbers of certificated staff than to number of students or number of schools.
4. Each region will include special programs such as integration programs, special education, bilingual education, gifted programs, and language centers at elementary, junior high, and senior high school levels.
5. High schools and their feeder pattern junior high and elementary schools are the basic organizational unit for the development of the four regions.

Proposed Elementary and Secondary Regional Organization

The present regional structure and functional assignments of elementary and secondary schools are contained in Attachment A. These elementary and secondary regions were developed independently by each division to address the

DRAFT

organizational and communication needs of the division and schools in the division. While program articulation activities were conducted annually at certain grade levels, program coordination and interdivisional planning generally occurred at the division staff level.

The four coterminous regions are described in Attachment B. Each region (color coded to include all assigned schools) is organized by senior high school attendance areas to include the feeder junior high schools and their feeder elementary schools. In addition to data on student enrollment, racial/ethnic balance, and number of certificated staff, the various special programs conducted in each school are listed.

The following chart summarizes the statistical profile of each region. Some of the significant characteristics of the regions include the following:

1. The VEEP allied school patterns have been maintained wherever possible in the designation of schools by region. This supports the present school articulation relationships which have been established for the past years and will be the basis for more effective planning and operation of this program.
2. Each region includes special programs represented by integration programs, special education, gifted programs, and language centers. Within each region, schools by organizational level in each high school attendance area offer a similar diversity of educational programs.
3. Some variation exists between regions as to the total number of schools at the elementary school level. With respect to program implementation and supervision responsibilities, a more significant factor is the number of total certificated staff. A comparison of total certificated staff between the four regions shows a nearly perfect balance exists.
4. Racial/ethnic balance in terms of percentage of white students ranges from 41% to 54% while white enrollment ranges from 13,779 to 15,208.
5. The chart included in Attachment C indicates the organization for the Instruction divisions. Each division would include an assistant superintendent and four regional directors to administer line responsibilities. Deputy Superintendent for Instruction would be assigned the overall responsibility for the two divisions.

SAN DIEGO CITY SCHOOLS

SCHOOL DATA BY REGIONS

	REGION I	REGION II	REGION III	REGION IV
TOTAL ENROLLMENT	25,865	33,742	28,785	28,224
NUMBER WHITE	13,779	13,867	13,463	15,208
PERCENT WHITE	53%	41%	47%	54%
TOTAL CERTIFICATED STAFF	1,284.5	1,298.9	1,288.8	1,286
TOTAL NUMBER SCHOOLS	49	45	34	38
FULL-TIME SCHOOLS	11	9	14	8
FIA TOTAL	46	43	30	38
SIP TOTAL	19	11	8	16

2/4/82

SAN DIEGO CITY SCHOOLS

PROPOSED K-12 REGIONS

REGION I

Senior High

La Jolla
Mission Bay
Point Loma
San Diego

Junior High

Collier
Dana
Memorial
Muirlands
Pacific Beach
Roosevelt

Elementary

Barnard
Bay Park
Bayview Terrace
Bird Rock
Birney
Burbank
Brooklyn
Cabrillo
Cadman
Crown Point
Decatur
Dewey
Fairview
Florence
Fremont
Grant
Jefferson
La Jolla
Logan
Loma Portal
Longfellow
Lowell
McKinley
Ocean Beach
Pacific Beach
Scripps
Session
Sherman
Silver Gate
Stockton
Sunset View
Toler
Torrey Pines
Washington

Atypical

Mission Beach
Fairhaven
Revere Dev. Ctr.
Riley
Schweitzer
Wiggin

REGION II

Senior High

Crawford
Henry
Lincoln
University City

Junior High

Gompers
Lewis
Mann
Pershing
Standley

Elementary

Baker
Balboa
Benchley
Carver
Chollas
Clay
Cleveland
Curie
Dailard
Darnall
Doyle
Emerson
Euclid
Forward
Foster
Gage
Green
Hardy
Hearst
Horton
Jackson
Johnson
Kennedy
Knox
Marcy
Marshall
Marvin
Mead
Montezuma
Oak Park
Rolando Park
Spreckels
Webster
Weinberger

Atypical

Grantville
Muir

REGION III

Senior High

Madison
Morse
Serra Jr/Sr

Junior High

Bell
Einstein
Farb
Hale
Keiller

Elementary

Andersen
Audubon
Boone
Encanto
Field
Freese
Fulton
Hancock
Hawthorne
Holmes
Lafayette
Lee
Lindbergh
MacDowell
Miller
Paradise Hills
Penn
Perry
Sequoia
Tierrasanta
Valencia Park
Vista Grande
Whitman

Atypical

Garfield ILC
O'Farrell SPCA
Twain ILC
" Beach
" Eastern
" Junior
" Mesa

REGION IV

Senior High

Clairemont
Hoover
Kearny
Mira Mesa
Wright Brothers

Junior High

Marston
Montgomery
Taft
Wangenheim
Wilson

Elementary

Adams
Alcott
Angier
Beale
Breen
Carson
Central
Chesterton
Cubberley
Edison
Ericson
Fletcher
Franklin
Hamilton
Hickman
Jerabek
Jones
Juarez
Linda Vista
Mason
Miramar Ranch
Ross
Rowan
Sandburg
Stevenson
Walker
Wegeforth
Whittier

Transition Plan

Upon approval by the Board of Education, the new regional structure will be implemented by the Elementary Schools and Secondary Schools divisions. Four directors in each division will be assigned full time to the regions. Other division staff functions related to personnel, facilities, instruction, special education, and budget monitoring will be assigned to other division staff. Consistent with the recommendation of the Task Force on Reorganization, it is planned to transfer support services presently assigned to directors to other divisions which have the primary responsibility for the functions. The transfer will need to begin immediately and be completed by August 1982. The proposal will be reviewed with elementary and secondary administrators at division conferences.

Additional Instruction Organization Changes

Communication and coordination relationships for the new coterminous elementary and secondary regions will begin following approval of the regional structure. This will include regional conference organization for program implementation and administration of K-12 programs also established will be an Elementary and Secondary Schools Division planning and operational conference structure to support division objectives and a cabinet, K-12, to provide representation of site administrators, regional directors, assistant superintendents, and the deputy superintendent, Instruction.

Planning is presently underway with Community Relations and Integration Services, Curriculum and Programs, and Support Services divisions to develop and implement program relationships. Programs under study in this planning are integration, race/human relations, special education, bilingual education, and guidance programs. Program implementation procedures have already been instituted for the Indochinese Education program and the Achievement Goals Program.

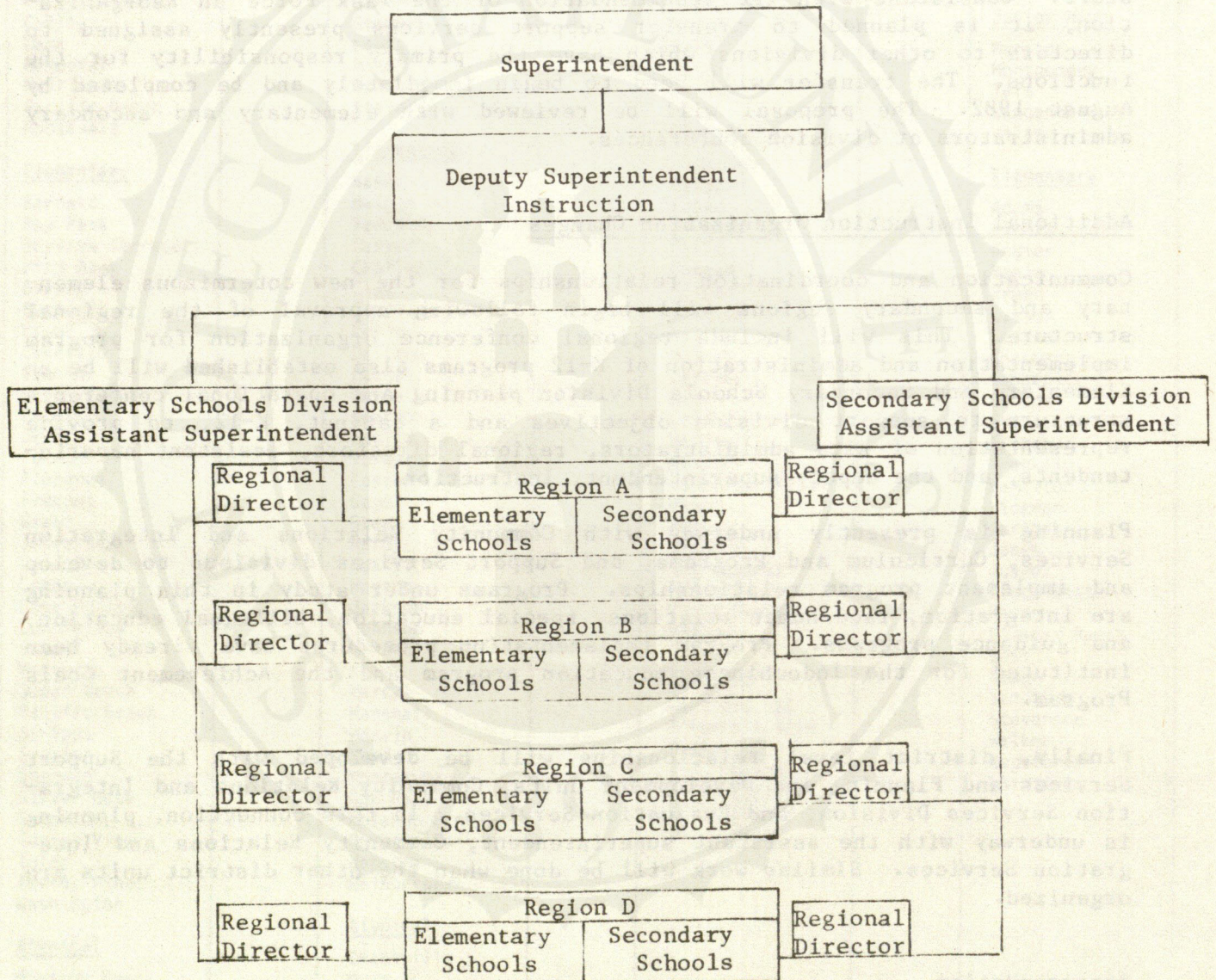
Finally, district level relationships will be developed with the Support Services and Planning and Development units, Community Relations and Integration Services Division, and Evaluation Services. In this connection, planning is underway with the assistant superintendent, Community Relations and Integration Services. Similar work will be done when the other district units are organized.

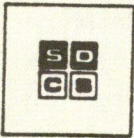
Recommendation

Superintendent recommends implementation of the proposed four coterminous elementary and secondary regions February 1982.

SAN DIEGO CITY SCHOOLS
Instruction

**ORGANIZATION CHART
FOR
INSTRUCTION DIVISIONS**





SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

LIST OF INDOCHINESE LANGUAGE CENTERS

Crawford	-	Fox
Einstein	-	Johnson
Henry	-	Lawrence
Hoover	-	Sherr
Kearny	-	Frank
Madison	-	Mobley
Mann	-	Casebolt
Mira Mesa	-	Fansler
Montgomery	-	Marshall
Pershing	-	Lepore
Wilson	-	McPhatter

DATE: January 13, 1982

MEMO TO: Designated Principals

FROM: Jackson *RRT*

SUBJECT: INDOCHINESE PROGRAM ADMINISTRATION

At times, certain instructional programs need intensified support services and coordination in order to facilitate meeting the student needs within a rapidly changing educational curriculum. To facilitate administration of the instructional program for Indochinese students, the following processes have been established for Hal Wingard, the curriculum specialist assigned to Indochinese education:

1. Initiate contacts directly with principals of those schools implementing Indochinese education.
2. Assist secondary schools assignment coordinator in the assignment of Indochinese staff to schools based on staff needs, program requirements, and related problems.
3. Work directly with principals to assist Indochinese staff members, teachers, and aides to conduct appropriate instructional programs.
4. Instruct school faculties as to appropriate instructional methods to be used by bilingual teachers, ESL teachers, and aides.
5. Develop with the principal arrangements whereby Indochinese central staff have direct access to classrooms participating in the Indochinese program.
6. Cooperate with divisional site personnel to monitor the quality of the instructional program.
7. Arrangements will be made for the specialist to meet regularly with the division staff on Fridays to discuss implementation of Indochinese programs and problem areas.

The specialist's availability to schools is defined so principals can make direct requests to him for assistance without prior approval of the regional director at the time of the request.

Designated Principals

Page 2

January 11, 1982

The responsibilities of regional directors will include:

1. Meeting with specialist and principals to assess the site Indochinese program plans, related problems, and resource needs.
2. Developing site plans based on increased enrollment of LEP students by language groups.
3. Determining division budget support to be allocated to schools.

It is our desire that this working relationship will assist the rapid and effective development of your growing Indochinese program. The following people working closely together are available to assist you.

Hal Wingard Indochinese Specialist 293-8440

Mercedes Ritchey Secondary Schools Division 293-8409
Bilingual Education Function

Your Regional Director

RRJ:jf

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

SCHOOL OF EDUCATION

November 18, 1981

DEC 7 9 02 AM '81
SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS
DIVISION

The Honorable Franklin B. Orfield
Superior Court No. 24
Post Office Box 2724
San Diego, CA 92112

Dear Judge Orfield:

As we indicated in our meeting on November 16, 1981, we would like to make some specific comments on the November 17, 1981 Report of the Task Force to Study District Administrative Reorganization. As you know, the Task Force was appointed by the San Diego Board of Education in August 1981.

The Court-appointed consultants appreciate the open and collegial-working relationship with members of the Task Force. They have shared draft reports and background papers. One of our members attended some of their working sessions. The Task Force discussed and analyzed a large array of reorganization concepts, and decided to recommend those involving the least change. The members put in long hours and had a very short time to complete their work.

In general we view the Task Force's report as a limited step in the right direction. Given the level of dissatisfaction with the district's organizational structure that we heard during our September review, we were surprised more drastic steps were not included. However, the Court can support their recommendations with the expectation that it will improve the current situation without risking significant adverse consequences. We hope that the San Diego School Board will keep the momentum for reorganization going through several actions, including the top-level appointments recommended by the Task Force.

The Task Force report contains the potential for more change than their written presentation indicates. Each draft of their report toned down the forcefulness of their language. The Court needs a summary of each of the objectives mentioned on page one. For example, the Task Force's intended impact on such problems as line/staff responsibilities and integration are blurred by the descriptions of the administrative structure.

We were pleased that the Task Force proceeded with our September 10 report to Judge Welsh in mind. They addressed each of our recommendations, and dealt with some of them in a satisfactory manner. The overload in the top administrative structure, the need for better planning, and regionalization are all dealt with adequately. If their recommendations are approved, however, the implementation in these areas needs to be evaluated periodically.

November 18, 1981

Our major concern is the lack of organizational change for the administration of the integration process, and the essential educational services that make integration work. In our September report we noted that:

The integration program is hampered by its placement in the current organization. The real power in the organization is with the two line divisions (elementary and secondary schools). The desegregation program is not attached to these, and consequently lacks direct authority over principals and school site operations. There is diffuse responsibility for desegregation with unclear lines of authority. Assistant Superintendent Fletcher is floating between units and Deputy Superintendent Patrick does not have the time to oversee integration. The only way under the current structure to give integration more influence is to lodge it more clearly within the elementary and secondary divisions. In the longer run, a merger of desegregation and several categorical programs (special education, compensatory education, etc.) with the line divisions should be considered and analyzed. Based on experience in other cities, the ability of the integration administrators to influence the line divisions is a crucial element in its success.

The Task Force report does not address this concern adequately, and does not highlight integration anywhere in the organizational chart (Exhibit C). The report itself ~~does~~^{not} clarify the problem of diffuse lines of authority for the integration program. Ultimate administrative authority still seems to be floating between the Assistant Superintendent for Community Relations and the Deputy Superintendent for Instruction. We recommend that there be more precise authority for integration that assures the line divisions will respond to the Court orders. It is unclear whether the Assistant Superintendent for Community Relations can overrule or direct the line divisions to carry out a specific action or program. We see the Task Force's proposals at best as very marginal improvement over the current unsatisfactory situation.

We applaud the Task Force's intent to better link support services with the line divisions. The Task Force correctly notes that the key to the success of the revised position of the Support Services Deputy is "communication and coordination with the instruction divisions" (p. 4). But the structure and mechanisms for this communication and coordination are never presented. Without more detail, it is unlikely that much change will take place. The district planning council (p. 7) might help, but it is chaired by a staff person, the Associate Superintendent for Planning and Evaluation, without the authority to require coordination.

Part of the above issue relates to the need to bring the central office closer to the school sites. The Task Force makes a good start on this problem by revising the duties of the Regional Directors (eliminating most of their staff functions). This is a necessary but not sufficient condition for

November 18, 1981

improving central office interaction with school sites. Nothing more specific is said by the Task Force. As one step, we repeat our September report recommendation:

. . . We suggest consideration of teams of line and categorical administrators going to schools as units for overall reviews and response to site needs. Several different programs can be reviewed at once (desegregation, handicapped, and bilingual education) so that the interactions and cumulative effects of these numerous categories can be assessed for possible improvement. Such teams have worked effectively in other cities and they provide an impetus for in-depth contact with school sites.

The Task Force also addresses closer coordination among elementary and secondary schools. This is a problem in most school districts and has proven difficult to solve. The realignment of regional directors' territories so that all grade levels coincide might be helpful. It will be difficult, however, to change long-standing operating procedures that lead to separate elementary versus secondary implementation. As we noted in our September report, the integration program is particularly hampered by a lack of smooth progression for students from the elementary to the secondary level. We believe that more needs to be done about this issue even if the Task Force's recommendations are implemented. Some steps more than a study are necessary, and the school district should be asked to present alternatives to the Court, with respect to the integration effort.

We recommend further exploration of the role and procedures for the Assistant Superintendent for Community Relations. The role of this office does not include public relations or information. It is not clear what is meant by community relations in the Task Force's final report. The office could be established immediately, but needs to be reviewed. We do not believe this type of staff office can ever have sufficient authority to direct the integration effort. Consequently, the Deputy Superintendent for Instruction must have this responsibility in a more clear-cut fashion than the Task Force recommends.

Sincerely,

H. Thomas James

Michael W. Kirst

Ewald Nyquist

San Diego City Schools

Task Force To Study District
Administrative Reorganization
November 24, 1981

PLANNING, COORDINATION AND OPERATION OF THE VOLUNTARY INTEGRATION PROGRAM

A. Introduction

This is written in response to comments and questions from members of the Board of Education during the meeting of the Board on November 17, 1981.

B. Definitions

1. Research and Planning - Those responsibilities related to planning and conducting research on successful programs in other school districts and/or information and statistics relating to existing and potential conditions within the San Diego Unified School District.
2. Implementation - This term defines the operation of integration programs within the San Diego Unified School District.
3. Monitoring - Monitoring, in this sense, refers to the process of on-going review of programs to determine their effectiveness and to take immediate corrective actions to ensure their success.
4. Evaluation - Refers to the process of determining whether or not pre-set goals and objectives have been met. Analysis and potential corrective actions would be taken at the conclusion of the program year.
5. Coordination - Refers to the responsibility for ensuring that programs conducted by various divisions are operated in a manner that provides for cohesiveness and articulation.

C. Assignment of Responsibilities

1. Research and Planning

Associate Superintendent, Planning and Evaluation Division

2. Implementation

Deputy Superintendent, Instruction

C. Continued

3. Monitoring

Assistant Superintendent, Community Relations and Integration Services

4. Evaluation

Associate Superintendent, Planning and Evaluation Division in coordination with Assistant Superintendent, Community Relations & Integration Serv.

5. Coordination

Assistant Superintendent, Community Relations and Integration Services

6. Responsibility for Budget Development

Assistant Superintendent, Community Relations and Integration Services

D. Recommendations

1. Research and Planning - The Community Relations and Integration Services Division in coordination with Planning and Evaluation Division would have responsibility for overall planning of integration programs. A planning committee composed of representatives from the following would be formed:

- Planning and Evaluation Division
- Instruction Divisions
- Support Divisions
- Community Relations and Integration Services Division

The planning committee would use information developed by the Planning and Evaluation Division to provide direction for the implementation and operation of programs.

2. Implementation - The Deputy Superintendent, Instruction would have the responsibility for implementation and operation of programs within the Elementary and Secondary Divisions.
3. Monitoring - The day to day monitoring of integration programs be charged to the Assistant Superintendent, Community Relations and Integration Services Division. In the event that adjustments would be required the assistant superintendent would initiate corrective action.
4. Evaluation - The responsibility for evaluation of integration programs be charged to the Associate Superintendent for Planning and Evaluation.

D. Continued

5. Coordination - The responsibility for coordination of integration programs be charged to the Assistant Superintendent, Community Relations and Integration Services Division.
6. Responsibility For Budget Development - The Assistant Superintendent, Community Relations and Integration Services Division would have authority for issuing guidelines for budget development and the monitoring of the integration fund.
7. Staffing - The Assistant Superintendent, Community Relations and Integration Services Division participate in the recommendation of key staffing for the voluntary integration program.
8. Corrective Action - The monitoring function of the Assistant Superintendent for Community Relations and Integration Services Division will make visible any elements of the integration program which need attention. Collaboration with the Deputy Superintendents for Instruction and Support Services and with the associate superintendent will be the responsibility of the Assistant Superintendent for Community Relations and Integration Services Division.

Difficulties in coordination or action will be the province of the superintendent in whom resides final authority.

/jgm