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SAN DIEGO CITY SCHOOLS

COMMUNITY RELATIONS AND INTEGRATION SERVICES DIVISION

REPORT
ON
SITE MONITORING
OF
INTEGRATION PROGRAMS
1982 - 1983

NO. 1

Prepared for:

Board of Education
July 12, 1983

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San Diego City Schools
Community Relations and Integration Services Division

REPORT ON SITE MONITORING OF INTEGRATION PROGRAMS, 1982-83

July 12, 1983

I. Overview

During the 1982-83 school year, the San Diego Unified School District completed the first year of implementation of an intensive effort to self-monitor integration programs currently operating within the school district. This report summarizes the findings of the monitoring teams, and makes recommendations for continuing beneficial practices as well as for improving or redirecting integration efforts found to require such action. Methods chosen for monitoring included both observation and inquiry.

As described in the San Diego Plan for Racial Integration, the district's integration monitoring effort was designed:

To improve the quality of the district's integration effort by identifying both strengths and weaknesses in program implementation. 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.

II. Background Information

The 48 schools monitored included schools participating in the Voluntary Ethnic Enrollment Program (VEEP), magnet programs, elementary learning center programs, and exchange programs. In addition, selected minority-isolated schools were monitored (see Attachment 1).

In order to provide a broad representation of skills and perspectives on each monitoring team, participation was solicited and encouraged from within the district and the community at large. Letters were sent to principals and program administrators requesting staff involvement in the monitoring effort. Sixteen community groups and numerous individual parents were contacted by letter and telephone to provide community involvement (see Attachment 2). In response, 200 staff and community members attended one of three all-day training sessions held in January 1983. (Subsequently, several abbreviated training sessions were held at later dates to accommodate community and staff unable to participate in the initial training effort.) All monitoring team

members were required to complete the training prior to being assigned to a monitoring team. The training consisted of a review of district programs, discussion of observation techniques, and specific directions for completing the assignment of integration monitors (see Attachment 3).

Each monitoring team included persons with a variety of personal and professional backgrounds in order to ensure an objective, accurate, and comprehensive assessment of integration efforts at integration program sites. Administrators, resource and classroom teachers, counselors, race/human relations facilitators, and community representatives were assigned to monitor schools. Consideration was given to racial/ethnic makeup of each team (see Attachment 4).

III. School Site Monitoring

A. School Profiles: Pre-monitoring Information Prepared Fall 1982

Prior to the monitoring team visits, a profile was made for each of the 48 sites scheduled to be monitored. This profile, based on the latest available data, Fall 1982, was collected from central data banks, and the information was reviewed and verified in a pre-monitoring visit scheduled with each site principal. The school site profile provided background information on the site to be monitored. Each monitoring team member received the profile for the site the member was scheduled to monitor (see Attachment 5). This profile information included:

- Enrollment
- Staffing
- Mobility rate
- Scheduling information
- Achievement data
- Ethnic balance
- Attendance and suspension data
- Special services to students (Gifted, Limited English Proficient, Special Education, etc.)
- Integration Program description
- Other pertinent data

A review of the profiles of the 48 schools monitored resulted in the data summarized below:

1. Ethnicity

A review of the ethnic composition of the 48 schools monitored showed:

- None of the schools monitored were naturally integrated from neighborhood student population;
- Twenty-six (26) of the schools are presently integrated to district standards--that is to within 15%⁺ of the ethnic balance of the district as a whole.

2. Mobility

Mobility, or student turnover, is a major factor in implementing successful programs to improve student achievement and effective

III. A. 2. Mobility (Continued)

race/human relations programs. Of the 48 schools monitored, the mobility information (students entering or leaving a particular school during the school year) is as follows:

- a. Students entering. (Includes students entering a school for the first time, as well as students re-entering a particular district school from other district or private schools, out-of-district schools, or for other reasons.)

Of the 48 schools monitored, nine schools had less than 10% new students enter the school; 19 schools had between 10% and 19.9% new students enter the school; 15 schools had between 20% and 29.9% new students enter the school; four schools had between 30% and 39.9% new students enter the school; and one school had between 40% and 49.9% new students enter the school.

- b. Students leaving. (Includes students transferring from one district school to another, moving from the city, or transferring to a private school, as well as students leaving an individual school site for other reasons.)

Of the 48 schools monitored, three schools had less than 10% of their students leave; 26 schools had between 10% and 19.9% of their students leave, 13 schools had between 20% and 29.9% of their students leave; and six schools had between 30% and 39.9% of their students leave.

MOBILITY INDEX

<u>Number of Schools</u>	<u>Mobility Index*</u>
0	0 - 9.9
5	10 - 19.9
12	20 - 29.9
12	30 - 39.9
8	40 - 49.9
4	50 - 59.9
5	60 - 69.9
2	70 - 79.9

District average of student mobility index is 38.7

* Mobility Index Formula:

$$\text{Mobility Index} = \frac{(\# \text{Enters} + \# \text{Withdrawals})}{\text{October 1980 Enrollment}} \times 100$$

3. Suspensions

Using the latest available data, Fall 1982, the profiles were completed and a review was made to compare the actual numbers of students suspended with the ethnic composition of the school to be monitored. As a composite of the 48 schools monitored, this comparison showed:

<u>Ethnicity</u>	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>American Indian/ Alaskan Native</u>
Enrollment	23.8%	44.3%	20.6%	10.8%	.2%
Students					
Suspended	21.6%	33.9%	38.2%	5.8%	.2%

Total Enrollment of the 48 Schools Monitored = 38,279;

Total Number of Students Suspended in the 48 Schools Monitored = 2,835.

III. A. 4. Integration Program Enrollment

A comparison of the 1981-82 and 1982-83 enrollment records for the 27 magnet schools monitored showed an increase of 1,216 students in 16 schools; a decrease of 269 students in 10 schools; while one school maintained the same enrollment.

A comparison of the 1981-82 and 1982-83 enrollment records for the 20 VEEP schools monitored showed an increase of 323 students in 14 schools; a decrease of 91 students in five schools; while enrollment in one school remained the same.

5. Gifted Program

Profile information indicated that there were 30 cluster classes and nine seminar programs in 30 of the 48 schools monitored.

6. Special Education

Profile information indicated that all but one school monitored had at least one resource specialist program. In addition, there were 60 special education classes representing 17 of the district's special education services.

7. Limited English Proficiency (LEP)

Profile information indicated that of the 48 schools monitored, 47 had programs for LEP students. Twenty-seven schools had increases and 20 schools had decreases in LEP enrollment.

8. Achievement Goals Program (AGP)

Profile information indicated that AGP materials were used in 19 of the 48 schools monitored. The interim goals met by the thirteen K-6 and two K-3 AGP schools monitored in 1982-83 were recorded according to grade level and subject area as follows:

Number of Schools Monitored Meeting AGP Interim Goals, Spring 1982

<u>Level</u>	<u>Reading</u>	<u>Language</u>	<u>Mathematics</u>
Grade 2	9	9	10
Grade 3	12	10	13
Grade 4	7	9	12
Grade 5	6	5	12
Grade 6	7	3	12

The interim goals for the one AGP atypical school monitored were met in social studies, reading, and math. At the two junior high schools monitored, all of the interim goals were met in language and math for grades 7, 8, and 9. The reading goals were met at both sites for Grade 7 and one site for grades 8 and 9. The one senior high AGP school monitored had not been in the program long enough (one semester) for interim data.

III. A. 9. Staffing

Profile information regarding certificated and classified staffing records at the 48 schools monitored indicated an overall staff ethnic breakdown as follows:

	<u>Hispanic</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Indian/Alaskan</u>
Certificated	8%	80%	8%	3%	2%
Classified	17%	57%	23%	3%	1%

10. Experience of Staff

a. Principals--Length of Assignment at Monitored Sites.

At 14 of the 48 sites monitored, the principal had been assigned for less than one year; at 15 schools, the principal had been assigned for one to three years; and at 19 schools, the principal had been assigned for more than three years.

b. Teachers--Total District Experience.

In the 48 schools monitored, only 19 teachers had taught less than one year; 216 teachers had taught two to three years; 1,066 teachers had taught four to 15 years; and 605 teachers had taught over 15 years.

There were 13 leave substitutes on duty in the 48 schools monitored for the 1982-83 school year.

III. B. Monitoring Team Visitations: Background Information

1. Process

a. Entrance Conference.

On the first day of the monitoring visit, an entrance conference was held with the site administrator, other staff members invited by the principal, and the monitoring team. The site staff discussed and/or explained the school's programs and monitoring teams reviewed or clarified profile information as necessary.

b. Visitation Structure and Implementation.

Following the entrance conference, team members met to structure the monitoring visitation. Each monitor was directed to do the following:

- observe the campus and classrooms individually,
- begin the monitoring in a separate part of the campus,
- move to additional campus areas on a rotational basis with other team members,
- mark the checklist independently on the basis of at least five separate observations in each major area to be monitored.

III. B. 1. b. Visitation Structure and Implementation. (Continued)

The goal, which was attained by almost every team, was for at least one member of the monitoring team to observe in every classroom.

In order to avoid masking the opinion of any team member, final monitoring reports included a tally of each individual member's observations on the monitoring checklist.

c. Checklist for Monitoring of Integration Programs.

This instrument was used by each member of the monitoring teams and was organized into three major categories (see Attachment 6):

- Campus Atmosphere (School Climate--Nonclassroom)
- Classroom Atmosphere (Learning Climate)
- Guidance/Counseling/Student Activities and Concerns

This checklist also included a series of questions directed to parents as well as space for individual team member comments. A student questionnaire was also a part of the monitoring process.

d. Parent Response Sheets.

Team members contacted parents and school community members by telephone or personal interview for their reactions to the quality of their relationship to the school and to the integration program as implemented at the school site. Several methods were used for selecting parents for the survey. The majority were selected at random by monitoring team members from school registration records. Other parents volunteered or were suggested by site personnel. Parent responses were recorded on survey sheets included in the "Checklist for Monitoring of Integration Programs." (See Attachment 7.)

e. Student Responses.

During the time of the monitoring team visit, student surveys of the integration efforts at their sites were administered to the following groups: all classrooms containing sixth-grade students; a sampling of grades 7 and 8 English classes; a sampling of Grade 10 English 3 and 4 classes; and a sampling of eleventh-grade U.S. History classes. Two elementary sites did not survey students because only students in the primary grades were enrolled (see Attachment 8).

f. Exit Conference.

On the last day of the monitoring visit, staff and parents were invited to attend an exit conference. The summary presented by the monitoring team at the exit conference consisted of four parts:

- The summary checklist reflecting each individual team member's reactions. (Only one team prepared the checklist by consensus.)
- Comments agreed upon by team members noting areas of strength.

III. B. 1. f. Exit Conference. (Continued)

- Comments agreed upon by team members noting areas for review, study, and/or improvement.
- Any other comments.

2. Followup to Monitoring

A written report of the monitoring visit was forwarded to each site. Principals were asked to incorporate into the site plan for 1983-84 those activities necessary to do the following:

- maintain identified strengths and provide for appropriate expansion in areas of strength; and
- improve and/or correct those areas identified for review, study, and/or improvement in the total monitoring team report.

Site plans to respond to the comments and suggestions are being submitted to the appropriate assistant superintendents and directors for approval and for followup of site implementation of approved plans.

III. C. Monitoring Team Visitations: Findings

1. District Checklist Summary

The final district checklist summary reflects the tallies of all monitoring team members at the 48 schools monitored as well as examples of typical comments from each area of observation.

KEY: 75-100% = Very Frequently
50-75% = Frequently
25-50% = Infrequently
0-25% = Seldom

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
I. A. <u>CAMPUS ATMOSPHERE--STAFF WITH STUDENTS</u>							
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: Number of Responses - 305	126 41.3	124 40.7	28 9.2	9 3.0	17 5.6	1 0.3	Percent
<u>Representative Comments</u>							
a) Students not assigned to a teacher were monitored carefully between all classes by all staff.							
b) Seldom saw staff members outside classrooms. P. E. teachers were outside.							
c) Staff is friendly. Teachers stop students to chat. More staff should be visible in certain areas.							
d) Friendly caring attitude toward students.							
e) One felt teacher acknowledged if child initiated a response.							
2) If a student has a problem, is assistance given? Number of responses - 304	124 40.8	124 40.8	10 3.3	4 1.3	42 13.8	0	Percent
<u>Representative Comments</u>							
a) Few serious problems observed. Interaction with students seemed for guidance and information-giving purposes.							
b) Adults seem to respond quickly to student need for help.							
c) Some minor problems - sent to counseling center.							
d) Students do not mind asking and staff are willing to give any assistance they can.							
e) Consistently, the staff is on top of the situation.							
3) Does staff provide direction and/or assistance to all students promptly and in a manner that demonstrates respect? Number of responses - 303	126 41.6	137 45.2	18 5.9	0	22 7.3	0	Percent
<p>* NOT OBSERVED OR ASCERTAINED</p> <p>** NOT APPLICABLE</p>							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
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District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**
I. A. 3) (continued)						
<u>Representative Comments</u>						
a) Assistance varies as to "style" and personality of teacher.						
b) Students are respectful to administrators and vice versa. Staff and students are respectful.						
c) Students need adult models. Teachers' role is blurred--no distinction between teacher and student roles.						
d) Prompt assistance--usually patient and polite. Some cases of frowns and neglect of amenities, e.g., thank you, please, etc.						
e) Very good, fast, no regard to race. Direction was given. They are all students.						
4) If a problem appears to be developing, staff moves quickly to avert trouble.	89	85	11	3	116	1
Number of responses - 304	29.3	28.0	3.6	1.0	38.2	0.3 Percent
<u>Representative Comments:</u>						
a) Of those incidents observed - staff moved quickly.						
b) Problems appear to be avoided by scheduling and control.						
c) Usually they are, but it could be done more quickly. Aides helped.						
d) Overall supervision seems to be the key.						
e) According to students, staff quick to solve problems.						
5) If a problem develops anyway (see no. 4 above), it is addressed immediately.	54	67	11	0	140	28
Number of responses - 300	18.0	22.3	3.7	0	46.7	9.3 Percent
<u>Representative Comments:</u>						
a) No problem observed.						
b) One monitor commented that they did not see any major problems. Another commented that problems were addressed immediately. One observed an instance of name calling that was not corrected.						
c) Staff seems to be competent at avoiding or averting problems.						
* NOT OBSERVED OR ASCERTAINED						
** NOT APPLICABLE						

KEY: 75-100% = Very Frequently
 50-75% = Frequently
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District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
I. A. 6) 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. Number of responses - 303 <u>Representative Comments</u> a) Upper grade accomplishments noted; more needs to be done at primary level. b) Done through classroom bulletin boards, multicultural displays, and classroom/school newsletters. c) The "All Stars of the Month" are predominantly majority - few bulletin boards and/or displays were multiethnic/multi-racial. d) Could be increased. Most classrooms no evidence. Library had excellent display. e) "Superstars" board is great. Annual "standouts" should be more representative of student population. Recognition of birthdays is exceptional. f) Town meeting announcements were excellent. Stars worn by students of all grade levels.	70 23.1	105 34.7	65 21.5	46 15.2	17 5.6	0	Percent
7) Is the multiracial/multiethnic background of the students reflected in bulletin board displays, publications, video tapes, speakers, assemblies, etc.? Number of responses - 304 <u>Representative Comments</u> a) More general displays needed. b) Observed in all rooms. c) Few bulletin boards and/or displays were multiethnic/multiracial. d) Media center and activities good. Bulletin boards are good. e) Window display in cafeteria windows, Opportunity Room windows, office bulletin boards. Do have speakers and assemblies that fit background.	63 20.7	85 28.0	80 26.3	64 21.1	12 3.9	0	Percent
I. B. <u>CAMPUS ATMOSPHERE--STAFF WITH STAFF</u>							
1) Is there evidence of mutual respect among staff members, both certificated and classified? Number of responses - 303	136 44.9	120 39.6	13 4.3	6 2.0	28 9.2	0	Percent
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
50-75% = Frequently
25-50% = Infrequently
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District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
I. B. 1) (continued)							
<u>Representative Comments</u>							
a) Good, positive interaction.							
b) Observed in lounge/classrooms and other areas. Friendship seems genuine - indicated positive interaction.							
c) Teachers and aides work well in the classroom; however, there is concern about the separation in the lounge.							
d) Teacher to teacher observed; teacher to aide not observed. Suggest aides name be put on the board in the classroom.							
e) Nice rapport exists between staff and principal.							
2) Does staff work together in a mutually supportive way?	119	119	25	5	26	0	
Number of responses - 294	40.5	40.5	8.5	1.7	8.8		Percent
<u>Representative Comments</u>							
a) Need scheduled meetings for communication.							
b) Working relationships showed evidence of mutual respect.							
c) When team goes into a classroom and can't tell aide from teacher, it reflects a positive climate. Supportive teacher to teacher and aide to teacher.							
d) Seems to be complete understanding and cooperation among certificated and classified staff.							
3) Is there evidence of positive interaction among staff members of differing racial/ethnic backgrounds?	68	119	24	12	76	3	
Number of responses - 302	22.5	39.4	7.9	4.0	25.2	1.0	Percent
<u>Representative Comments</u>							
a) So few minority staff - the few here are well accepted.							
b) Yes, in working relationship.							
c) Everyone blended together.							
d) Few minority staff members. This makes interaction difficult. Also, people tend to separate in lounges, etc.							
e) Spanish speakers in lounge seemed to exclude non-Spanish speakers from conversations.							
4) Is administration visible on campus?	216	69	12	1	5	0	
Number of responses - 303	71.3	22.8	4.0	0.3	1.7		Percent
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

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District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
I. B. 4) (continued)							
<u>Representative Comments</u>							
a) The principal and the magnet school resource teacher were highly visible.							
b) Highly visible; however, not enough visibility in back areas.							
c) Parents, students, and teachers commented on his accessibility.							
d) Principal makes special effort to get into the classrooms.							
5) Is the administration readily available to staff--both certificated and classified? Number of responses - 303	152 50.2	83 27.4	9 3.0	0	59 19.5	0	Percent
<u>Representative Comments</u>							
a) Staff is appreciative of leadership and many good comments on open door policy.							
b) Teachers interviewed said that lines of communication were always open.							
c) Staff might be encouraged to feel more comfortable in communicating with administrators.							
d) Administration visible throughout the school day - not only observed but supported by staff comments.							
6) Is note taken of staff accomplishments and other special events of importance to staff members? Number of responses - 297	66 22.2	63 21.2	27 9.1	21 7.1	113 38.0	7 2.4	Percent
<u>Representative Comments</u>							
a) May want to take a look at this area.							
b) Positive comments were heard regarding notes received from principal.							
c) Notes to individuals - notes in bulletin - verbal recognition.							
d) No evidence of classroom staff accomplishments.							
7) Does staff have clearly understood channels for communication and feedback? (Point of inquiry)	No	tally					
<u>Representative Comments</u>							
a) Mostly through resource teacher and advisory council; suggest including representatives from teacher aides and classified.							
b) Yes, talk with other staff and principal. He is always willing to help solve problems, meet with parents, etc.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
50-75% = Frequently
25-50% = Infrequently
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District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**
I. B. 7) (continued)						
c) Yes, immediate feedback.						
d) Very few meetings - need to strengthen communication.						
e) Needs to be worked on by staff, parents, aides. They have input - not sure of feedback.						
I. C. <u>CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY</u>						
1) Are visitors to the office greeted promptly and given assistance in a friendly, courteous manner?	217 71.6	57 18.8	8 2.6	1 0.3	20 6.6	0
Number of responses - 303						
<u>Representative Comments</u>						
a) The front office is great! Bilingual skills are helpful. Warmth and courtesy are expressed. Extremely helpful.						
b) Yes! Parents also indicated that office staff members are courteous.						
c) Businesslike and friendly.						
2) Does staff greet visitors on campus and offer assistance as appropriate?	172 56.8	93 30.7	13 4.3	2 0.7	23 7.6	0
Number of responses - 303						
<u>Representative Comments</u>						
a) Staff was very cordial and friendly.						
b) Especially principal, secretary, clerk, and volunteer.						
c) Even children helped.						
d) Staff responded if initial remarks were made by visitors.						
e) Staff very helpful.						
3) Are parents utilized as volunteers, tutors, members of school advisory committees, etc.?	118 39.1	86 28.5	34 11.3	21 7.0	43 14.2	0
Number of responses - 302						
<u>Representative Comments</u>						
a) Parent volunteers and senior in evidence; library and motor lab show evidence of strong community support.						
b) We were impressed with the quality of the volunteers.						
c) School is encouraged to seek more parent involvement.						
d) Yes, both parents and paid aides work in classrooms. Sign-up sheets in evidence.						
* NOT OBSERVED OR ASCERTAINED						
** NOT APPLICABLE						

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
I. C. 3) (continued)							
e) Parents are on the PTA board and SSC. Did not notice parents as volunteers.							
f) Added emphasis needs to be put on non-resident parent recruitment.							
g) Forty volunteers - great number.							
II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)							
A. CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND ENVIRONMENT							
1) Are the physical facilities conducive to learning?	123	129	35	7	5	2	Percent
Number of responses - 301	40.9	42.9	11.6	2.3	1.7	0.7	
<u>Representative Comments</u>							
a) Creative, attractive, bright, happy room environment in most cases.							
b) Too crowded - need more physical space. Old part needs paint, etc. and upgrading.							
c) Abundance of learning materials - interest centers.							
d) School was clean inside and out.							
e) Many classrooms seem drab and could use refurbishing of displays, etc. These need not be expensive.							
2) Do classroom displays reflect a multi-ethnic/multiracial population as appropriate?	41	89	88	68	6	0	Percent
Number of responses - 292	14.0	30.5	30.1	23.3	2.1		
<u>Representative Comments</u>							
a) Varies with staff.							
b) One of the weaker areas. Displays do not reflect a multicultural background.							
c) Many classroom displays did not evidence "people." Many reflected academia only.							
d) Teachers take pride in their classrooms. This is reflected through beautiful, multi-ethnic displays and materials.							
e) Many had bulletin boards with multi-racial displays.							
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.)	104	123	45	20	4	4	Percent
Number of responses - 300	34.7	41.0	15.0	6.7	1.3	1.3	
<u>Representative Comments</u>							
a) Over representation of Blacks and Hispanics in resident classes - representation lacking in the magnet.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. A. 3) (continued)							
b) Magnet students account for most of white population. Since they are grouped for most of the day, classes have more minorities.							
c) Seminar and advanced classes are predominantly majority; low ability classes, minority.							
d) Bilingual classes not integrated. Suggest team teaching for next year so students spend some part of the day with others.							
e) Classes are well balanced. Balancing sometimes does not occur because of the nature of the pull out programs.							
f) Magnet well integrated.							
4) Are regular classroom seating patterns (also committee or small-group assignments) integrated? (If not, note reason given.)	137 45.7	128 42.7	27 9.0	6 2.0	0	2 0.7	Percent
Number of responses - 300							
<u>Representative Comments</u>							
a) Unique table arrangements - togetherness.							
b) Only in English-speaking classrooms - not applicable in the bilingual classes.							
c) For representative number, yes.							
d) Classrooms/lines in some instances were segregated. Student selection sometimes creates ethnic imbalance.							
e) Classroom seating patterns excellent - lunch and recess patterns not as well integrated. Sack lunch seating seems part of the problem.							
f) Isolation of children in classroom too prevalent; increasingly evident as grade level becomes higher.							
5) Do students seem friendly and helpful to other students including students of different racial/ethnic backgrounds?	191 63.0	94 31.0	14 4.6	1 0.3	3 1.0	0	Percent
Number of responses - 303							
<u>Representative Comments</u>							
a) Care and concern for Trainable Mentally Retarded (TMR) students was evident. Also friendly working relation among racial mixes was evident.							
b) Race not a problem. Many incidents of help between nationalities.							
c) Students in seminar do not interact regularly with other students at the school.							
d) Children felt free to ask help of other ethnic groups.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. A. 5) (continued)							
e) The ASB leadership class makes a model effort to welcome students of other backgrounds.							
f) Some would like to see kids working together more.							
6) Are racial slurs heard?	3	3	15	88	193	1	
Number of responses - 303	1.0	1.0	5.0	29.3	64.3	0.3	Percent
<u>Representative Comments</u>							
a) One time only.							
b) Lack of profanity and racial slurs - students were very polite to each other.							
c) Not frequently. If heard, usually teasing among friends. Also Asian students make slurs among themselves.							
d) At staff meeting, teachers related seldom.							
e) Impressed by lack of name-calling or quarreling on grounds.							
7) If a racial/ethnic slur is heard, does the teacher deal with the situation appropriately?	5	14	6	10	166	101	
Number of responses - 302	1.7	4.6	2.0	3.3	55.0	33.4	Percent
<u>Representative Comments</u>							
a) In one instance the incident was handled skillfully with a positive result.							
b) Counseling center staff acted quickly.							
c) Teacher not available.							
d) One slur heard. It was unintentional and teacher handled it appropriately.							
8) If a racial/ethnic slur is heard, how do the other students perceive the remark? (Comment only)	No	tally					
<u>Representative Comments</u>							
a) In the one instance, the class ignored the remark - no reaction.							
b) It was greeted by laughter.							
c) Willing to discuss and apologize.							
d) Did not perceive it as a slur until teacher discussed it.							
e) Students of the same racial group perceived it as nonthreatening.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. 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.)? Number of responses - 303	138 45.5	128 42.2	24 7.9	9 3.0	4 1.3	0	Percent
<u>Representative Comments</u>							
a) Teachers were "on task."							
b) Very much on task! Classrooms work extremely well. Children know what is expected.							
c) Time on task appeared to be a problem. Too many interruptions.							
d) Many begin promptly. Some waste a lot of time.							
e) AGP format too loosely followed.							
2) Are students of the various racial/ethnic groups given an equal opportunity to respond to questions asked by the teachers? Number of responses - 302	184 60.9	103 34.1	10 3.3	2 0.7	3 1.0	0	Percent
<u>Representative Comments</u>							
a) In two instances girls were given preference to respond.							
b) Seemed consistent.							
c) Really working hard on this aspect.							
d) Isolated students, regardless of ethnicity, not called on frequently.							
3) Is timely feedback given to student responses? Number of responses - 303	161 53.1	123 40.6	14 4.6	0	5 1.7	0	Percent
<u>Representative Comments</u>							
a) Teachers made sure others heard and then went on.							
b) When observed, yes. We observed little interaction in many classes.							
c) Teachers are very responsive to student needs.							
d) Lots of praise. Some teachers were particularly encouraging to students.							
4) Is personal attention given to as many students as possible at some point during the lesson? Number of responses - 303	127 41.9	157 51.8	15 5.0	2 0.7	2 0.7	0	Percent
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. B. 4) (continued)							
<u>Representative Comments</u>							
a) Some groups too large. Children lined up waiting for the teacher.							
b) Most often observed in lower grades and some upper grades.							
c) In many classes teachers circulated.							
d) Particularly good with AGP and Distar.							
e) Excellent.							
5) Are students from the various racial/ethnic groups given an opportunity to receive individual help with work that is hard for them?	145 48.0	111 36.8	12 4.0	1 0.3	33 10.9	0	Percent
Number of responses - 303							
<u>Representative Comments</u>							
a) AGP sometimes precluded individual help - depersonalized.							
b) Both teacher and aides circulate assisting children one-on-one. Lots of positive reinforcement.							
c) All over the school.							
d) Yes - pull out, tutoring, etc.							
e) English Skills Center seems to be very effective. Offers for after school help were frequently heard.							
6) Is (verbal and/or nonverbal) praise or encouragement used to foster learning?	117 38.6	133 43.9	40 13.2	7 2.3	6 2.0	0	Percent
Number of responses - 303							
<u>Representative Comments</u>							
a) I heard and saw teachers and aides using many positive techniques to encourage and reinforce learning.							
b) Positive courtesy - praise.							
c) Excellent							
d) Many were exemplary - others need to use this technique more often.							
e) In basic skills classes there needs to be more praise and opportunity for success.							
7) Are expressions of courtesy used in interacting with the students?	128 42.2	141 46.5	25 8.3	5 1.7	4 1.3	0	Percent
Number of responses - 303							
<u>Representative Comments</u>							
a) Teachers were exceptionally courteous.							
b) Even when kids were rude. Teacher reacted in firm, courteous manner and dealt appropriately with situation.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. B. 7) (continued)							
c) <i>Students and teachers are courteous to each other.</i>							
d) <i>Instances observed where orders were given without proper courtesies.</i>							
e) <i>Observed more in primary grades.</i>							
8a) Are students allowed enough time to respond to a question? (For example, approximately five seconds may be necessary for students whose English is limited.) Number of responses - 298	139 46.6	135 45.3	11 3.7	3 1.0	10 3.4	0	Percent
<u>Representative Comments</u>							
a) <i>Too much time given.</i>							
b) <i>Particularly to Orthopedically Handicapped (OH) students.</i>							
c) <i>In several instances this technique was used quite effectively.</i>							
d) <i>Observed more in primary grades.</i>							
e) <i>Observed most often in elementary grades.</i>							
8b) If appropriate, is the question rephrased and/or a clue given? Number of responses - 248	72 29.0	109 44.0	13 5.2	9 3.6	43 17.3	2 0.8	Percent
<u>Representative Comments</u>							
See 8a							
9) Do teachers take a personal interest in the students and commend or praise them? Number of responses - 292	124 41.8	126 42.4	28 9.4	9 3.0	10 3.4	0	Percent
<u>Representative Comments</u>							
a) <i>Personality and confidence of teacher influenced behavior. Much patience exhibited.</i>							
b) <i>Most teachers and aides seemed to take a personal interest in their students and were helping them become excited about learning. Much praise from teachers!</i>							
c) <i>Could be improved.</i>							
d) <i>Teachers give a great deal of positive reinforcement to students.</i>							
e) <i>Observed more in primary grades.</i>							
10) Is the misbehavior of all students dealt with in a firm, fair manner? Number of responses - 295	92 31.2	119 40.3	29 9.8	11 3.7	44 14.9	0	Percent
<u>Representative Comments</u>							
a) <i>Classroom discipline very effective.</i>							
b) <i>As observed - "Well done with love."</i>							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. B 10) (continued)							
c) Particularly on playground. Teachers utilized good techniques.							
d) Recommend examination of suspensions for racial fairness.							
e) Some tightening up could occur.							
f) Attention to misbehavior applied to all children in same manner.							
11) Are students needing academic assistance scheduled to receive special help from volunteers, aides, tutors, etc, if such assistance is available? (Point of inquiry)	No	tally					
<u>Representative Comments</u>							
a) Special reinforcement room provides tutorial assistance to students referred by the teacher. Volunteers work in this program.							
b) Yes, in questions and observing. Evident in counseling center and media center.							
c) Sufficient assistance is not available.							
d) A great reinforcement program which is led by qualified paraprofessionals and credentialed staff.							
e) Yes, through the services of the district counselor, aides, parent volunteers, primary language aide, ESL, reteaching reading, etc.							
C. <u>CLASSROOM ATMOSPHERE--STUDENTS WITH STUDENTS</u>							
1) Are students actively involved in their class assignments?	124	146	26	6	1	0	
Number of responses - 303	40.9	48.2	8.6	2.0	0.3		Percent
<u>Representative Comments</u>							
a) More student involvement in advanced classes. Teacher's personality played a great role in activeness or lack of it.							
b) Always on task.							
c) Involvement varies from class to class - very difficult to assess.							
d) Students are very much on task.							
e) Independent seat work groups get off task in many classes.							
f) Basic skills classes need more activity by students. Electives are excellent.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. C. 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.? Number of responses - 300 <u>Representative Comments</u> a) <i>Small percentages not involved at all. Hispanic students participated more fully in bilingual/primary language classes.</i> b) <i>Very evident.</i> c) <i>Students are seated predominantly in rows; saw little evidence of regular cooperative groups.</i>	143 47.7	116 38.7	36 12.0	3 1.0	2 0.7	0	Percent
3) Do students work together in a supportive way? Number of responses - 296 <u>Representative Comments</u> a) <i>Not much observed in academic classes. More support in activity classes.</i> b) <i>Typical - "Let me help you, Bobby." "OK, thanks, D."</i> c) <i>Due to AGP and time-on-task limitations, we didn't observe this to any extent.</i> d) <i>Very much so. Almost as a family in many classes.</i>	122 41.2	135 45.6	19 6.4	5 1.7	15 5.1	0	Percent
4) Do students demonstrate appreciation for accomplishments of others? Number of responses - 294 <u>Representative Comments</u> a) <i>In one classroom children told why they appreciated other people in the class. Activity was outstanding.</i> b) <i>Peer group accolades observed in two classrooms.</i> c) <i>When observed, yes. Not frequent enough.</i> d) <i>Noticed the "Me to We" activities - strong point.</i>	61 20.7	95 32.3	20 6.8	12 4.1	106 36.1	0	Percent
5) Did students proceed with assigned work independently? Number of responses - 301 <u>Representative Comments</u> a) <i>Varies from class to class.</i> b) <i>Students seemed to know what was expected of them and performed accordingly.</i> c) <i>Frequently off task.</i>	97 32.2	165 54.8	36 12.0	0	3 1.0	0	Percent

* NOT OBSERVED OR ASCERTAINED
 ** NOT APPLICABLE

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
II. C. 5) (continued)							
d) Many of the students do get to work independently but some need prodding and others need constant help.							
e) Much support needed - fortunately staff available to do this.							
f) Students work very well!							
6) Do students demonstrate friendly, supportive behavior for classmates of all racial/ethnic groups?	129 42.7	144 47.7	19 6.3	1 0.3	9 3.0	0	Percent
Number of responses - 302							
<u>Representative Comments</u>							
a) Very friendly.							
b) All students of different racial groups are friendly and supportive of each other.							
c) Heard one child remind another about being rude. All seemed friendly.							
d) Recommend that teachers model and demonstrate supportive interaction among students							
7) If student-to-student or peer tutoring or counseling was used, were both tutors and tutees representative of various racial/ethnic groups?	38 12.6	32 10.6	13 4.3	13 4.3	206 68.2	0	Percent
Number of responses - 303							
<u>Representative Comments</u>							
a) Recommend peer tutoring during reteaching and reinforcement.							
b) "Same group" grouping.							
c) Peer counseling class is excellent.							
d) With AGP, we didn't see this.							
III. <u>GUIDANCE/COUNSELING/STUDENT ACTIVITIES AND CONCERNS</u>							
A. <u>EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES</u>							
1) Do students receiving assistance in the counseling office/center reflect the racial/ethnic balance of the school?	76 26.3	52 18.0	27 9.3	25 8.7	108 37.4	1 0.3	Percent
Number of responses - 289							
<u>Representative Comments</u>							
a) Ethnic representation observed in library.							
b) Informal meeting with minorities. Is there a need to counsel VEEP students? Counselor's formal caseload is heavy in minority.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
III. A. 1) (continued)							
c) Excellent counseling program. Would recommend an additional counselor for a school of this size.							
d) Used mostly as reward system - social growth groups.							
e) Students in the counseling office seem predominantly minority.							
2) Do students sent to the principal's office or other location for discipline reflect the racial/ethnic balance of the school?	41 13.8	34 11.4	42 14.1	17 5.7	159 53.5	4 1.3	Percent
Number of responses - 297							
<u>Representative Comments</u>							
a) Ones sent to office reflect discipline problems. Record of racial/ethnic balance not kept. Three felt a racial/ethnic tally of all discipline problems should be kept; two felt only tally on suspensions should be kept.							
b) Not observed. Principal averts potential problems by being available on playground.							
c) While not observed, the data indicates that suspensions are within formula.							
d) Suspensions reflect an imbalance.							
3) Do students in "pull out" programs such as remedial reading or math, group counseling, tutoring, etc., generally reflect the racial/ethnic balance of the school? (Please note reasons for exceptions such as programs for limited-English-proficient student.)	53 18.3	61 21.0	46 15.9	34 11.7	95 32.8	1 0.3	Percent
Number of responses - 290							
<u>Representative Comments</u>							
a) Constraints, Individualized Education Program (IEP), Opportunity School on Site (OSOS) - 50% black, 50% Mexican. Study center generally reflects balance.							
b) More minority students in reading and math labs.							
c) Enrichment groups are not reflective of the racial/ethnic population of the school.							
d) Yes, with exception for LEP pupils.							
e) Depending upon program and individual needs, some groups were isolated.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
III. A. 4) Are performing and special interest groups (music, drama, school newspaper, cheer leaders, ASB, etc.) integrated? Number of responses - 289	68 23.5	65 22.5	26 9.0	14 4.8	106 36.7	10 3.5	Percent
<u>Representative Comments</u>							
a) ASB well balanced.							
b) Hall displays indicate good balance.							
c) Choir, ASB, cheerleaders are. Drama is mainly minority students.							
d) Review student council ethnic balance.							
5) Do graduation exercises, assemblies, plays, etc. include students of all racial/ethnic backgrounds? Number of responses - 296	73 24.7	21 7.1	4 1.4	3 1.0	191 64.5	4 1.4	Percent
<u>Representative Comments</u>							
a) Assemblies and music programs do. Drama productions do not.							
b) Multicultural fair.							
c) In the assembly we watched, leads were Caucasian, supportive roles were minority. Need to be sensitive to content of materials. In musical, there wasn't much on the minority contributions.							
6) a. Are student activities such as dances, clubs, etc. integrated? Number of responses - 295	37 12.5	31 10.5	13 4.4	10 3.4	165 55.9	39 13.2	Percent
b. Is transportation provided for after-school activities? Please comment. Number of responses - 267							
	59 22.1	33 12.4	13 4.9	32 12.0	98 36.7	32 12.0	Percent
<u>Representative Comments</u>							
a) (a) Magnet students seem to enjoy "late bus days" but use them in classroom activities, not social.							
b) (a) Some minority students felt dances too expensive.							
c) (b) Transportation provided for scheduled activity only. No late bus.							
d) (b) Bus schedule was a great concern. There is a late bus but only for athletics.							
e) (b) Late bus for tutoring.							
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
III. B. EDUCATIONAL EQUITY--COUNSELING AND GUIDANCE							
1) Are counselors/guidance aides accessible to students (visible on campus, student sign up sheets for seeing the counselor responded to promptly, etc.)? Number of responses - 272	118 43.2	67 24.5	15 5.5	4 1.5	63 23.1	6 2.2	Percent
<u>Representative Comments</u>							
a) Children interviewed seemed pleased with counseling center activities. Counselor not as visible because not here as many days							
b) Guidance aides are easily accessible to students.							
c) Referrals are made by teachers or parents. Counselor sets schedule to see students.							
d) Counselor on site 1½ days per week. Have self-referrals for immediate contact. Room is in a very convenient location.							
e) Opportunity exists.							
2) Do counselors/guidance aides have a program for regular contact with parents? (Point of inquiry)	No	tally					
<u>Representative Comments</u>							
a) Counselor writes in newsletter.							
b) Yes, telephone calls by all counselors. Every Thursday, a parent meeting - good follow up.							
c) No, not regularly according to counselor. Contact when requested.							
d) Parent contacts, monthly newsletter, messages to clarify program role, referrals by teacher.							
e) Parents are contacted though there does not seem to be a written procedure. Phone calls, home visits.							
f) Program seems well planned. Parents are contacted when appropriate.							
g) Some counselors write letters/hold group meetings, i.e., college counseling, financial aid.							
3) Do students of all racial/ethnic backgrounds receive academic and/or career counseling on the basis of individual interests, aptitudes, and achievements? Number of responses - 294	59 20.1	53 18.0	7 2.4	16 5.4	145 49.3	14 4.8	Percent
* NOT OBSERVED OR ASCERTAINED							
** NOT APPLICABLE							

KEY: 75-100% = Very Frequently
 50-75% = Frequently
 25-50% = Infrequently
 0-25% = Seldom

District Checklist Summary (Continued)

Observation Area	75-100%	50-75%	25-50%	0-25%	N/O*	N/A**	
III. B. 3) (continued)							
<u>Representative Comments</u>							
a) <i>Guidance plan substantiated this point.</i>							
b) <i>Self-awareness program is used.</i>							
c) <i>Part-time career counselor has just been hired.</i>							
d) <i>If no program exists, one should be started - excellent for integration.</i>							
4) If group counseling is observed, is racial/ethnic representation equitable? Number of responses - 296	46 15.5	22 7.4	1 0.3	8 2.7	212 71.6	7 2.4	Percent
<u>Representative Comments</u>							
a) <i>Not observed.</i>							
b) <i>Balanced</i>							
c) <i>Not observed. We were told it is equitable.</i>							
d) <i>District counselor indicates he has seen every student in school in a group.</i>							

* NOT OBSERVED OR ASCERTAINED
 ** NOT APPLICABLE

III. C. Monitoring Team Visitations: Findings

2. Parent Response Tally*

The parent responses from each site were tallied and typical comments were noted as follows:

Question	Yes	No	Other	
4) Are parents encouraged to initiate calls or visits to the schools to discuss student progress and/or concerns?	575 83.7	71 10.3	41 0.6	Percent
<u>Representative Responses</u> -- N = 687				
a) Everytime we've wanted a teacher's conference we have been able to have it scheduled at a most convenient time for both parties.				
b) I know I can call.				
c) Teachers have made their home phone numbers available to parents.				
d) Yes, parents are invited to visit school.				
e) Parents are welcome anytime.				
f) Working parents find it difficult to become involved.				
g) I only hear when there is a problem.				
h) I have called but no one encouraged me.				
5) Are parents kept abreast of school events through regular communication devices such as newsletters, brochures, flyers, etc.?	595 86.6	46 6.7	46 6.7	Percent
<u>Representative Responses</u> -- N = 687				
a) We are always receiving flyers and are kept informed of events.				
b) Need information in Spanish.				
c) Yes, through newsletters.				
d) I suspect I do not receive all the messages sent home from school.				
e) Letters are mailed.				
f) Would like last-minute reminder of events.				
g) School site telephone tree needed.				
h) Flyers sent for parent workshops, SAC/SCC meetings, etc.				
*Note: Information in this section is taken only from Parent Response Survey sheets.				

III. C. Monitoring Team Visitations: Findings

2. Parent Response Tally* (Continued)

Question	Yes	No	Other
6) How are parents notified of potential or actual problems that affect their students' school performance? <u>COMMENTS ONLY.</u>	-	-	-
<u>Representative Responses</u>			
a) Principal or teacher sends notes--through mail for bus children.			
b) Phone calls in both languages.			
c) Teacher conferences.			
d) Progress reports every six weeks point out potential problems.			
7) Are parents promptly notified of student accomplishments and other signs of positive growth?	450 68.6	148 22.6	58 8.8 Percent
<u>Representative Responses</u> -- N = 656			
a) Every one or two months when the teacher needs to communicate with parents.			
b) Yes, via notes.			
c) Special Education/Hearing classes celebrate accomplishments.			
d) Only through report cards.			
e) Sometimes - rarely.			
f) No communication--this area could be improved.			
g) Cute little flyers with what was accomplished are sent home.			
h) Stickers, certificates, smiley faces are sent home with completed work and for good behavior.			
8) Do parents have well-understood channels for giving input and receiving feedback regarding educational matters of concern to them?	520 77.0	93 13.8	62 9.2 Percent
<u>Representative Responses</u> -- N = 675			
a) Basically, yes.			
b) Parents involved with SIP-SSC are informed to a certain degree.			
*Note: Information in this section is taken only from Parent Response Survey sheets.			

III. C. Monitoring Team Visitations: Findings

2. Parent Response Tally* (Continued)

Question	Yes	No	Other	
8) <u>Representative Responses</u> (Continued)				
c) Yes - through office and at workshops.				
d) Yes - a list of names of proper person to call (bus, discipline, teachers, etc.) is given to parents at the beginning of school.				
e) Yes, through notes and phone calls.				
f) Some channels could be clearer. However, teachers and principal seem to welcome parent input.				
9) In scheduling school activities, is an effort made to accommodate the schedules of working parents and parents who live a distance from the school?	460 70.0	113 17.2	84 12.8	Percent
<u>Representative Responses</u> -- N = 657				
a) Hours of school meetings have been changed to accommodate more attendance.				
b) Times are voted on. School staff makes an excellent effort.				
c) Morning, afternoon, and evening meetings have been scheduled. Attendance is the same at all.				
d) Buses have been provided for minority parents to attend Open House.				
e) When there is a workshop, we are invited to ride the bus and a babysitter is provided.				
f) As much as possible.				
g) Need more night activities--too many between noon and 3:00 p.m.				
10) Are school activities for VEEP and magnet school parents sometimes scheduled in the "sending" community?	142 25.5	242 43.4	173 31.1	Percent
<u>Representative Responses</u> -- N = 557				
a) Parent-teacher conferences are held at "sending" school.				
b) Information sessions for parents interested in VEEP or magnet schools have been held in the "sending" community.				
*Note: Information in this section is taken only from Parent Response Survey sheets.				

III. C. Monitoring Team Visitations: Findings

2. Parent Response Tally* (Continued)

Question	Yes	No	Other
10) <u>Representative Responses</u> (Continued)			
c) <i>Don't know. Most activities are in the receiving school area.</i>			
d) <i>No! Need to!</i>			
e) <i>In the past, yes.</i>			
f) <i>Magnet students are too dispersed to make this possible.</i>			
g) <i>Last year yes. This year no.</i>			
h) <i>Infrequently - when held, poorly attended.</i>			
11) Are the needs of limited-English-speaking parents considered by arranging translations for school-to-home communication, meetings, and conferences?	316 55.9	61 10.8	188 33.3
<u>Representative Responses</u> -- N = 565			Percent
a) <i>It would be helpful.</i>			
b) <i>Bilingual bulletins and interpreters are provided.</i>			
c) <i>Yes.</i>			
d) <i>Invitations to meetings are in both languages; however, reports are not made in Spanish. At meetings it would be advisable to have a simultaneous translation device.</i>			
e) <i>Don't know.</i>			
f) <i>Aides translate at potlucks, etc.</i>			
12) Are parents encouraged to visit classes when school is in session?	436 67.1	153 23.5	61 9.4
<u>Representative Responses</u> -- N = 650			Percent
a) <i>Usually, appointment should be made.</i>			
b) <i>Parents are invited to come anytime.</i>			
c) <i>Parent would visit by invitation only.</i>			
d) <i>Yes, classroom doors are always open.</i>			
e) <i>Very much so.</i>			
f) <i>Encouraged yes, but sometimes Spanish-speaking parents abstain because they feel uncomfortable.</i>			

*Note: Information in this section is taken only from Parent Response Survey sheets.

III. C. Monitoring Team Visitations: Findings

2. Parent Response Tally* (Continued)

Parents also responded to the question: "How satisfied are you with the integration program (e.g., magnet, VEEP, etc.) at this school?" On a five-point Likert Scale, their responses showed:

Elementary	4.44
Junior High	3.65
Senior High	3.75
Atypical	4.23
<hr/>	
Overall	4.12 (weighted average)
(5 = Satisfied; 1 = Dissatisfied)	

3. Student Responses *

The student surveys consisted of one direct question and two open-ended questions concerning the integration program and the students' experiences at that site. The first question was: "How satisfied are you with your experience in the program at your school?" Responses were tallied and the average or mean responses obtained were as follows:

Elementary	3.94
Junior High	3.41
Senior High	3.47
Atypical	4.61
<hr/>	
Overall	3.73 (weighted average)
(5 = Satisfied; 1 = Dissatisfied)	

The second question, "What do you like most about the integration program in your school?" and the third question, "What could be done to improve the integration program in your school?" were reviewed. Several general categories of responses emerged. The tally of responses in each category as well as representative comments for each category are listed on the following pages.

* See attachments 9, 9-I, and 9-II

III. C. Monitoring Team Visitations: Findings

3. Student Responses* (Continued)

Student Response Tally

Question	Number of Responses
2) What do you like most about the integration program in your school?	
<u>General Areas of Frequent Comment Were in Regard to:</u>	
a) Multicultural Aspects	1,086
<u>Representative Comments</u>	
(1) <i>I like the way we get to meet a lot of different people.</i>	
(2) <i>You get to meet people from different countries. It (multicultural program) helps you get along with other races.</i>	
(3) <i>People get along well and are happy together.</i>	
(4) <i>I like having different cultures here.</i>	
(5) <i>Everyone gets the same respect and rights as anyone else. We all get along.</i>	
b) Curriculum	994
<u>Representative Comments</u>	
(1) <i>The science is really great!</i>	
(2) <i>You get a good education here.</i>	
(3) <i>(I like) learning to speak Spanish.</i>	
(4) <i>I like our school program because we can go on field trips and do special things together.</i>	
(5) <i>We have a career program and it's O.K.!</i>	
(6) <i>I like the AGP program. It is fun and easy to learn.</i>	
c) <u>Friends</u>	990
<u>Representative Comments</u>	
(1) <i>I like making friends at the integration schools because you seem to trust kids more, no matter what race.</i>	
(2) <i>It (integration program) teaches students what friendship with another race is all about.</i>	
(3) <i>It's great to see how people from different races can get along and work together.</i>	
(4) <i>I've made so many new friends through the program.</i>	
Note: Information in this section is taken only from Student Response Survey sheets.	

III. C. Monitoring Team Visitations: Findings

3. Student Responses

Student Response Tally (Continued)

Question	Number of Responses
2) c) <u>Representative Comments</u> (Continued)	
(5) <i>There's an equal amount of blacks and whites in the same class, and all of us do activities together. It is easier to make friends with people who have a lot of things in common.</i>	
d) Teachers/Staff	274
<u>Representative Comments</u>	
(1) <i>Some teachers are nice.</i>	
(2) <i>I like the way teachers teach.</i>	
(3) <i>This is a friendly school.</i>	
(4) <i>Teachers are patient with all races.</i>	
(5) <i>Teachers are understanding.</i>	
e) Activities	230
<u>Representative Comments</u>	
(1) <i>(I like) the playground, games, and baseball.</i>	
(2) <i>(I like) Activity Day and the Spring Festival.</i>	
(3) <i>(I like to) do things with other people.</i>	
(4) <i>(I like) fieldtrips, assemblies, awards, recess, sports, plays, food sales, and the spelling bees.</i>	
(5) <i>Campus freedom (is) enjoyed.</i>	
3) What could be done to improve the integration program at your school?	
<u>General Areas of Frequent Comment Were in Regard to:</u>	
a) Concerns regarding discipline, difficulties with schoolmates and/or staff.	622
<u>Representative Comments</u>	
(1) <i>Some teachers seem to want to get you into trouble.</i>	
(2) <i>Minorities gang up in games.</i>	
(3) <i>(Need to) stop fights.</i>	
(4) <i>(Need to) stop namecalling and talking back to teachers.</i>	
(5) <i>(Need to) have only students who want to come.</i>	

III. C. Monitoring Team Visitations: Findings

4. Areas of Strength

a. Comments appearing in nine or more site reports:

The "areas of strength" comments from all 48 schools monitored were reviewed. Listed below are those general areas of comment that appeared for nine or more sites, as well as typical comments for each.

General Areas of Comment	Number of Sites Where Item Is Mentioned
<p>1) POSITIVE SCHOOL ATMOSPHERE</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) <i>(The school) radiates a special warmth and energy which is generated by the sense of pride, love, and joy expressed by its students and staff members.</i></p> <p>b) <i>Students, parents, and staff like this school.</i></p> <p>c) <i>Pride in school is evident.</i></p>	27
<p>2) POSITIVE PARENT/COMMUNITY INVOLVEMENT</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) <i>Consistent efforts to communicate with all homes regarding all aspects of school attendance, discipline, etc.</i></p> <p>b) <i>Parents are supportive of school.</i></p> <p>c) <i>The school was commended for their efforts to send home bulletins in three languages.</i></p>	23
<p>3) VISIBLE SUPPORTIVE STAFF</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) <i>We commend the administration and resource staff for their visibility and accessibility on campus.</i></p> <p>b) <i>Principal and staff were visible on site throughout the day. As a result, discipline problems were minimized.</i></p> <p>c) <i>Staff expressed appreciation for administrative leadership and felt they were accessible and responsive.</i></p>	21

5. Areas for Review, Study, and/or Improvement

a. Comments appearing in nine or more site reports.

The areas needing review, study, and/or improvement from the 48 schools monitored were tallied and areas of general comments were identified. Listed are those that appeared in responses for nine or more sites, as well as examples of typical comments:

General Areas of Comment	Number of Sites Where Item Is Mentioned
<p>1) STRENGTHEN SUPPORT FOR INTEGRATION PROGRAMS</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) <i>Schedule VEEF Support Committee meetings on a regular basis following district guidelines.</i></p> <p>b) <i>There should be more opportunities for children in the Spanish component of the bilingual and transition classes to mix with the other students in the school.</i></p> <p>c) <i>Explore possibilities to reduce isolation of magnet students from regular classes and activities.</i></p>	28
<p>2) INCREASE MINORITY/MAJORITY STUDENT INTERACTION</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) <i>Seating patterns in most advanced classes appear to segregate majority and minority students.</i></p> <p>b) <i>Expand ASB in order to reflect ethnic balance of student population.</i></p> <p>c) <i>Students were mixed ethnically in classrooms but tended to segregate on the playground and in lunch area . . .</i></p>	24
<p>3) INCREASE PARENT COMMUNICATION AND INVOLVEMENT</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) <i>To develop a stronger feeling of acceptance and accessibility to the school by minority parents, more meetings totally in Spanish and providing translating at non-Spanish meetings should be held.</i></p>	22

III. C. Monitoring Team Visitations: Findings

4. Areas of Strength

a. Comments appearing in nine or more site reports.

(Continued)

General Areas of Comment	Number of Sites Where Item Is Mentioned
<p>4) POSITIVE STAFF/STAFF/STUDENT INTERACTION</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) Good rapport exists between staff and students - which is a reflection of campus atmosphere.</p> <p>b) Teachers are genuinely concerned about kids and a lot of efforts are made to positively reinforce students in the classroom.</p> <p>c) We were impressed by the amount and frequency of communications between all groups; i.e., student to student, student to adult, adult to adult.</p>	21
<p>5) CLEAN ATTRACTIVE GROUNDS</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) Custodial, gardening staff as well as students and other staff members are to be commended on the physical appearance of the school plant.</p> <p>b) (This) is a clean, quiet school.</p> <p>c) The school site was very inviting. The grounds are well-kept and rooms are exceptionally clean.</p>	20
<p>6) QUALITY INSTRUCTIONAL PROGRAM</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) Classroom management and teaching techniques were excellent.</p> <p>b) Staff demonstrated a genuine desire to provide equal opportunities for all students (both minority and majority) in the instructional program.</p> <p>c) (This school) is commended as having a competent and caring teaching staff.</p>	17

5. Areas for Review, Study, and/or Improvement

a. Comments appearing in nine or more site reports.

(Continued)

General Areas of Comment	Number of Sites Where Item Is Mentioned
<p>b) That the staff consider the institution of the PTA in order to afford all parents opportunities for participation in the life of the school.</p> <p>c) The team encourages more minority representation in the (magnet) Community Advisory Group.</p>	
<p>4) IMPROVE VARIETY AND QUALITY OF INSTRUCTIONAL PROGRAM</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) In several of the classrooms, the teacher (according to observations and posted schedules) had the total class for instructional purposes less than one-fourth of the entire day. We recommend that a program be devised to minimize classroom interruptions.</p> <p>b) Two out of six (staff members) were observed being disrespectful to children.</p> <p>c) Several team members felt it would be valuable to examine the <u>image</u> of the . . . program students, as some students see it as a negative association.</p>	21
<p>5) INCREASE STAFF/STAFF/STUDENT INTERACTION</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) We recommend that an assessment of the processes of communication be altered as necessary to better assure that students and staff understand what is happening.</p> <p>b) Staff should explore ideas to increase positive interaction between teachers and students.</p> <p>c) Consider activities which will promote positive interactions between students and students, student to staff, staff to staff, and staff to parent.</p>	20

4. Areas of Strength

a. Comments appearing in nine or more site reports.

(Continued)

General Areas of Comment	Number of Sites Where Item Is Mentioned
7) SUPPORT FOR INTEGRATION PROGRAM <u>Representative Comments from Monitoring Reports</u> a) Magnet program is excellent and well-balanced. Students were supportive and interested in the task. b) We commend staff for their outstanding retention rate of VEEF students. c) This district's plan for the integration program is well-planned and being implemented.	15
8) PLANNED, EFFECTIVE COUNSELING PROGRAM <u>Representative Comments from Monitoring Reports</u> a) Students expressed that they knew counselors and felt they could approach them. This is an important strength. b) Funds raised to assist low-income students to participate in college testing is an important undertaking. c) We commend the excellent counseling center for working with every child in the school through its program and for its efforts to prevent further problems.	15
9) POSITIVE MINORITY/MAJORITY STUDENT INTERACTION <u>Representative Comments from Monitoring Reports</u> a) Integration of total population - not only race - is taking place on the playground and lunch court. b) The monitoring team commends the (school's) students and staff on inter-racial mixing of students outside of classes, demonstrating support, and acceptance of others.	13

5. Areas for Review, Study, and/or Improvement

a. Comments appearing in nine or more site reports.

(Continued)

General Areas of Comment	Number of Sites Where Item Is Mentioned
6) IMPROVE STUDENT/STAFF RECOGNITION <u>Representative Comments from Monitoring Reports</u> a) More general displays to reflect racial/ethnic groups and students' accomplishments. b) The monitoring team recommends that there be visible recognition of staff and student accomplishments. c) Explore ways to provide positive feedback to parents about student achievement, citizenship, and other accomplishments. Seek ways in which many students can receive positive feedback during the school year.	15
7) IMPROVE CLASSROOM ENVIRONMENT <u>Representative Comments from Monitoring Reports</u> a) Encourage improvement of classroom environment through multiethnic displays, student accomplishments, etc. b) Explore ways to promote a more positive room environment . . . c) Review the use of classroom environment, seating arrangements, and carrels with respect to student time-on-task.	12

III. C. Monitoring Team Visitations: Findings

4. Areas of Strength

a. Comments appearing in nine or more site reports.

(Continued)

General Areas of Comment	Number of Sites Where Item Is Mentioned
<p>10) SUPPORTIVE CLERICAL STAFF</p> <p><u>Representative Comments from Monitoring Reports</u></p> <p>a) A pleasant, friendly, and accommodating clerical staff - they are dedicated to working as a team in support of programs on campus.</p> <p>b) The secretarial staff is very efficient and friendly. Parents are greeted promptly and courteously.</p> <p>c) The office staff was very friendly and helpful to people reporting to the school.</p>	10

III. C. Monitoring Team Visitations: Findings

b. Practices recommended for possible replication.*

Although strengths were noted for all sites, monitoring teams identified the following programs and practices for study and possible replication by other sites as appropriate:

School	Programs/Practices
Bell Junior High	CORE (Concern Over a Relevant Education) STRIVE (Students Taking a Real Interest in A Valuable Education), student newspaper.
Burbank Elementary	R.I.F. (Reading Is Fundamental), K.P.P. (Kindergarten Partnership Program).
Chesterton Elementary	Friendship Core, parent workshops, new student lunches, all-student chorus.
Clairemont Senior High	AVID (Advancement Via Individual Determination).
Hale Junior High	Student tutoring, four-year planning conference, Try on a Handicap, TAPS program (Team Approach for a Positive School).
Henry High	E.E.E. (Excellence, Enterprise, Ethics).
Horton Elementary	Mini school, preschool.
Johnson Elementary	Opportunity Room.
Kearny High	Peer Counseling/Peer Facilitators
Knox Elementary	Schoolwide screening.
Marston Junior High	AVID (Advancement Via Individual Determination).
Muir Alternative	Town meeting, award stars.
Webster Elementary	Child study teams, lunch organization.

b. Additional areas of concern.*

The integration monitoring teams also identified additional areas of concern which will require district-level assistance to review and take corrective action. These are listed below:

- 1) The need for active recruitment, selection, and enrollment of increased numbers of minority students in gifted and talented education programs was mentioned in 12 site reports.
- 2) The need for the improvement of ethnic distribution in certificated and classified staffing at sites monitored was mentioned in 13 site reports.
- 3) The need to review concerns relating to transportation (pick-up and travel times, busses for activities, incidents during bus rides, etc.) was mentioned in eight (8) site reports.
- 4) The need to review concerns relating to site facilities was mentioned nine (9) times in site reports.

c. Recommendations for major areas of concern for site and district review and corrective action.*

1) Suspensions.

As reported on the monitoring profiles for the 48 schools, a disparity was observed between the ethnicity of the number of children suspended and the ethnicity of the total population. Particular concern is evidenced in the number of suspensions received by black students.

It is recommended that 1982-83 school year suspension data be rigorously reviewed and that current district efforts to assure equity in the assessment and application of disciplinary penalties be pursued and monitored on an ongoing basis. At sites where a review of data indicates that a problem of equity exists, it is recommended that a plan of action to correct the inequities be developed and incorporated into the site plan, and the implementation monitored carefully. It is further recommended that the plan be submitted to the appropriate area assistant superintendent and the Community Relations and Integration Services assistant superintendent for approval and follow up of site implementation of the plan.

2) Resegregation.

Institutional practices which have resulted in varying degrees of student resegregation were observed and noted in integration monitoring team reports in over half of the schools monitored. Monitoring team comments included concerns about class assignments, seating patterns, lunch-time and recess arrangements, as well as the ethnic imbalance observed in certain student clubs and activities.

*NOTE: Information in this section comes only from "Areas for Review, Study, and/or Improvement" section of integration monitoring reports.

III. C. Monitoring Team Visitations: Findings

c. Additional areas of strength to be maintained and/or expanded.

As reported in the checklist tally responses, parent surveys, and student questionnaires in the monitoring team reports, the following areas of strength were recommended for maintenance and further expansion.

- 1) CAMPUS ATMOSPHERE. (Indicated by 85% or more of the monitors responding positively on the checklist tallies.)
 - a) Staff direction and/or assistance to students is provided in a respectful manner.
 - b) Continued mutual respect is evident among staff members--both certificated and classified.
 - c) Administration is visible on campus.
 - d) Campus visitors are courteously greeted and assistance is given.
- 2) CLASSROOM ATMOSPHERE. (Indicated by 85% or more of the monitors responding positively on the checklist tallies.)
 - a) Integrated classroom seating patterns are observed in a large majority of the classes visited.
 - b) Students were observed helping other students including those of differing racial/ethnic backgrounds.
 - c) Racial slurs were not frequently heard.
 - d) Lessons are begun promptly and class stays "on task."
 - e) All students are given an equal opportunity to respond to questions asked by teachers.
 - f) Personal attention is provided to students.
 - g) There are courteous student/teacher interactions.
 - h) There is active student involvement in class assignments.
 - i) Students participate in class activities and work together.
- 3) PARENT SURVEY. (Indicated by 85% or more of the parents responding positively on the parent surveys.)
 - a) There is regular communication with parents regarding school events.
- 4) STUDENT QUESTIONNAIRE. (Indicated by 85% or more of the students responding positively on the student survey.)
 - a) The opportunity exists to meet and get to know people from many different backgrounds and cultures.
 - b) There is a quality educational program.
 - c) The opportunity exists to make new friends and learn how to get along together

At sites where such resegregation was reported, a specific plan of action to reduce or eliminate the resegregation is being developed and will be monitored. It is recommended that the plan be submitted to the appropriate area assistant superintendent and to the Community Relations and Integration Services assistant superintendent for approval and followup of site implementation. In addition, it is recommended that staff inservice training be conducted to sensitize staff to the effect of institutional practices which result in resegregation of students.

3) Discipline.

Areas of discipline, as they relate to student progress and success, as well as respect for classroom and school rules, were listed as concerns in 24 integration monitoring team reports. Specific concerns identified were:

- (a) The need for school discipline codes to include clearly stated consequences for misbehavior and for the consistent application of stated consequences.
- (b) The need for a review of the ethnic disparity in disciplinary referrals and appropriate development of strategies to reduce this disparity. .
- (c) The need for specific programs to address student tardies and trancies, alternatives to suspension, strengthen classroom management techniques for student supervision, as well as consistent administrative follow through of standards set.

At sites where discipline is a concern, a plan of action is being developed and will be monitored to improve the school climate and encourage student success. It is recommended that the plan be submitted to the appropriate area assistant superintendent and to the Community Relations and Integration Services Division assistant superintendent for approval and followup of site implementation.

5. c. 4) Integration program support.

Concern for the need to increase effective support of integration programs (VEEP, Magnet, Race/Human Relations) was expressed by the monitoring teams in the following general areas:

- (a) The need to improve the functioning of VEEP site support committees (including VEEP parent involvement) was mentioned in seven (7) reports.
- (b) The need to increase the number of multicultural displays and activities was mentioned in 31 reports.
- (c) The need to increase equitable ethnic participation in student extracurricular activities was mentioned in 13 reports.
- (d) The need for increased use of district resource staff and materials was mentioned in 15 reports.
- (e) The need for translators for parents of limited English proficient students was mentioned in four (4) reports.
- (f) The need to review the advisability of scheduling parent meetings and activities in sending communities was mentioned in 27 reports.

In addition, there is a concern that the physical location of classrooms for students with special needs, such as students whose English is limited, be selected to promote integration and not inadvertently foster resegregation. This was mentioned in two (2) reports.

It is recommended that monitoring reports be reviewed and that sites where concerns about inadequate integration support were identified prepare a plan of action to address these concerns. It is recommended that the plan be submitted to the appropriate area assistant superintendents and the Community Relations and Integration Services Division assistant superintendent for approval and followup of site implementation.

IV. Site Profiles and Monitoring Reports Distribution

Each site principal has received a copy of the monitoring team's report for his/her individual site. Area assistant managers have copies of the reports for schools within his/her area. Complete sets of the monitoring reports are on file in the Board of Education Office, Public Information Office, Legal Office, and Community Relations and Integration Services Division Office.

V. Final Recommendation

Finally, it is recommended that the district continue to emphasize strengths noted earlier in the report while vigorously working to improve the areas requiring such improvements. In that manner, the total integration program will be strengthened for the benefit of all students in the San Diego Unified School District.

(This report was prepared by Lottie P. Hess, director, Community Relations and Integration Services Division.)

LPH:la
6/30/83

San Diego City Schools
Community Relations and Integration Services Division

PROPOSED LISTING OF SCHOOLS TO BE MONITORED, 1982-83

ELEMENTARY REGION I (Sawyers)

Burbank
Cadman
La Jolla Elementary

Logan
Lowell
Silver Gate
Stockton

ELEMENTARY REGION II (Craig)

Baker
Balboa
Chollas
Emerson
Green
Horton

Johnson
Kennedy
Knox ----- Mead
Oak Park
Spreckels
Webster

ELEMENTARY REGION III (Matthews)

Encanto
Freese
Fulton

Holmes
Lafayette
Lindbergh

ELEMENTARY REGION IV (McClure)

Alcott
Chesterton
Franklin

Jerabek
Mason
Ross

SECONDARY REGION I (Smith)

San Diego
Memorial

Mission Bay
Collier

SECONDARY REGION II (Ritchey)

Muir
Gompers

Henry
Pershing

SECONDARY REGION III (Kaupp)

Bell
O'Farrell SCPA

Madison
Hale

SECONDARY REGION IV (Petersen)

Clairemont
Marston

Kearny
Wright Brothers

NOTE: Integration program schools not monitored during 1982-83 will be scheduled for monitoring (on the basis of a rotating schedule) during subsequent years.

MAILING LIST

Community organizations that will receive the integration monitoring volunteer letter.

Mr. Fred Foster
Interim Executive Director
Administrators Association
San Diego City Schools
4470 Park Boulevard
San Diego, CA 92116

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

Ms. JoAnn Pryor, President
American Association of University Women
Cabrillo-Diego Branch
3437 Villanova Avenue
San Diego, CA 92122

Mrs. Ruth Johnson, President
California 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. George Gildred, President
Junior League of San Diego
210 Maple Street
San Diego, CA 92103

Ms. Pat Richardson
League of Women Voters of San Diego
1012 C Street
San Diego, CA 92101

Mrs. Mamie Green
National Association for the
Advancement of Colored People
2857 Imperial Avenue
San Diego, CA 92102

Mr. Dennis Hart
National Conference of Christians
and Jews
348 West Market Street, Ste. 306
San Diego, CA 92101

Mr. Lee Grissom, Executive Director
San Diego Chamber of Commerce
Community Division
230 A Street
San Diego, CA 92101

Mr. Craig Lee
San Diego Taxpayers Association
1010 Second Avenue
San Diego, CA 92101

Mr. Lou Boitano
San Diego Teachers Association
10393 San Diego Mission Road
San Diego, CA 92108

Mr. Ambrose Brodus
Acting 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 Street, Suite C
San Diego, CA 92102

Ms. Mary Ann Perrone
San Diego Organizing Project
2878 Imperial Avenue
San Diego, CA 92102



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

• 4100 Normal St., San Diego, CA 92103 •

(619) 293-8418

THOMAS W. PAYZANT
Superintendent

November 19, 1982

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

Dear Ms. McKinley:

I am writing to ask your help. The school district is seeking people to serve on integration monitoring teams during this school year. We are asking a number of community organizations and professional associations to suggest names of people who would be willing to assist us with this work.

Volunteers would give three or four days of their time, first in a day-long training session and then visiting schools and actually monitoring the integration program.

Volunteers would not be assigned to their neighborhood school or, if they have students in the district, the schools where their children attend. We plan to begin the school visitations in January.

I am enclosing some background information on the district's integration monitoring program, a list of schools to be monitored this year, and a form for you to use to provide us with the names of people whose names you suggest.

You will note that we are asking that your list of volunteers be returned to us by December 10. If you need more information, please call Lottie Hess at 293-8558.

Thank you,

Sincerely,

Thomas W. Payzant
Superintendent

TWP:kkh
Enclosures

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS AND INTEGRATION SERVICES DIVISION

INTEGRATION MONITORING
TEAM TRAINING WORKSHOP

JANUARY 6, 1983 - EDUCATION CENTER AUDITORIUM

JANUARY 11, 1983 - BIRNEY AUDITORIUM

JANUARY 13, 1983 - EDUCATION CENTER AUDITORIUM, A.M.
BIRNEY AUDITORIUM, P.M.

*
* TIME: 8:00 A.M. - 4:00 P.M. *
*

A G E N D A

1. REGISTRATION

2. WELCOME

Dr. Thomas W. Payzant
Superintendent of Schools

3. OVERVIEW OF INTEGRATION PROGRAM

Edward S. Fletcher
Assistant Superintendent
Community Relations and
Integration Services Division

4. OVERVIEW OF INTEGRATION MONITORING PROCESS

Lottie P. Hess
Director
Community Relations and
Integration Services Division

5. CURRICULUM BACKGROUND INFORMATION FOR MONITORS

a. ACHIEVEMENT GOALS PROGRAM (AGP)

David A. Mittleholtz
AGP Coordinator

b. DIRECT INSTRUCTIONAL SYSTEMS FOR
TEACHING ARITHMETIC AND READING
(DISTAR)

Ralph Green
Coordinator of
Compensatory Education

c. BILINGUAL EDUCATION

Harold B. Wingard
Specialist on Special
Assignment, Second Language
Education Unit

Pascual A. Martinez
Assistant Director on
Special Assignment, Second
Language Education Unit

d. SPECIAL EDUCATION

Emilee Watts
Resource Teacher for
Special Education

B R E A K

5. CURRICULUM BACKGROUND INFORMATION FOR MONITORS (Continued)

e. GIFTED PROGRAM

Dr. David P. Hermanson
Supervisor of Gifted Program

f. RACE/HUMAN RELATIONS PROGRAM

Dr. Yvonne Johnson
Director
Urban Affairs Department

6. REVIEW OF INTEGRATION MONITORING MATERIALS

Lottie P. Hess
Director
Community Relations and
Integration Services Division

L U N C H

PANEL DISCUSSIONS

7. TAKING A LOOK AT CAMPUS AND
CLASSROOM ATMOSPHERE

Dr. Jeannie Steeg
Vice Principal
Freese Elementary School

Mary Lou Nelson
Satellite Center Director
Regional Assistance Center for
Educational Equity (R.A.C.E.E.)

Parent, Teacher, and
Administrative Representatives

8. TAKING A LOOK AT
GUIDANCE/COUNSELING/STUDENT
ACTIVITIES AND CONCERNS

Judi Drake
Head Counselor for
Integration Support Services

Fran Patterson
District Counselor Supervisor

Carolyn Morris
Vice Principal
Paradise Hills Elementary School

Lynn Naibert
District Counselor

Lety Valles
District Counselor

Jan Kaneko
Race/Human Relations
Facilitator Team Leader

Head Counselor Representative

B R E A K

PANEL DISCUSSIONS (Continued)

PANELISTS

9. INTEGRATION MONITORING OBSERVATION
TECHNIQUES

Bob Raines
Program Evaluator

Bob Stein
Program Evaluator

10. PROCEDURE FOR INTEGRATION MONITORING

- RECORDING AND DOCUMENTATION TECHNIQUES
- ENTRANCE AND EXIT INTERVIEWS

Lottie P. Hess
Director
Community Relations and
Integration Services Division



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER

4100 Normal Street

DATE January 17, 1982

MEMO TO Integration Monitoring Volunteers

FROM Hess

SUBJECT MONITORING GUIDELINES

At the integration monitoring team training sessions, many of you asked if the remarks by Mary Lou Nelson, satellite director, Regional Assistance Center for Educational Equity (R.A.C.E.E.), could be written and made available to you in the form of a handout. Mary Lou has been gracious enough to summarize her guidelines. We are attaching a copy of this information for your use.

Thanks again for your interest and support of the district's integration monitoring effort. It is appreciated.

LPH:la
Attachment

ATTACHMENT 3a

San Diego City Schools
Community Relations and Integration Services Division

MONITORING GUIDELINES

by

Mary Lou Nelson
Satellite Center Directors, R.A.C.E.E.*

A. GENERAL TIPS ON MONITORING

1. Ask a lot of questions. Don't assume you know why something is done a particular way at that school--find out the rationale.
2. Be color conscious. In order to be able to determine if students of all races/national origins are participating fully in school life, you must get in the habit of looking at classrooms, playgrounds, club membership lists, etc., and noticing how many students of each group are present. You can't determine if a problem exists unless you know the facts.
3. Don't focus on the needs/concerns of just one particular race or ethnicity. It is essential to be concerned with the quality of education that is being provided for all of the students.
4. All things being equal, participation in all facets of school should approximate the school's racial distribution. One method you could use to evaluate this is the standard used by the Office for Civil Rights. If a particular race's participation in any activity is more than 20 percentage points above or below that group's enrollment in the school, you may want to inquire as to the reason for the disparity. Keep in mind that this is not a hard and fast standard but is used as an indicator that a problem might exist.
5. Be objective and fair. Look for patterns of behavior. Don't jump to conclusions just because of one isolated incident.
6. Listen to your instincts--they are usually correct. However, don't condemn an activity or situation based on your instinct alone. Be sure you have specific data to back up your report.
7. Don't try to cover all the questions with every person you interview. You will get too bogged down. Be familiar enough with the monitoring document so that you have a general sense of what you need to look for and then go back later to respond to the individual questions.

B. TRADITIONAL PROBLEM AREAS NATIONWIDE

1. Racially Isolated Classes.

- There should be a valid educational justification for isolating students according to race/ethnicity (e.g., bilingual classes).
- A standard previously used in the Emergency School Aid Act (ESAA) regulations was to question any isolation that occurred for more than 25 percent of the school day.

* Regional Assistance Center for Educational Equity

B. TRADITIONAL PROBLEM AREAS NATIONWIDE (Continued)

2. Suspensions/Detention Centers/Inschool Suspensions.

- The national pattern is that Black males are suspended more than any other group and in numbers that are greatly disproportionate to their percentage of the total school population.
- Do students of different races get the same punishment for the same offense?
- What percentage of each racial/ethnic group is suspended (e.g., compare number Black students suspended with the number of Black students enrolled).
- Does the school have a detention center or a policy of inschool suspensions? What is the racial/ethnic breakdown of these students?

3. Special Education Classes.

- Minority students traditionally have been overrepresented in special education classes.
- Sometimes language-minority students have been placed in special education solely because of a lack of English-language skills.

4. Tracking/Grouping.

- College prep programs, vocational classes, gifted classes, remedial classes - are any of these racially identifiable? For example, is the gifted program predominantly White and the remedial classes predominantly minority?
- Is there ability grouping within the classroom and does it consistently break out along racial lines? Can the students be grouped in any other way?

5. Extracurricular Activities

- In general, racial composition shouldn't vary substantially from the school population.
- Look at yearbook, team lists, class officers, etc., for racial distribution.
- Talk to the ASB coordinator and find out what efforts are made to include all students in activities.

C. SCHOOL ATMOSPHERE

1. What kind of tone is set by the administrator and his/her staff (both certificated and classified)?
2. Do you get a sense that it is a community rather than those kids coming into our school?
3. Is cultural pluralism an everyday occurrence or is it evident only during Black History Week or Cinco de Mayo?

C. SCHOOL ATMOSPHERE (Continued)

4. How are parents treated in the school office - especially minority and limited- or non-English-speaking parents? Are translators available, either on the school staff or readily accessible? Is it viewed as a real hassle to have to accommodate parents with language needs or is it seen as an opportunity to reach more parents?
5. What accommodations are made to include parents of bused students in activities like PTA or parent conferences? Does the PTA ever hold its meeting in the different communities of its students or at a more central location? Are parent/teacher conferences only conducted at school? Is there good parent participation in activities and is it representative of the student enrollment? Is transportation available--child care--translators?
6. Has everything continued to be done the traditional way (just because that's the way it has always been) without regard for the needs/interests of the bused students and their parents?
7. Look around the teachers' lounge, play area, cafeteria, etc., for evidences of resegregation. It is natural that some resegregation will occur--people like to be with their friends. When students are bused into an unfamiliar situation and no effort is made to encourage or facilitate their involvement in school activities, they will naturally congregate with the people they know. Is there any structured program to help students mix--lunch-time activities, informal sports program, etc.? Look for specific evidence of exclusion.
8. Would you want your child to go to that school? Would you feel the same way if you were of a different race/ethnicity?

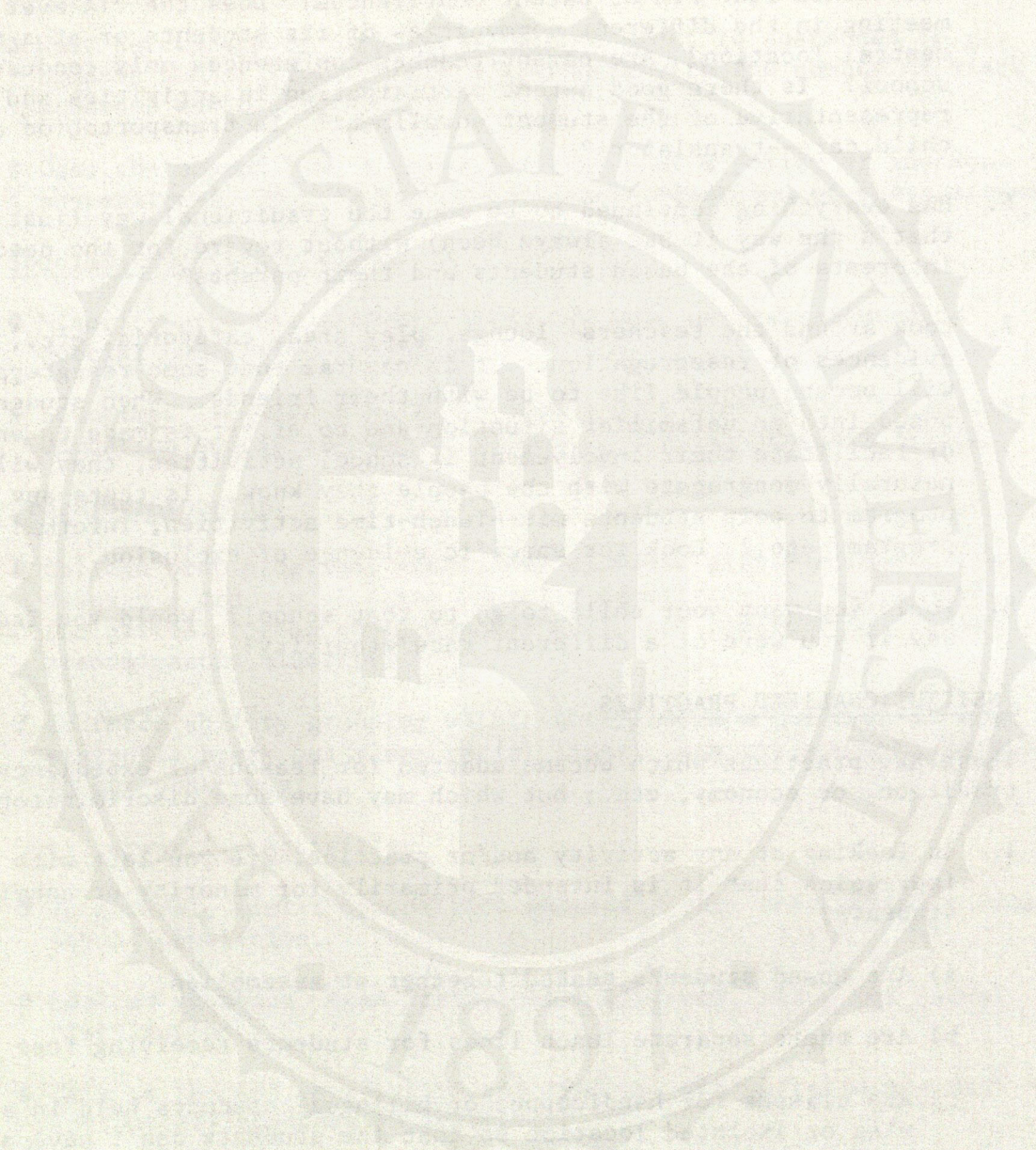
D. INSTITUTIONALIZED PRACTICES

These are practices which became adapted for reasons of expediency, ease, tradition, or economy, etc., but which may have some discriminatory effect:

1. In looking at any activity and/or practice, are you left with the impression that it is intended primarily for minority or nonminority students?
 - a) Are bused students seated together at assemblies?
 - b) Are there separate lunch lines for students receiving free lunches?
 - c) Are classes for handicapped or bilingual students held in a separate wing or isolated location so that the students don't have any opportunity to mix with the rest of the school population?
2. Does information get out to parents and students in a fair and equitable manner? Does everyone get the same information?
3. Are rules/procedures consistently applied or is there a double standard?
4. Are established criteria or rules (for any activity) appropriate or do they have a disproportionate exclusionary effect on certain groups of students (e.g., monetary requirements, location of event, prerequisites).

D. INSTITUTIONALIZED PRACTICES (Continued)

5. Are there unwritten rules or practices that have the effect of excluding certain groups of students from activities (e.g., participation in expensive summer camp necessary in order to become a cheerleader).



MLN:la
January 1983

Observational Techniques and Instruments:

Some Guidelines For Use

Observational techniques and instruments can provide useful data not easily obtainable through other methods. There are, however, both advantages and disadvantages in using them.

Some Advantages:

1. Can provide valid and reliable information on programs not possible with other traditional methods;
2. Can test a person's ability to apply information in life-like situations;
3. Easily adapted to a variety of tasks, settings, and individuals at all educational levels;
4. Provides a valuable supplement to achievement data;
5. Can provide both qualitative and quantitative data;

Disadvantages:

1. Difficult to get valid and reliable data;
2. Training and experience is usually required of the observer;
3. Many activities take place simultaneously in the classroom and it can be difficult to record behaviors that are significant;
4. Interpretation of observational findings must take into account the content, must not generalize from a too-limited sampling of behaviors, must not give disproportionate weight to negative incidents, and must be as objective as possible, given the data at hand.
5. Untrained or inexperienced observers may "wear blinders" or see what they expect or want to see.

Some Recommended Guidelines:

1. Know in advance what you are going to observe;
2. Observe and record enough of the situation or incidents to make the behavior/judgement meaningful;
3. Make a record of your observation during or as soon after the observation as possible;
4. Be precise and accurate in describing specific incidents;
5. Keep the factual description of the incident and your interpretation separate;
6. Record both positive and negative incidents;
7. Characteristics should be directly observable;
8. Be as unobtrusive as possible while still being able to gather the necessary data;
9. Attempt to be in classrooms prior to the beginning of the class and exit classes at an appropriate breaking point;
10. Do not interrupt instruction by asking questions of students or teachers.
(If necessary to ask follow up or clarifying questions, arrange to do so at an appropriate time).
11. Observe proper district protocol upon arriving at and leaving school sites.

San Diego City Schools
Community Relations and Integration Services Division

INTEGRATION MONITORING TEAM ASSIGNMENTS

Name of School/Dates	Administrator	Other Staff	Community Volunteers
<u>January 1983</u>			
LOGAN--Jan. 18-19	Dean Barnes	Connie Baer Rosalind Sutton Bonny Yap	Isabela Labasan Karon McCann
FREESE--Jan. 19-20	Harry Miller	Janice Bennett Mary Cloud Sharon McKenzie Susan Stewart	Joyce James
LA JOLLA ELEM-- Jan. 20-21	Don Boyer	Marco Curiel Judi Drake Carol Leighty Judy Porter	Dennis C. Hart
FRANKLIN--Jan. 24-25	Barbara Stiers	John Callahan Mary Loud Michael Lazard	Maria Vargas
FULTON--Jan. 25-26	Dave Anfangar	Ezra Boyd Wendy Fry George Pappas Deborah Richardson	Joseph Robinson
GREEN --Jan. 26-27	Don Boyer Yvonne Johnson	Judi Drake Judith Ernst Michael Giafaglione Hector Torres	Michel Anderson Viola Jackson
<u>February 1983</u>			
LINDBERGH--Feb. 1-2	Wanda Walker	Judy Kucera Doni Mitchell Dolores Munsey Edwina Ramierz	Joseph Robinson
COLLIER--Feb. 2-3-4	Yvonne Johnson Dave Kotnik	Judi Drake Richard Flores Marsha E. Heller Emilee Watts	Catherine Broderick

San Diego City Schools
Community Relations and Integration Services Division

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INTEGRATION MONITORING TEAM ASSIGNMENTS

Name of School/Dates	Administrator	Other Staff	Community Volunteers
February 1982 (continued)			
SPRECKELS--Feb. 3-4	Russ Batza	Christina Baca Fred Cruz Mary Lou Martin	Rev. Vahac Mardirosian Amy Okamura
SAN DIEGO HIGH-- Feb. 7-8-9	Barbara Thomas	Judi Drake Christina Baca George Pappas Diane Shipley Frances Slowiczek	Jose Muñiz Dr. Joseph Nalven
MARSTON--Feb. 8-9-10	Bill McClain Russ Vowinkel	Joanie Auer Mary Cloud Richard Flores Shirley Lavendar	Joseph Robinson
ALCOTT--Feb. 9-10	Rod Jones	John Chung Kathy Peterson Bonny Yap	Robert Torres-Stanovik
HALE--Feb. 14-15-16	John Nagle Fran Patterson	Judi Drake Jan Kaneko Lillian Mitchell	Setsuko Kaneda Thomas Sheffer
CHOLLAS--Feb. 15-16	Bernadine Fuhrman	Connie Olson Diane Shipley Kay Weil	Lehman Ula
MUIR--Feb. 17-18	Vivienne Burrell	Judi Drake Cheryl Hoobler Beth Limoli Glen Mashburn	Barbara de la Cruz Joseph Robinson
O'FARRELL SCPA--	Ken Chappell Vance Mills	Judi Drake Richard Flores Penny Patten Dolores Stevens	Odessa Jackson
HENRY HIGH-- Feb. 23-24-25	Fran Patterson Nancy Shelburne	Paul Asbury Tony Crawford Marsha Heller Johanna Plaen Ernest Smith	Sandra Day Robert Torres-Stanovik

INTEGRATION MONITORING TEAM ASSIGNMENTS

Name of School/Dates	Administrator	Other Staff	Community Volunteers
<u>February 1983 (continued)</u>			
BURBANK--Feb. 24-25	Joshua Tull	Posey Dibos Sandra Golden	Paula Marrone
<u>March 1983</u>			
HORTON--Feb. 28-March 1	Dean Barnes	Richard Flores Karen Gates Carolyn Gonsalves	Joseph Robinson
GOMPERS--March 1-2-3	Bob Quon	Joanie Auer Albert Dillard Ron Mahoney Lillian Mitchell	
CLAIREMONT--March 2-3-4	Emma Leisure	Loretta Barnard Dennis Brown Judi Drake Rick Novak	Katie Klumpp Rev. Vahac Mardirosian
MEMORIAL--March 7-8-9	Doris Alvarez Gloria Pearley	Richard Flores Ron Gacioch Barbara Klein	Jose Muniz Taa Taa, Jr.
BELL--March 8-9-10	Russ Vowinkel	Wendell Bass Pat Hixson Larry Oviatt Penny Patten Herb Simms	Vicki Ciccone
LOWELL--March 10-11	Don Boyer Wanda Walker	Lilia Alcaraz Nadine Humberstad Patricia McGann Edwina Ramirez	Gene Batalia
LAFAYETTE--March 14-15	Harold Black	Mary Ellen Coleman Cheryl Hoobler Lawrence Wing	Lehman Ula

San Diego City Schools
Community Relations and Integration Services Division

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INTEGRATION MONITORING TEAM ASSIGNMENTS

Name of School/Dates	Administrator	Other Staff	Community Volunteers
<u>March 1983</u>			
MADISON--March 15-16-17	Vivienne Burrell Carol Jean Spicer	Judi Drake Jeanne Jehl Rick Novak George Pappas Joan Stewart	Sandra Day Dolores Grant Michael Kemp
PERSHING--March 16-17-18	Bob Quon	Ezra Boyd Nona Conner Glen Mashburn Roger Strasner Morley Tadman Carole Williams	Barbara de la Cruz Alberto Ochoa
KEARNY--March 21-22-23	Charles Raleigh	Pat Hixson Penny Patten Frances Perkins Merry Stonebreaker Will Watt	Joyce James Joseph Robinson
MISSION BAY-- March 22-23-24	Barbara Wells	Christina Baca Tony Crawford Fred Cruz Judi Drake Bill Swain	Gene Batalia
MASON--March 23-24	Dave Anfanger Dick Six	Melinda Martin Mary Patricia Rath Diane Shipley	Setsuko Kaneda
<u>April 1983</u>			
WRIGHT BROS-- April 5-6-7	Warren Barritt	Joanie Auer Robert Campbell Chris Pare'	Odessa Jackson
WEBSTER--April 6-7	John Jones	Cindy Chase Patricia Nigon Diane Shipley	

INTEGRATION MONITORING TEAM ASSIGNMENTS

Name of School/Dates	Administrator	Other Staff	Community Volunteers
<u>April 1983</u>			
KNOX--April 11-12	Russ Batza	Fred Cruz Frank King Dale McKasson Lillian Mitchell	Joyce James Amy Okamura
ENCANTO--April 12-13	Yvonne Johnson	Daryl Barnes Janice Bennett John Goan Gilbert Gutierrez Patricia Meredith	Dolores Grant Jose Muñiz
CHESTERTON--April 14-15	Rod Jones	Harriet Gilwee Paul Jenkins Jan Kaneko	Paula Marrone Taa Taa, Jr.
HNSON--April 18-19	Bernadine Fuhrman	Lanell Alston Fred Cruz Posey Dibos Joe Swinko	Catherine Broderick Katie Klumpp
STOCKTON--April 19-20	Harold Black	Julia Alexander Chris Pare' Rozalind Sutton	Odessa Jackson Dr. Ramon Merlos
EMERSON--April 21-22	Harry Miller	Fred Cruz Elizabeth Crupi Richard Flores Robert Jones	Juan Rivera Lehman Ula
SILVER GATE-- April 25-26	Jane Phillips	William Burrows, Jr. Gail Guth Glen Mashburn Magdalene Tavasci	James Banerian
MEAD--April 26-27	Cliff Mendoza	Fred Cruz Diane Singer Linda Sturak	
JERABEK--April 28-29	Barbara Stiers	Fred Cruz Patricia McGann Dolores Stevens	

INTEGRATION MONITORING TEAM ASSIGNMENTS

Name of School/Dates	Administrator	Other Staff	Community Volunteers
May 1983			
OAK PARK--May 4-5	Verna Bain Dick Six	Fred Cruz Charles Mosburg Sharon Ponder	Joyce James
HOLMES--May 5-6	Jane Phillips	Jerry Hooper Helen Howe Doni Mitchell	Paula Marrone Joseph Robinson
BALBOA--May 9-10	Verna Bain Maria Garcia	Yvonne Conrad Fred Cruz Antoinette Nuñez Colleen Seaburg Diane Singer	Dr. Alfredo Velasco
KENNEDY--May 11-12	Stewart Brown	Nona Conner Adele G. Lancaster Lillian Mitchell	Robert Torres-Stanovik
ROSS--May 12-13	Joshua Tull	Dorothy Bruntz Allan Gudmundson David Timms Emilee Watts Dolores Wilborn	Clifford Graves Joseph Robinson
BAKER--May 16-17	John Jones	Fred Cruz Virginia Dinsdale Marcia Leach Charles Mosburg	Joseph Robinson
CADMAN--May 18-19	Stewart Brown	Susan Collins Margaret Sorenson Dolores Stevens Yolanda Washington	Barbara de la Cruz Sandra Day
LPH:1a--1983			

San Diego City Schools
Community Relations and Integration Services Division

INTEGRATION MONITORING SITE BACKGROUND INFORMATION

SECTION 1

I. School and Key Personnel

NAME OF SCHOOL: _____
PRINCIPAL: _____ VICE PRINCIPAL(S): _____,
_____, _____ OTHER KEY PERSON(S): _____,
_____, _____, _____, _____

II. Scheduling Information

STARTING TIME: _____ ENDING TIME: _____
MINIMUM DAY: _____ LUNCH TIMES: _____,
_____, _____ OTHER: _____

III. Pertinent Data

NOTE: Please indicate date and source for information recorded in this section.

ENROLLMENT: _____ AS OF _____
(number) (date)

ETHNIC BREAKDOWN OF STUDENTS:

ETHNIC CENSUS	ACTUAL NUMBER	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN/INDIAN	OTHER
1981-82	_____	_____	_____	_____	_____	_____	_____
	PERCENT:	_____%	_____%	_____%	_____%	_____%	_____%

ETHNIC CENSUS	ACTUAL NUMBER	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN/INDIAN	OTHER
1982-83	_____	_____	_____	_____	_____	_____	_____
	PERCENT:	_____%	_____%	_____%	_____%	_____%	_____%

ETHNIC BREAKDOWN OF STAFF (MONTHLY):

DISTRICT ETHNIC STAFFING REPORT	PERCENT	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN/INDIAN	OTHER
11/1982	Certified	_____%	_____%	_____%	_____%	_____%	_____%
	Classified	_____%	_____%	_____%	_____%	_____%	_____%

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

SUSPENSION DATA (YEAR TOTALS): DATE: _____ SOURCE: _____

ACTUAL NUMBER:	INDIAN/ALASKAN	ASIAN	BLACK	WHITE	HISPANIC	OTHER	TOTAL
	_____	_____	_____	_____	_____	_____	_____
PERCENT:	_____%	_____%	_____%	_____%	_____%	_____%	_____%

ATTENDANCE DATA: See attachment number _____.

NOTE: PLEASE INDICATE DATE AND SOURCE FOR INFORMATION RECORDED IN THE FOLLOWING SECTIONS.

IV. Special Services to Students

<u>LIMITED ENGLISH PROFICIENT (LEP) STUDENTS:</u>	<u>NUMBER</u> <u>1981-82</u>	<u>NUMBER</u> <u>1982-83</u>	<u>COMMENT</u>
NUMBER OF LEP STUDENTS: _____	_____	_____	_____
<u>PROGRAM</u>	<u>YES</u>	<u>NO</u>	<u>COMMENT</u>
ENGLISH LANGUAGE DEVELOPMENT	_____	_____	_____
PRIMARY LANGUAGE INSTRUCTION	_____	_____	_____
BILINGUAL EDUCATION	_____	_____	_____
OTHER: _____	_____	_____	_____
<u>GIFTED PROGRAMS:</u>			
CLUSTER	_____	_____	_____
SEMINAR	_____	_____	_____
OTHER: _____	_____	_____	_____
<u>SPECIAL EDUCATION PROGRAMS:</u>			
RESOURCE SPECIALIST PROGRAM	_____	_____	_____
SMALL GROUP INSTRUCTION PROGRAM	_____	_____	_____
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: _____	_____	_____	_____
<u>SPECIAL PROJECT PROGRAMS:</u>			
ECIA, CHAPTER I	_____	_____	_____
SCHOOL IMPROVEMENT PROGRAM (S.I.P.)	_____	_____	_____
FOLLOW THROUGH	_____	_____	_____
STATE PRESCHOOL	_____	_____	_____
CHILDREN'S CENTER	_____	_____	_____
OTHER: _____	_____	_____	_____

V. Integration Program Description

(Reference: San Diego Plan for Racial Integration)

See attachment number ____.

PROGRAM PARTICIPATION:

ACHIEVEMENT GOALS PROGRAM (AGP)	_____	_____	_____
DISTAR	_____	_____	_____
OTHER: _____	_____	_____	_____

STUDENT ENROLLMENT:

	<u>NUMBER</u> <u>1981-82</u>	<u>NUMBER</u> <u>1982-83</u>	<u>COMMENT</u>
VEEP STUDENTS	_____	_____	_____
MAGNET STUDENTS (TOTAL)	_____	_____	_____
NONRESIDENT MAGNET STUDENTS	_____	_____	_____
LEARNING CENTER STUDENTS	_____	_____	_____
EXCHANGE PROGRAM STUDENTS	_____	_____	_____
OTHER: _____	_____	_____	_____

SECTION 2
P R O F I L E

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

A. SUPPORT SERVICES FOR STUDENTS: BACKGROUND INFORMATION	YES	NO	NA	COMMENT
<p>1. Has the principal been at this site</p> <p>_____ less than one year?</p> <p>_____ one to three years?</p> <p>_____ more than three years?</p> <p>2. a. How many teachers at this site have total district experience as follows:</p> <p>_____ less than one year?</p> <p>_____ two to three years?</p> <p>_____ four to 15 years?</p> <p>_____ over 15 years?</p> <p>b. How many leave subs are employed? _____</p> <p>In what capacity? _____</p> <p>3. Does the school have a</p> <p>a. resource teacher? (Specify type & funding)</p> <p>_____</p> <p>_____</p> <p>b. special reading teacher?</p> <p>_____</p> <p>_____</p> <p>c. nurse and/or health aide?</p> <p>_____</p> <p>_____</p> <p>d. counselor and/or counseling staff?</p> <p>_____</p> <p>_____</p> <p>e. community aide(s)?</p> <p>_____</p> <p>_____</p> <p>f. guidance aide(s)?</p> <p>_____</p> <p>_____</p> <p>g. instructional and/or bus aide(s)?</p> <p>_____</p> <p>_____</p>				
<p>(Please indicate numbers of employees in categories listed above and how utilized.)</p>				
<p>4. For MAGNET SCHOOLS only. What specialized courses are offered? Please attach brochure or explain below:</p> <p>_____</p> <p>_____</p> <p>_____</p>				

SECTION 2
P R O F I L E

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

A. SUPPORT SERVICES FOR STUDENTS: BACKGROUND INFORMATION (Continued)	YES	NO	NA	COMMENT
5. What parent groups and/or organizations are functioning? List major ones below. _____ _____ _____				
6. Does the school have a library/media center? If "yes," comment briefly on how it is used. (Include number of students participating in scheduled activities each week; integration purpose served, etc.) _____ _____ _____				
7. What volunteer programs are active at the site? Explain below. (Include number of people involved, range of activities, integration purposes served, etc.) _____ _____ _____				
8. Does the school have a student council/ASB or other organization to encourage all students to participate in school activities? Do student body officers reflect the racial/ethnic composition of the student body? _____ _____ _____				
9. AGP SCHOOLS only. How does the Achievement Goals Program function at this site? (All classrooms? Selected classrooms? etc.?) Explain below. _____ _____ _____				
10. Was the interim goal for AGP met? If not, what corrective steps are in place? (AGP SCHOOLS only) _____ _____ _____				

SECTION 2
P R O F I L E

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

GUIDANCE AND COUNSELING: BACKGROUND INFORMATION	YES	NO	NA	COMMENT
<p>1. Does the site have a plan for orientation of parents and students?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>2. Does the site have a guidance plan or program to address the personal/social, educational, and career needs of students (secondary) of all racial/ethnic backgrounds? Explain below.</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>3. Does the site guidance plan or program provide for</p> <p>a. early identification of students in need?</p> <p>b. preventive counseling and follow up?</p> <p>c. crisis intervention and disciplinary remediation?</p> <p>Explain below.</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>4. a. Does the site have a written discipline plan or code? If yes, please provide a copy for pre-monitoring visit.</p> <p>b. Have students and parents received a copy?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>5. Does the site discipline plan or code include parent/student rights? Explain how parents and students are informed of these rights.</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>6. Does the site have a written attendance improvement plan? Explain how parents and students are informed.</p> <p>_____</p> <p>_____</p> <p>_____</p>				

SECTION 2
P R O F I L E

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

B. GUIDANCE AND COUNSELING: BACKGROUND INFORMATION (Continued)	YES	NO	NA	COMMENT
<p>7. If the school receives VEEP students, is the VEEP site committee functioning? (Include information as to how VEEP students are welcomed to the site, who is scheduled to meet busses on a daily basis, etc.)</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>8. Does counseling and instruction for all students include information on a wide variety of career options and/or requirements?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>9. 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?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>10. <u>SENIOR HIGH SCHOOLS only.</u> Are students enrolled in college prep classes generally representative of the racial/ethnic composition of the student body as a whole?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>11. <u>SENIOR HIGH SCHOOLS only.</u> If the answer to no. 10 above is "No," what steps are being taken to improve the racial/ethnic balance of college prep classes?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>12. <u>SENIOR HIGH SCHOOLS only.</u> Are students taking the Scholastic Aptitude Test (SAT) generally representative of the racial/ethnic composition of the student body as a whole?</p> <p>_____</p> <p>_____</p> <p>_____</p>				

SECTION 2
P R O F I L E

(ADDITIONAL SITE BACKGROUND INFORMATION TO BE
GATHERED AT PRE-MONITORING CONFERENCE WITH PRINCIPAL)

B. GUIDANCE AND COUNSELING: BACKGROUND INFORMATION (Continued)	YES	NO	NA	COMMENT
<p>13. <u>SENIOR HIGH SCHOOLS only.</u> If the answer to no. 12 is "No," what steps are being taken to encourage underrepresented groups to participate? Explain below.</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>14. Do site disciplinary actions generally reflect the racial/ethnic distribution of the student body with regards to disparity (if any) in the</p> <p>a. number of suspensions?</p> <p>b. number of exemptions?</p> <p>c. shortened day?</p> <p>Explain below.</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>15. If a disparity exists (see no. 14 above), were district procedures and practices followed? Explain below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				

San Diego City Schools
Community Relations and Integration Services Division

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

NOTE: OBSERVATIONS WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
<p>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 VARIOED RACIAL/ETHNIC BACKGROUNDS INTO THE ACADEMIC AND/OR SOCIAL LIFE OF THE SCHOOL. <u>THE FOLLOWING OBSERVABLE BEHAVIORS AND POINTS OF INQUIRY WILL ASSIST IN IDENTIFYING STRENGTHS AND WEAKNESSES IN THIS AREA AT A GIVEN POINT IN TIME.</u></p>	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
<p>A. <u>CAMPUS ATMOSPHERE--STAFF WITH STUDENTS</u></p> <p>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?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>2. If a student has a problem, is assistance given?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>3. Does staff provide direction and/or assistance to all students promptly and in a manner that demonstrates respect?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>4. If a problem appears to be developing, staff moves quickly to avert trouble.</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>5. If a problem develops anyway (see no. 5 above), it is addressed immediately.</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
<p>A. <u>CAMPUS ATMOSPHERE--STAFF WITH STUDENTS (CONT.)</u></p> <p>6. 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.</p> <p>COMMENT: _____</p> <p>_____</p> <p>7. Is the multiracial/multiethnic background of the students reflected in bulletin board displays, publications, video tapes, speakers, assemblies, etc.?</p> <p>COMMENT: _____</p> <p>_____</p>					
<p>B. <u>CAMPUS ATMOSPHERE--STAFF WITH STAFF</u></p> <p>1. Is there evidence of mutual respect among staff members, both certificated and classified?</p> <p>COMMENT: _____</p> <p>_____</p> <p>2. Does staff work together in a mutually supportive way?</p> <p>COMMENT: _____</p> <p>_____</p> <p>3. Is there evidence of positive interaction among staff members of differing racial/ethnic backgrounds?</p> <p>COMMENT: _____</p> <p>_____</p> <p>4. Is the administration visible on campus?</p> <p>COMMENT: _____</p> <p>_____</p>					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)		MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).		VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25% - 50%	SELDOM 0% - 25%	
B. <u>CAMPUS ATMOSPHERE--STAFF WITH STAFF (CONT.)</u>						
5. Is the administration readily available to staff--both certificated and classified?						
COMMENT: _____						
6. Is note taken of staff accomplishments and other special events of importance to staff members?						
COMMENT: _____						
7. Does staff have clearly understood channels for communication and feedback? (Point of inquiry.)						
COMMENT: _____						
C. <u>CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY</u>						
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: _____						
4. Are parents encouraged to initiate calls or visits to the school to discuss student progress and/or concerns? (Point of inquiry.)						
COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)	MONITOR'S REACTION SCALE				NOT APPLICABLE OR NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
C. <u>CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY</u> (CONT.)					
5. Are parents kept abreast of school events through regular communication devices such as newsletters, brochures, flyers, etc.? (Point of inquiry.)	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
COMMENT: _____	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
6. How are parents notified of potential or actual problems that affect their students' school performance? (Point of inquiry.)	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
COMMENT: _____	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
7. Are parents also promptly notified of student accomplishments and other signs of positive growth? (Point of inquiry.)	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
COMMENT: _____	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
8. Do parents have well-understood channels for giving input and receiving feedback regarding educational matters of concern to them? (Point of inquiry.)	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
COMMENT: _____	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
9. In scheduling school activities, is an effort made to accommodate the schedules of working parents and parents who live a distance from the school? (Point of inquiry.)	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
COMMENT: _____	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
10. Are school activities for VEEP and magnet school parents sometimes scheduled in the "sending" community? (Point of inquiry.)	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
COMMENT: _____	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

I. CAMPUS ATMOSPHERE (SCHOOL CLIMATE--NONCLASSROOM)

MONITOR'S REACTION SCALE

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).

SELDOM
0% - 25%

INFREQUENTLY
25 - 50%

FREQUENTLY
50% - 75%

VERY FREQUENTLY
75% - 100%

NOT APPLICABLE
NOT OBSERVED
OR ASCERTAINED

C. CAMPUS ATMOSPHERE--STAFF WITH PARENTS AND COMMUNITY (CONT.)

11. Are the needs of limited-English-speaking parents considered by arranging translations for school-to-home communication, meetings, and conferences? (Point of inquiry.)

COMMENT: _____

XX
XX
XX
XX
XX
XX
XX
XX

12. Are parents encouraged to visit classes when school is in session? (Point of inquiry.)

COMMENT: _____

XX
XX
XX
XX
XX

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
<p>IN INTEGRATED SITUATIONS, ACADEMIC LEARNING OCCURS BEST IN AN ATMOSPHERE OF RESPECT, MUTUAL SUPPORT, AND A PRODUCTIVE APPROACH TO LEARNING. RESPONSES SHOULD REFLECT A <u>COMPOSITE</u> OF ALL CLASSROOMS VISITED AND SHOULD <u>NOT</u> IDENTIFY ANY..... PARTICULAR CLASSROOM AND/OR TEACHER. <u>COMPOSITES</u> FOR EACH MONITORING TEAM MEMBER SHOULD REFLECT A MINIMUM OF 5-10 CLASSROOM VISITATIONS.</p>					
<p>A. <u>CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND ENVIRONMENT</u></p> <p>1. Are the physical facilities conducive to learning? COMMENT: _____</p> <p>2. Do classroom displays reflect a multiethnic/multiracial population as appropriate? COMMENT: _____</p> <p>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: _____</p> <p>4. Are regular classroom seating patterns (also committee or small-group assignments) integrated? (If not, note reason give.) COMMENT: _____</p> <p>5. Do students seem friendly and helpful to other students including students of different racial/ethnic backgrounds? COMMENT: _____</p>					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
<p>A. <u>CLASSROOM ATMOSPHERE--ROOM ARRANGEMENT AND ENVIRONMENT (CONT.)</u></p> <p>6. Are racial/ethnic slurs heard?</p> <p>COMMENT: _____</p> <p>7. If a racial/ethnic slur is heard, does the teacher deal with the situation appropriately?</p> <p>COMMENT: _____</p> <p>8. If a racial/ethnic slur is heard, how do the other students perceive the remark? (Comment only.)</p> <p>COMMENT: _____</p>					
<p>B. <u>CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS</u></p> <p>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.)?</p> <p>COMMENT: _____</p> <p>2. Are students of the various racial/ethnic groups given an equal opportunity to respond to questions asked by the teachers?</p> <p>COMMENT: _____</p> <p>3. Is timely feedback given to student responses?</p> <p>COMMENT: _____</p>					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
<p>B. <u>CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS</u> (CONT.)</p> <p>4. Is personal attention given to as many students as possible at some point during the lesson?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>5. Are students from the various racial/ethnic groups given an opportunity to receive individual help with work that is hard for them?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>6. Is (verbal and/or nonverbal) praise or encouragement used to foster learning?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>7. Are expressions of courtesy used in interacting with the students?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>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.)</p> <p>b. If appropriate, is the question rephrased and/or a clue given?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>9. Do teachers take a personal interest in the students and commend or praise them?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

II. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)

MONITOR'S REACTION SCALE

NOT APPLICABLE
NOT OBSERVED
OR ASCERTAINED

NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).

SELDOM
0% - 25%
INFREQUENTLY
25 - 50%
FREQUENTLY
50% - 75%
VERY FREQUENTLY
75% - 100%

B. CLASSROOM ATMOSPHERE--TEACHER WITH STUDENTS (CONT.)

10. Is the misbehavior of all students dealt with in a firm, fair manner?

COMMENT: _____

11. Are students needing academic assistance scheduled to receive special help from volunteers, aides, tutors, etc., if such assistance is available? (Point of inquiry.)

COMMENT: _____

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

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: _____

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

11. CLASSROOM ATMOSPHERE (LEARNING CLIMATE)		MONITOR'S REACTION SCALE				IF APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).		VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25% - 50%	SELDOM 0% - 25%	
C. CLASSROOM ATMOSPHERE--STUDENTS WITH STUDENTS (CONT.)						
5. Did students proceed with assigned work independently?						
COMMENT: _____						
6. Do students demonstrate friendly, supportive behavior for classmates of all racial/ethnic groups?						
COMMENT: _____						
7. If student-to-student or peer tutoring or counseling was used, were both tutors and tutees representative of various racial/ethnic groups?						
COMMENT: _____						

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

III. GUIDANCE/COUNSELING/STUDENT ACTIVITIES AND CONCERNS	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25% - 50%	SELDOM 0% - 25%	
EDUCATIONAL EQUITY INFERS EQUAL ACCESS TO CAREER AND PERSONAL COUNSELING; ACADEMIC PROGRAMMING BASED UPON INDIVIDUAL NEEDS, GOALS, SKILLS, APTITUDES, AND ACHIEVEMENTS; AND PARTICIPATION IN SCHOOL ACTIVITIES AND PERFORMING GROUPS.					
<p>A. <u>EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES</u></p> <p>1. Do students receiving assistance in the counseling office/center reflect the racial/ethnic balance of the school?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>2. Do students sent to the principal's office or other location for discipline reflect the racial/ethnic balance of the school?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>3. Do students in "pull out" programs such as remedial reading or math, group counseling, tutoring, etc., generally reflect the racial/ethnic balance of the school? (Please note reasons for exceptions such as programs for limited-English-proficient students.)</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>4. Are performing and special-interest groups (music, drama, school newspaper, cheer leaders, ASB, etc.) integrated?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p> <p>5. Do graduation exercises, assemblies, plays, etc. include students of all racial/ethnic backgrounds?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>					

CHECKLIST FOR MONITORING OF INTEGRATION PROGRAMS

III. GUIDANCE/COUNSELING/STUDENT ACTIVITIES AND CONCERNS	MONITOR'S REACTION SCALE				NOT APPLICABLE NOT OBSERVED OR ASCERTAINED
NOTE: OBSERVATION WILL BE THE PRIMARY MEANS OF GATHERING DATA FOR THIS REPORT. OBSERVATIONS WILL BE AUGMENTED BY CONVERSATIONS (SUPPORTED, TO THE DEGREE POSSIBLE, BY DATA) WITH THE VARIOUS MEMBERS OF THE SITE STAFF AS WELL AS WITH STUDENTS/PARENTS/COMMUNITY. REACTIONS WILL BE RECORDED ON THE BASIS OF A PERCENT OF OBSERVED INTERACTIONS (POSITIVE OR NEGATIVE).	VERY FREQUENTLY 75% - 100%	FREQUENTLY 50% - 75%	INFREQUENTLY 25 - 50%	SELDOM 0% - 25%	
<p>A. <u>EDUCATIONAL EQUITY--ASSISTANCE AND ACTIVITIES (CONT.)</u></p> <p>6. a. Are student activities such as dances, clubs, etc. integrated?</p> <p>b. Is transportation provided for after-school activities? Please comment.</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>					
<p>B. <u>EDUCATIONAL EQUITY--COUNSELING AND GUIDANCE</u></p> <p>1. Are counselors/guidance aides accessible to students (visible on campus, student sign-up sheets for seeing the counselor responded to promptly, etc.)?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>					
<p>2. Do counselors/guidance aides have a program for regular contact with parents? (Point of inquiry.)</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
<p>3. Do students of all racial/ethnic backgrounds receive academic and/or career counseling on the basis of individual interests, aptitudes, and achievements?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
<p>4. If group counseling is observed, is racial/ethnic representation equitable?</p> <p>COMMENT: _____</p> <p>_____</p> <p>_____</p>	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX

San Diego City Schools
Community Relations and Integration Services Division

PARENT RESPONSE SHEET

POINTS OF INQUIRY--STAFF WITH PARENTS AND COMMUNITY

The questions included on this document are from pages 3, 4, and 5 of the "Checklist for Monitoring of Integration Programs." They 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.

PART I: POINTS OF INQUIRY	YES	NO
<p>4. Are parents encouraged to initiate calls or visits to the schools to discuss student progress and/or concerns?</p> <p>COMMENTS: _____</p> <p>_____</p> <p>_____</p>		
<p>5. Are parents kept abreast of school events through regular communication devices such as newsletters, brochures, flyers, etc.</p> <p>COMMENTS: _____</p> <p>_____</p> <p>_____</p>		
<p>6. How are parents notified of potential or actual problems that affect their students' school performance?</p> <p><u>COMMENTS ONLY</u></p> <p>COMMENTS: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>7. Are parents promptly notified of student accomplishments and other signs of positive growth?</p> <p>COMMENTS: _____</p> <p>_____</p> <p>_____</p>		
<p>8. Do parents have well-understood channels for giving input and receiving feedback regarding educational matters of concern to them?</p> <p>COMMENTS: _____</p> <p>_____</p> <p>_____</p>		

San Diego City Schools
Community Relations and Integration Services Division

PARENT RESPONSE SHEET

POINTS OF INQUIRY--STAFF WITH PARENTS AND COMMUNITY
(Continued)

POINTS OF INQUIRY	YES	NO
9. In scheduling school activities, is an effort made to accommodate the schedules of working parents and parents who live a distance from the school? COMMENTS: _____ _____ _____		
10. Are school activities for VEEP and magnet school parents sometimes scheduled in the "sending" community? COMMENTS: _____ _____ _____		
11. Are the needs of limited-English-speaking parents considered by arranging translations for school-to-home communication, meetings, and conferences? COMMENTS: _____ _____ _____		
12. Are parents encouraged to visit classes when school is in session? COMMENTS: _____ _____ _____		

PART TWO

1. How satisfied are you with the integration program (e.g., magnet, VEEP, etc.) at this school? (Check the box that best reflects your feelings):

Satisfied 5 4 3 2 1 Dissatisfied

SCHOOL _____

INTEGRATION PROGRAM
STUDENT QUESTIONNAIRE

1. You are a student in a school with an integration program (VEEP, magnet, race/human relations, learning centers, exchanges, etc.). How satisfied are you with your experience in the program at your school?

Satisfied

☐☐☐☐☐

Dissatisfied

2. What do you like most about the integration program in your school?

3. What could be done to improve the integration program in your school?

Since the number of students and parents sampled varied across the elementary and secondary levels, each set of results (elementary, junior high, senior high, and atypical) were subsequently weighted according to the actual total number of students represented in the district using figures based on student totals reported in the 1982-83 Ethnic Census Report for the district. This procedure allowed the calculation of a weighted mean rating for all students in the district and a weighted mean rating for all parents in the district.

STUDENTS

GROUP	NO.*	VALUE
Elementary	58,264	3.94
Junior High	21,995	3.41
Senior High	24,135	3.47
Atypical	2,355	4.01

No. of Groups: 4
 Total N: 106,749
 Total Values: 397,755.11
 Weighted Mean: 3.73

PARENTS

GROUP	NO.*	VALUE
Elementary	58,264	4.44
Junior High	21,995	3.65
Senior High	24,135	3.75
Atypical	2,355	4.23

No. of Groups: 4
 Total N: 106,749
 Total Values: 439,441.81
 Weighted Mean: 4.12

*Weighting based on Ethnic Census values, total numbers of students, by category of school, 1982-83

Part I

HUMAN RELATIONS QUESTIONNAIRE

PARENT RESPONSES

SCHOOL*	satisfied				dissatisfied	NUMBER	SUM	MEAN
	5	4	3	2	1			
Icott	4	2	1	0	0	7	31	4.43
aker	15	0	1	0	1	17	79	4.65
alboa	22	7	3	0	0	32	147	4.59
urbank	6	0	2	0	2	10	38	3.80
adman	6	4	1	1	1	13	52	4.00
hesterton	1	4	0	0	0	5	21	4.20
hollas	4	3	1	0	1	9	36	4.00
merson	10	3	1	0	1	15	66	4.40
ncinto	11	4	3	2	1	21	85	4.05
runklin	10	2	2	0	0	14	64	4.57
reese	25	0	0	0	0	25	125	5.00
ulton	5	1	0	0	0	6	29	4.83
reen	10	6	3	1	0	20	85	4.25
olmes	5	3	1	0	0	9	40	4.44
orton	7	3	6	0	0	16	65	4.06
erabek	3	2	1	0	0	6	26	4.33
ohnson	16	2	0	0	0	18	88	4.89
ennedy	8	0	0	0	0	8	40	5.00
nox	3	1	1	0	0	5	22	4.40
atavette	7	1	1	0	0	9	42	4.67
alolla	11	4	2	0	3	20	80	4.00
andbergh	2	2	1	0	0	5	21	4.20
ogan	7	5	0	0	0	12	55	4.58
owell	11	0	0	0	0	11	55	5.00
ason	4	1	0	0	0	5	24	4.80
ead	15	2	8	0	0	25	107	4.28
ak Park	5	5	0	0	0	10	45	4.50
oss	8	2	2	0	0	12	54	4.50
ilver Gate	4	6	2	0	0	12	50	4.17
reckles	10	1	1	0	0	12	57	4.75
ockton	3	7	2	0	1	13	50	3.85
ebster	10	1.5	.5	0	0	12	57.5	4.79
LEM SUB	268	84.5	46.5	4	11	414	1836.5	4.44
ell	8.5	4.5	2	0	0	15	66.5	4.43
ollier	5	4	5	0	0	14	56	4.00
ile	0	0	9	0	0	9	27	3.00
arston	3	1	8	1	2	15	47	3.13
emorial	6	9	8	5	1	29	101	3.48
erishing	2.5	2	3.5	0	0	8	31	3.88
HS SUB	25	20.5	35.5	6	3	90	328.5	3.65
lairemont	4	4	3	0	2	13	47	3.62
enry	2	4	1	0	0	7	29	4.14
earny	2	1	3	2	5	13	32	2.46
Madison	4	6	10	3	0	23	80	3.48
Mission Bay	12	8	3	0	0	23	101	4.39
San Diego	4	5	4	2	0	15	56	3.73
Wright Bros	5	4	0	0	0	9	41	4.56
HS SUB	33	32	24	7	7	103	386	3.75
ompers	3	6	6	0	0	15	57	3.80
Muir	14	3	3	0	1	21	92	4.38
O'Farrell	14	3	3	0	1	21	92	4.38
ALPAC SUB	31	12	12	0	2	57	241	4.23

*The sampling procedure varied from school to school with instructions that it be representative or random. Sample sizes for the individual schools are too small and of an unverified nature to be conclusive.

6/23/83

Attachment 9-I

Part II

HUMAN RELATIONS QUESTIONNAIRE

STUDENT RESPONSES

SCHOOL*	satisfied					dissatisfied	NUMBER	SUM	MEAN
	5	4	3	2	1				
Alcott	43	32	17	0	2		94	396	4.21
Baker	41	12	11	1	2		67	290	4.28
Balboa	23	15	27	2	7		74	267	3.61
Burbank**									
Cladman	13	27	11	1	0		52	208	4.00
Chesterton	35	6	22	2	4		69	273	3.96
Chollas	65	17	16	2	5		105	450	4.29
Emerson	33	9	33	4	5		84	313	3.73
Francisco	67	37	16	4	6		130	545	4.19
Franklin	15	11	14	1	2		43	165	3.84
Freese	38	21	2	9	7		77	305	3.96
Fulton	14	30	28	9	3		84	295	3.51
Green	26	29	15	9	1		80	310	3.88
Holmes	6	15	15	3	8		47	149	3.17
Horton	29	19	22	3	2		75	295	3.93
Laback	28	16	6	4	3		57	233	4.10
Lincoln	61	20	26				107	463	4.32
Madison	30	6	2	0	2		40	182	4.55
Max	26	12	12	0	8		58	222	3.83
Metairie	7	22	10	2	8		49	165	3.37
McAdams	12	11	18	21	13		75	213	2.84
Minneapolis	49	30	23	2	9		113	447	3.96
Logan	91	10	16	4	1		122	552	4.52
Lowell	32	15	12	1	8		68	266	3.91
Mason	55	42	24	4	4		129	527	4.09
Mean									
Mark	20	14	19	2	0		55	217	3.95
Ross	33	31	11	5	5		85	337	3.96
Silver Gate	25	18	31	6	8		88	310	3.52
Spreckles	30	19	20	23	13		105	345	3.29
Stockton	46	17	12	3	7		85	347	4.08
Webster	40	4	2	0	0		46	222	4.83
ELM SUB	1033	567	493	127	143		2363	9309	3.94
Bell	41	33	29	2	11		136	519	3.82
Collier	14	20	34	11	11		90	285	3.17
Dale	18	36	37	12	5		108	374	3.46
Marston	20	10	44	25	14		113	336	2.97
Memorial	33	19	26	6	7		91	338	3.71
Pershing	6	12	40	5	5		68	213	3.13
HS SUB	132	150	210	61	53		606	2065	3.41
Claremont	45	29	36	13	5		128	480	3.75
Henry	86	118	193	52	35		484	1620	3.35
Kearny	25	35	60	9	10		139	473	3.40
Madison	37	61	75	19	27		219	719	3.28
Mission Bay	36	30	26	16	14		122	424	3.48
San Diego	44	31	26	5	12		118	444	3.76
Wright Bros	32	21	21	1	2		77	311	4.04
HS SUB	305	325	437	115	105		1287	4471	3.47
Compers	23	30	30	9	10		102	353	3.46
Muir	34	16	7	3	1		61	262	4.30
O'Farrell	56	43	9	3	0		111	485	4.37
ALPAC SUB	113	89	46	15	11		274	1100	4.01

*The sampling was as follows:

- Elementary schools: All classrooms containing 6th-grade students
- Jr. high schools: The initial meeting of the day, by teacher, of all 7th- and 8th-grade English classes
- Sr. high schools: The initial meeting of the day, by teacher, of all 10-grade English and 11th-grade U.S. History classes
- Atypical schools: The corresponding classrooms noted above, as appropriate

**Schools with K-2 classrooms only; no student data collected

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Attachment 9-II

