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ABSTRACT
         This is part one of the report of the San Diego
(California) Plan for Racial Integration, 1980-81. Information is
presented in four areas in order to chart the progress made by the
San Diego School District. These include: (1) a census of students'
ethnic backgrounds: (2) the number of minority, minority-isolated,
and majority students in each integration program; (3) a comparison
of the students enrolled in the various programs with the goals for
the programs: and (4) integration indexes which reflect the exposure
of minority to majority students and assess the ethnic balance of the
district's teaching staff. In addition, various specialized
integration projects such as race relations and oral communication
programs for staff are reviewed. Findings and conclusions are
provided at the report's end. (APM)

H2a

REPORT OF
THE SAN DIEGO PLAN
FOR RACIAL INTEGRATION
1980-81
PART I

Board of Education
San Diego Unified School District

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San Diego, California
June, 1981

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June 23, 1981

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I. INTRODUCTION

The San Diego Plan for Racial Integration, as originally approved by the. Court, calls for a yearly report of progress being made toward alleviating minority student racial and ethnic isolation in the District. This report, in two parts, is the fourth such report to be given. Part 1 follows the design and format of the previous reports as closely as possible in order to provide for comparisons.[1] In addition some tables have been supplemented and others added to provide additional information. Part 2, which is new this year, is intended to report progress made by the District's Achievement Goals Program (hereinafter referred to as AGP) towards raising the achievement levels of minority-isolated[2] students to meet the mandates as set forth by the Court in its Order of December 2, 1980.

Four methods were used in Part 1 to report the progress made by the District during 1980-81:

1. The Pupil Ethnic Census taken annually in November, by school.

2. The number of minority, minority-isolated, and majority students in each integration program.

3. A comparison of the students enrolled in the various programs with the goals for the programs (new this year).

4. Integration measures in the form of one index which reflects the exposure of minority to majority students and another index which assesses the ethnic balance of the District's teaching staff.

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[1] One major change is that this year, for the first time since 1976, the District did not include the school integration surveys as part of its report.

[2] A minority-isolated student is one whose school of geographic residence is one of the 23 court-designated schools.

TABLE 1

ETHNIC REPORT SUMMARY--TOTAL SCHOOL DISTRICT [1]

District Enrollments	Elementary				Secondary				Total			
	1976-77	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81
Majority	41,397	36,961	33,543	31,513	37,914	33,953	31,841	29,445	79,311	70,914	65,384	60,958
Minority	22,966	25,052	26,376	28,902	17,610	18,850	19,394	20,332	40,576	43,902	45,770	49,234
Percent Minority	35.7	40.4	44.0	47.8	31.7	35.7	37.9	40.8	33.8	38.2	41.2	44.7
	64,363	62,013	59,919	60,415	55,524	52,803	51,235	49,777	119,887	114,816	111,154	110,192

TABLE 2

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

Enrollments	Elementary				Secondary				Total			
	1976-77	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81
Majority Enrolled	534	841	1,005	1,228	616	613	722	802	1,150	1,454	1,727	2,030
Minority Enrolled	9,282	9,070	9,009	9,068	4,892	4,589	4,404	4,244	14,174	13,659	13,413	13,312
Percent of District Minority Enrolled in Minority-Isolated Schools	40.4	36.2	34.2	31.4	27.8	24.3	22,7	20.9	34.9	31.1	29.5	27.0

[1] Based on October enrollment figures for 1976-77, and 1978-79, and November enrollment figures for 1979-80 and 1980-81. Figures adjusted to exclude students not ethnically identified and does not include students with home teachers or physically handicapped students in institutional programs.

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In addition, the report includes descriptive accounts of other projects
designed to remedy the effects of racial isolation in minority
schools, including the District's Race/Human·Relations Program.

II. REPORT COMPONENTS .

A.   THE PUPIL ETHNIC CENSUS

The .Pupil Ethnic Census has been issued annually since 1965. It is based
on the visual identification of the racial/ethnic background of students and/or
the parent's verbal or written identification of the student's racial/ethnic
background. The census report summarizes the number and percent/of students
of major ethnic groups in each school. A copy of the Pupil Ethnic Census
November, 1980 is attached as Appendix A.

Table 1 compares data from the 1976-77 through 1980-81 reports[3] to show
enrollment trends for majority and minority students. Since 1976 majority·
student enrollment has declined from 79,311 to 60,958. Minority student enroll-
ment has increased from 40,576 to 49,234, and now comprises 44.7% of the total
enrollment. During the last year, the District lost 4,426 majority students, a
loss of 6.8%. During the same period, the District gained 3,464 minority students,
a gain of 7.6%

Enrollment trends for students attending the twenty-three schools, originally
designated as minority-isolated, are seen in Table 2: Minority enrollment in
those schools decreased from 13,413 to 13,312, or a reduction of 101 students.

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[3]The data from the base line year of 1976-77 has been retained in the
table; data for the year 1977-78 was dropped due to space limitations.

White enrollment for those schools grew from 1,727 to 2,030, a gain of 303. The
percent of the total number of District minority students enrolled in these
minority-isolated schools dropped from 29.3% to 27% from 1979-80 to 1980-81.

As with most large cities attempting to desegregate schools, the demographic
makeup of residential communities make it more and more difficult to ensure that
individual schools are integrated. For example, the recent large growth in the
number of Indochinese residents has not been spread throughout the city, but to the
contrary, has been concentrated in certain areas such as Linda Vista. Similarly,
large numbers of Filipino and other Asian residents have recently concentrated in
Mira Mesa and Paradise Hills, two developing areas. Other new minority residents
have concentrated in other residential areas where military or affordable housing
is available. The District, by itself, cannot reverse that trend, so that it
becomes necessary to create and sustain more and more magnets and other programs
within these schools in an attempt to keep them in ethnic balance.

B. PROGRAM PARTICIPATION COUNTS

Student participation in the Voluntary Ethnic Enrollment Program (VEEP),
Magnets, Learning Centers, Career Centers, and other integration programs are
summarized in Tables 3, 4, and 5.

1. Voluntary Ethnic Enrollment Program (VEEP)

Table 3 summarizes participation in the District's Voluntary Ethnic
Enrollment Program. It lists all secondary and most elementary VEEP
receiving schools and indicates the number of minority and minority-
isolated participants, as well as the percent of majority enrollment at
each school. Of the total number of minority participants, 4,663, there
is an increase of 956 students over 1979-80, a percentage increase of
25.8%. At the elementary level, there is an increase of 634 participants,
for a total of 1,100, or a percentage increase of 136%. Total secondary
participation grew from 3,241 to 3,563, an increase of 322 or 9.9%. Of
the VEEP participants, 3,989 came from minority-isolated schools; 566
from minority-imbalanced schools.[4]

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[4] A minority-imbalanced school is defined as a school which has a proportion
of minority students more than 15% higher than the District total percent of
minority students, and which is not one of the 23 Court-identified minority-
isolated schools. This term is not synonymous with the plaintiff's term
"tipping school," by which they refer to all schools which have less than 50%
majority students. Appendix N, Table 1 (list of imbalanced schools), Table 2
(list of tipping schools).

TABLE 3

1980-81 PARTICIPATION COUNTS
FOR VOLUNTARY ETHNIC ENROLLMENT PROGRAM 1/

ELEMENTARY RECEIVING SCHOOL	TOTAL ENROLLMENT IN SCHOOL	TOTAL MINORITY PARTICIPANTS 2/	MINORITY PARTICIPANTS FROM ISOLATED SCHOOLS	PERCENT WHITE IN SCHOOL
Alcott	341	45	45	70.4 %
Barnard	321	9	9	72.0
Bay Park	514	30	30	71.3
Bayview Terrace	475	6	6	74.1
Cabrillo	304	44	44	79.0
Cadman	307	97	97	61.2
Chesterton	588	77	0	68.3
Clay	232	25	0	72.8
Curie	488	14	14	84.4
Dailard	572	30	30	87.9
Decatur	284	62	62	72.9
Fletcher	251	14	0	56.6
Forward	304	30	30	79.9
Franklin	306	31	2	69.6
Grant	337	10	0	78.9
Hardy	264	64	8	66.7
Hearst	303	17	15	86.5
Jackson	375	11	11	51.0
Juarez	220	12	4	58.2
Lafayette	492	27	27	68.7
La Jolla	415	54	54	74.5
Loma Portal	265	6	0	80.0
Marvin	490	23	23	83.5
Mason	834	30	0	64.5
Miramar Ranch	481	14	0	87.5
Ocean Beach	489	43	42	78.5
Pacific Beach	261	6	6	76.6
Scripps	226	62	62	71.2
Sessions	423	12	12	87.2
Toler	206	12	12	80.1
Torrey Pines	329	77	77	72.0
Weinberger	166	31	0	71.1
Whitman	360	8	7	77.5
Whittier	280	23	23	68.9
TOTALS	12,303	1,056	752	
15 other schools with 5 or less VEEP minority students 3/	6,699	44	11	
TOTAL ELEMENTARY	19,002	1,100	763	

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TABLE 3 (Cont.)

JUNIOR HIGH RECEIVING SCHOOL	TOTAL ENROLLMENT IN SCHOOL	TOTAL MINORITY PARTICIPANTS 2/	MINORITY PARTICIPANTS FROM ISOLATED SCHOOLS	PERCENT WHITE IN SCHOOL
Collier	691	81	80	61.2
Dana	779	133	132	75.5
Einstein	1,145	191	191	48.0
Hale	1,228	202	194	64.0
Lewis	1,093	195	190	71.4
Mann	1,362	19	19	56.0
Marston	1,120	320	320	56.5
Muirlands	1,083	296	294	63.4
Pacific Beach	1,169	226	214	63.5
Pershing	1,619	407	407	66.9
Serra Jr.	1,062	19	0	71.3
Standley	1,116	122	122	77.1
Taft	743	29	0	70.3
Wangenheim	1,568	9	0	70.0
Wilson	1,253	2	2	50.2
TOTAL JUNIOR HIGH	17,031	2,250	2,165	

SENIOR HIGH RECEIVING SCHOOL	TOTAL ENROLLMENT IN SCHOOL	TOTAL MINORITY PARTICIPANTS 2/	MINORITY PARTICIPANTS FROM ISOLATED SCHOOLS	PERCENT WHITE IN SCHOOL
Clairemont	1,930	262	174	71.8
Crawford	1,513	27	25	63.0
Henry	3,056	421	421	76.8
Hoover	1,207	2	2	54.7
Kearny	1,978	96	96	52.9
La Jolla	1,342	88	0	85.0
Madison	2,538	270	269	64.0
Mission Bay	1,467	53	2	80.6
Point Loma	1,628	78	56	76.5
Serra Sr.	1,223	16	16	76.5
TOTAL SENIOR HIGH	17,935	1,313	1,061	
TOTAL DISTRICT	53,968	4,663	3,989	

1/All data are based on April 1981 enrollment reports except the total enrollment in school and the proportion white, which are based on November 1980 Pupil Ethnic Census data.

2/In addition to the minority participants, there are currently 20 white students in the VEEP program attending schools as VEEP participants. Of the total number of minority participants, 3,989 come from Court-identified minority-isolated schools, and 566 come from minority-imbalanced schools, and an additional 108 come from schools with minority populations which exceed the Districtwide average.

3/Includes Farb Middle School, which has 4 elementary and 3 secondary participants.

The District sees the growth of the VEEP at the elementary level as a major accomplishment. There was also an important increase in the number of students enrolling in the VEEP from minority imbalanced and other schools which exceed the Districtwide average minority population: from 382 in 1979-80 to 674 this year--a 292 numerical increase representing 76.4% growth. This growth is becoming particularly important in maintaining a balance in schools which are located in areas of minority growth, outside of the area of the Court-designated minority-isolated schools. In addition, two secondary schools, Serra Junior/Senior High School and Wangenheim Junior High School were added to the list of VEEP receiving schools.

2. Magnets, Learning Centers, and Other Programs.

Table 4 summarizes the program participation counts for the District's Magnet programs. This year 11,711 students participated in the District's Magnet programs. Of these, 5,455 were majority students; 6,256 were minority. Of the minority students, 4,208 were from minority-isolated schools and 385 from minority imbalanced schools. Compared to last year this represents a growth of 1,541 students. This represents an increase of 516 white students and 1,025 minority students; of which 911 were from minority-isolated schools. The respective growth rates were 10.4% for white students, 19.6% for minority students and 27.6% for minority-isolated students. Of the total growth, 659 of the new students came from Emerson, a new magnet; 581 of these were minority-isolated students and 78 were white students.

In addition to Magnet program data, Table 4 includes program participation counts for Learning Center programs, the Extended Elementary Instructional Exchange program; Career Centers, the Secondary Instructional Exchange program, and the Balboa Park and Outdoor Education programs.

TABLE 4

1980-81 PROGRAM PARTICIPATION COUNTS
FOR MAGNET AND OTHER INTEGRATION PROGRAMS [1]

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL WHITE	TOTAL MINORITY	TOTAL MINORITY-ISOLATED	PERCENT WHITE
WHOLE SCHOOL MAGNET PROGRAMS:					
Baker	543	55	488	488	10.1
Benchley	250	171	79	40	68.4
*Emerson	659	78	581	581	11.8
Encanto	1,276	568	708	1	44.5
Foster	541	338	203	77	62.5
Fremont	292	165	127	31	56.5
Fulton	515	166	349	349	32.2
Green	408	243	165	84	59.6
Johnson	356	116	240	240	32.6
Lindbergh	730	444	286	93	60.8
Longfellow	449	245	204	78	54.3
Lowell	379	37	342	342	9.8
Muir Alt.(K-6)	124	84	40	7	67.7
Rolando Park	347	181	166	71	52.2
SCPA (4-6)[2]	161	96	65	25	59.7
Silver Gate	598	388	210	164	64.9
**Spreckels	641	396	245	128	61.8
Sunset View	362	250	112	70	69.1
Valencia Park	714	142	572	571	19.9
Webster	452	198	254	239	43.8
PROGRAM WITHIN A SCHOOL MAGNET SCHOOL PROGRAMS:					
Horton					
Program only	66	49	17	12	74.2
Total school	500	66	434	429	13.2

*Designates programs that began in 1980-81.
**Spreckels became a total school magnet this year.

TABLE 4 (Cont.)

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL WHITE	TOTAL MINORITY	TOTAL MINORITY-ISOLATED	PERCENT WHITE
PROGRAM WITHIN A SCHOOL MAGNET SCHOOL PROGRAMS: (cont.)					
Knox					
Program only	56	36	20	19	64.3
Total school	419	40	379	378	9.5
Oak Park					
Program only	195	107	88	9	54.9
Total school	554	243	311	9	43.9
Sherman					
Program only	84	12	72	70	14.3
Total school	1,042	49	993	991	4.7
MAGNET PROGRAM TOTALS:	10,198	4,565	5,633	3,789	44.7
LEARNING CENTERS: 3/					
Carver					
Program only	895	432	463	303	48.3%
Total school	400	214	186	61	53.5
Chollas					
Program only	887	475	412	281	53.6
Total school	576	108	468	442	18.7
Freese					
Program only	913	436	477	317	47.8
Total school	831	184	647	615	22.2
Grant					
Program only	891	484	407	292	54.3
Total school	496	348	148	58	70.2
Grantville I					
Program only	903	519	384	303	57.5
Grantville II					
Program only	905	429	476	283	47.4

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TABLE 4 (Cont.)

ELEMENTARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL WHITE	TOTAL MINORITY	TOTAL MINORITY-ISOLATED	PERCENT WHITE
LEARNING CENTERS: 3/ (cont.)					
Kennedy					
Program only	856	447	409	252	52.2
Total school	663	104	559	527	15.7
Stockton					
Program only	811	446	365	246	55.0
Total school	646	105	541	517	16.3
LEARNING CENTER PROGRAM TOTALS:	7,061	3,668	3,393	2,277	52.0
OTHER PROGRAMS: 4/					
Balboa Park (gr. 5)	4,013	1,713	2,300	1,172	42.7
Outdoor Ed. 5/ (gr. 6)	12,771	8,301	4,470	867	65.0
EXTENDED ELEMENTARY INSTRUCTIONAL EXCHANGE PROGRAM					
Boone, Jones Exchange					
Program only	336	163	173	0	48.5
School (Boone)	767	205	562	0	26.7
School (Jones)	332	248	84	0	74.7
Burbank, Ocean Beach Exchange					
Program only	55	21	34	29	38.2
School (Burbank)	399	4	395	395	1.0
School (Ocean Beach)	489	384	105	42	78.5
Dailard, Mead Exchange					
Program only	182	76	106	99	41.8
School (Dailard)	572	503	69	30	87.9
School (Mead)	275	9	266	266	3.3
Freese, Andersen Exchange					
Program only	123	50	73	53	40.6
School (Freese)	688	103	585	585	15.0
School (Andersen)	264	188	76	1	71.2

TABLE 4 (Cont.)

SECONDARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL WHITE	TOTAL MINORITY	TOTAL MINORITY-ISOLATED	PERCENT WHITE
EXTENDED ELEMENTARY INSTRUCTIONAL EXCHANGE PROGRAM (Cont.)					
Kennedy, Curie Exchange					
Program only	330	170	160	134	51.5
School (Kennedy)	509	15	494	594	2.9
School (Curie)	488	412	76	14	84.4
EXTENDED ELEM. INST. EXCH. TOTALS:	1,026	480	546	315	46.8
WHOLE SCHOOL MAGNET PROGRAMS:					
Muir Alt.(7-12)	165	117	48	13	70.3
SCPA (7-10)	275	174	101	56	63.2
Wright Bros.					
Part time	81	47	34	6	58.0
Full time	243	139	104	81	57.2
PROGRAM WITHIN A SCHOOL MAGNET SCHOOL PROGRAMS:					
Collier 7/					
Program only	104	41	63	33	39.4
Total school	691	423	268	112	61.2
Gompers					
Program only 6/	434	273	161	148	62.9
Total school	738	287	451	438	38.9
*Memorial 6/					
Program only	68	33	35	32	48.5
Total school	825	58	767	767	7.0
O'Farrell					
Program only 6/	90	53	37	37	58.9
Total school	733	104	629	630	14.2

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Designates programs that began in 1980-81.

TABLE 4 (Cont.)

SECONDARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL WHITE	TOTAL MINORITY	TOTAL MINORITY-ISOLATED	PERCENT WHITE
Point Loma 7/					
Program only	134	60	74	19	44.8
Total school	1,628	1,245	383	75	76.5
MAGNET PROGRAM TOTALS:	1,513	890	623	419	58.8
TOTAL ELEMENTARY & SECONDARY MAGNETS:	11,711	5,455	6,256	4,208	46.6
CAREER CENTERS: 8/					
Crawford 7/					
Part time	173	93	89	10	53.8
Full time	73	46	27	16	63.0
Total school	1,513	953	560	41	63.0
Kearny 7/					
Part time	93	51	42	11	54.8
Full time	221	95	126	19	43.0
Total school	1,978	1,046	932	115	52.9
Lincoln					
Part time	123	47	76	16	38.2
Full time	15	0	15	15	0
Total school	943	3	940	940	.3
Mission Bay 7/					
Part time	116	62	54	6	53.4
Full time	199	120	79	29	60.3
Total school	1,467	1,183	284	31	80.6
Morse					
Part time	106	31	75	7	29.2
Full time	62	25	37	35	40.3
Total school	1,808	350	1,458	1,458	19.4
San Diego					
Part time	52	32	20	3	61.5
Full time	91	46	45	10	50.5
Total school	1,466	345	1,121	10	23.5
CAREER CENTER TOTALS:					
Part time	663	316	347	53	47.7
Full time	661	332	329	124	50.2
Total career center participants	1,324	648	676	177	48.9

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TABLE 4 (Cont.)

SECONDARY PROGRAMS	TOTAL PARTICIPANTS	TOTAL WHITE	TOTAL MINORITY	TOTAL MINORITY- ISOLATED	PERCENT WHITE
SECONDARY 9/ INSTRUCTIONAL EXCHANGE					
Memorial, Lewis Exchange					
Program only	23	4	19	14	17.4
School (Memorial)	825	58	797	797	7.0
School (Lewis)	1,093	780	313	190	71.4
O'Farrell, Hale Exchange					
Program only	72	30	42	39	41.7
School (O'Farrell)	733	104	629	629	14.2
School (Hale)	1,228	786	442	194	64.0
Lincoln, Clairemont Exchange					
Program only	58	28	30	28	48.3
School (Lincoln)	943	3	940	940	0.3
School (Clairemont)	1,930	1,385	545	174	71.8
Lincoln, Henry Exchange					
Program only	47	23	24	23	48.9
School (Lincoln)	943	3	940	940	0.3
School (Henry)	3,059	2,348	711	421	76.8
Morse, Madison Exchange					
Program only	46	13	33	20	28.3
School (Morse)	1,807	350	1,457	1,457	19.4
School (Madison)	2,588	1,656	932	269	64.0
San Diego, Point Loma Exchange					
Program only	42	27	15	0	64.3
School (San Diego)	1,466	345	1,121	0	23.5
School (Point Loma)	1,628	1,245	382	75	76.5
SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM TOTALS:	288	125	163	124	43.4

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1/ Data represents April 1980 enrollment counts with the exception of
Balboa Park, Outdoor Education, Learning Centers and Instructional Exchange.
The figures for these programs are based on data collected for the programs,
and are accumulated weekly totals of all program participants. The total
school figures shown are based on the November 1980 enrollment counts. The
total school minority-isolated counts reflect VEEP and Magnet students where
applicable.

2/ The School of Creative and Performing Arts is currently located at the
same site as Roosevelt Junior High School.

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

4/ The data for Balboa Park and Outdoor Education are actual accumulated
totals of participants gathered weekly from September, 1980 to April 1981.
The data for the remaining school year are extrapolated from the Balboa Park
and Outdoor Education schedules.

5/ Total participants, total majority, and total minority figures include
participants from other county schools when the county school participated
at the same time as San Diego City Schools. Total San Diego City Schools
participants in Outdoor Education program: 7,935; all minority-isolated
data are in San Diego City Schools. Total participation is shown here to
indicate the complete nature of the integrated situation of the experience.

6/ Gompers, Memorial, and O'Farrell receive some minority students from other
district schools to allow the students who began in special Magnet programs
to continue on to these secondary Magnet programs.

7/ Some minority-isolated students at Collier, Crawford, Kearny, Mission Bay
and Point Loma, are coming to the site as VEEP students.

8/ Career Center data represents April 1981 counts for full-time (4 - or more
hours) students. The part-time (2 hour students) counts are collected by
the sites involved in January 1981.

9/ The Instructional Exchange program at the secondary level reflects the data
collected by the sites involved in the programs. The total school figures
for all participants reflect the November 1980 Pupil Ethnic Census.

In the Learning Center program, 7,061 students participated, of whom 3,393 were minority students and of these, 2,277 came from minority-isolated schools. This represents a decrease of 287 students, 211 majority students and 76 minority students.

In 1979-80, there were three Extended Elementary Instructional Exchange programs, with a total of 570 students participating. This year's report shows five such exchanges with 1,026 students involved. Of these, 480 were white students and 546 were minority. Of these, 315 minority students were from minority-isolated schools and 137 from minority imbalanced schools. New programs added this year were those at Burbank/Ocean Beach and at Freese/Andersen.

In 1979-80, 550 students participated in the Secondary Instructional Exchange program, this year the number decreased to 288. It is apparent that this program must be modified if it is to gain acceptance.

Table 4 also shows the participation in the District's Secondary Career Centers. The table shows the number of students participating full-time--4 hours or more--and part-time--two hours. With no new Career Centers added this year, total participation grew by 97 students, from 1,227 to 1,324 Six hundred and fifty-four were majority students; 670 were minority students; of the minority students 177 were minority-isolated students. With the exception of Lincoln, all the centers showed acceptable representation of both majority and minority students; at Lincoln there were no full-time majority students participating and only 15 full-time minority students. However, there were 47 part-time majority students at Lincoln, so that overall the program was 34% white.

3. Summary of VEEP and Magnet Participation

Table 5 summarizes minority-isolated student participation in VEEP and Magnet School programs. Line A shows that during the last year minority population growth was 2,526 (from 26,376 to 28,902) at the elementary level, and 938 (from 19,394 to 20,332) at the secondary level, for a total growth in minority population of 3,464. Line B indicates that the minority population in the Court-designated minority-isolated schools grew by only 59 students at the elementary level, and fell by 160 at the secondary level, for an overall reduction of 101 students. Line E shows that participation in the VEEP and Magnet programs by minority students residing in one of the Court-designated minority-isolated school attendance areas grew by 1,240 students at the elementary level, 335 at the secondary level, and by a total of 1,575 overall. Line G shows that 45% of the 18,371 minority students residing in the Court-designated minority-isolated attendance areas are participating in either VEEP or a Magnet program.

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TABLE 5

SUMMARY OF MINORITY-ISOLATED STUDENT PARTICIPATION In V.E.E.P. & MAGNET SCHOOL PROGRAMS

Minority Enrollments	Elementary				Secondary				Total			
	1976-77	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81	1976-77	1978-79	1979-80	1980-81
A. Total Minority 1/ in District	22,966	25,052	26,376	28,902	17,610	18,850	19,394	20,332	40,576	43,902	45,770	49,234
B. Not in Minority-1/ Isolated Schools	9,282	9,070	9,009	9,068	4,892	4,589	4,404	4,244	14,174	13,659	13,413	13,312
C. No. in VEEP from 2/ Minority-Isolated Schools	136	220	310	763	2,509	2,867	3,015	3,226	2,645	3,087	3,325	3,989
D. No. in Magnets from 2/ Minority-Isolated Schools	205	1,442	3,002	3,789	59	194	295	419	264	1,636	3,297	4,208
E. Total No. in VEEP 2/ & Magnet Programs	341	1,662	3,312	4,552	2,568	3,061	3,310	3,645	2,909	4,723	6,622	8,197
F. Grand Total Minority-3/ Isolated by School of Geographic Residence	9,623	10,158	10,038	10,709	7,460	7,560	7,564	7,672	17,083	17,718	17,602	18,381
G. Percent of Total 4/ Isolated Minorities Participating in VEEP or Magnet Programs	4%	16%	33%	43%	34%	40%	44%	47%	17%	27%	38%	45%

1/ Figures from November 1980 Pupil Ethnic Census Report.

2/ 1976-77 figures from October 1976 enrollment counts; 1978-79 figures from April 1979 enrollment counts; 1979-80 figures from April 1980 enrollment counts; 1980-81 figures from April 1981 enrollment counts.

3/ The sum of B and E minus the number of minority-isolated students in the Baker, Emerson, Fulton, Horton, Johnson, Knox, Lowell, Sherman, Valencia Park, and Webster Magnets, and the Gompers, Memorial and O'Farrell Magnet programs who have already been accounted for in their school totals.

4/ Determined by dividing E by F.

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C. COMPARISON WITH DISTRICT GOALS

This year the District is including in its report additional tables comparing the number of participants with the District's 1980-81 goals.

1. Voluntary Ethnic Enrollment Program (VEEP)

Table 6 shows that once again the VEEP Program exceeded its goal.

2. Magnet Programs

Table 7 shows that certain Magnet programs exceeded all their goals (e.g. Foster, Fulton, Johnson, Gompers); others fell far short (e.g. Baker, Horton, Lindbergh, O'Farrell). The District reached 88% of its majority participant goals, 103% of minority participant goals, for an overall total of 96%.

3. Learning Centers and Career Centers

Table 8 shows similar results for Learning Centers, with the District reaching 84% of its majority participant goals, 120% of its minority participant goals, for an overall total of 98%. The same is true of Career Centers as shown on Table 9, with the District reaching 83% of its majority goals, 143% of its minority goals, for an overall total of 106%.

4. Elementary and Secondary Exchange Programs

Unlike the above mentioned programs, the goals for these two programs have not been defined on a school by school basis, and therefore comparisons with goals are more difficult. However, it is apparent that the Secondary Exchange program, with only 288 students, fell well short of its overall goal of 800 students.

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TABLE 6

COMPARISON OF PARTICIPATION AND GOALS FOR
VOLUNTARY ETHNIC ENROLLMENT PROGRAM 1980-81

	Actual Participants 1980-81	1980-81 Goal	Comparison
ELEMENTARY	1,113	945	+168
SECONDARY	3,570	3,450	+120
TOTAL	4,683	4,395	+288

	Actual Participants as % of Goals
ELEMENTARY	118%
SECONDARY	104%
TOTAL	107%

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TABLE 7

COMPARISON OF PARTICIPATION AND GOALS FOR MAGNET PROGRAMS
ELEMENTARY MAGNET PROGRAMS 1980-81

SCHOOL	TYPE	Actual Participants 1980-1981					1980-81 Goals					Comparison		
		Majority No.	%	Minority No.	%	TOTAL	Majority No.	%	Minority No.	%	TOTAL	MAJORITY	MINORITY	TOTAL
Baker	TOT	55	10	488	90	543	97	16	508	84	605	-42	-20	-62
Benchley	TOT	171	68	79	32	250	186	64	104	36	290	-15	-25	-40
Emerson	TOT	78	12	581	88	659	85	13	573	87	658	-7	+8	+1
Encanto	TOT	568	45	708	55	1,276	425	36	761	64	1,186	+143	-53	+90
Foster	TOT	338	63	203	37	541	302	63	174	37	476	+36	+29	+65
Fremont	TOT	165	57	127	43	292	196	64	109	36	305	-31	+18	-13
Fulton	TOT	166	32	349	68	515	123	35	232	65	355	+43	+117	+160
Green	TOT	243	60	165	40	408	255	61	161	39	416	-12	+4	-8
Horton	SWS	49	74	17	26	66	122	68	58	32	180	-73	-41	-114
Johnson	TOT	116	33	240	67	356	92	31	205	69	297	+24	+35	+59
Knox	SWS	36	64	20	36	56	85	71	35	29	120	-49	-15	-64
Lindbergh	TOT	444	61	286	39	730	598	65	322	35	920	-154	-36	-190
Longfellow	TOT	245	54	204	46	449	260	56	202	44	462	-15	+2	-13
Lowell	TOT	37	10	342	90	379	104	25	317	75	421	-67	+25	-42
Oak Park	SWS	107	55	88	45	195	178	80	45	20	223	-71	+43	-28
Rolando Park	TOT	181	52	166	48	347	212	62	128	38	340	-31	+38	+7
Sherman	SWS	12	14	72	86	84	36	30	84	70	120	-24	-12	-36
Silver Gate	TOT	388	65	210	35	598	455	67	226	33	681	-67	-16	-83
Spreckels	TOT	396	62	245	38	641	423	60	277	40	700	-27	-32	-59
Sunset View	TOT	250	69	112	31	362	290	69	133	31	423	-40	-21	-61
Valencia Park	TOT	142	20	572	80	714	229	34	437	66	666	-87	+135	+48
Webster	TOT	198	44	254	56	452	228	46	265	54	493	-30	-11	-41
TOTAL ELEMENTARY		4,385	44	5,528	56	9,913	4,981	48	5,356	52	10,337	-596	+172	-424

TOT = total school magnet

SWS = program within a school magnet

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Table 7 (continued)

SECONDARY MAGNET PROGRAMS 1980-81

SCHOOL	TYPE	Actual Participants 1980-1981 Majority No.	%	Minority No.	%	TOTAL	1980-81 Goals Majority No.	%	Minority No.	%	TOTAL	Comparison MAJORITY	MINORITY	TOTAL
Collier	SWS	41	39	63	61	104	60	50	60	50	120	-19	+3	-16
Memorial	SWS	33	49	35	51	68	40	67	20	33	60	-7	+15	+8
O'Farrell	SWS	53	59	37	41	90	180	60	120	40	300	-127	-83	-210
Gompers	SWS	273	63	161	37	434	200	67	100	33	300	+73	+61	+134
Point Loma	SWS	58	43	76	57	134	60	50	60	50	120	-2	+16	+14
*Wright Bros.	TOT	139	57	104	43	243	208	65	112	35	320	-69	-8	-77
TOTAL SECONDARY		597	56	476	44	1,073	748	61	472	39	1,220	-151	+4	-147
ATYPICAL														
Muir (K-12)	TOT	201	70	88	30	289	192	64	108	36	300	+9	-20	-11
SCPA (4-12)	TOT	270	62	166	38	436	253	65	137	35	390	+17	+29	+46

SUMMARY MAGNET PROGRAMS 1980-81

SCHOOL	Actual Participants 1980-1981 Majority No.	%	Minority No.	%	TOTAL	1980-81 Goals Majority No.	%	Minority No.	%	TOTAL	Comparison MAJORITY	MINORITY	TOTAL
Elem. Total (w/o Muir & SCPA)	4,385	44	5,528	56	9,913	4,981	48	5,356	52	10,337	-596	+172	-424
Sec. Total (w/o Muir & SCPA)	597	56	476	44	1,073	748	61	472	39	1,220	-151	+4	-147
Muir Total	201	70	88	30	289	192	64	108	36	300	+9	-20	-11
SCPA Total	270	62	166	38	436	253	65	137	35	390	+17	+29	+46
TOTAL MAGNET	5,453	47	6,258	53	11,711	6,174	50	6,073	50	12,247	-721	+165	-536

	Actual Participants As % of Goals		
	Majority	Minority	Total
Elem. (w/o Muir & SCPA)	88	103	96
Sec. (w/o Muir & SCPA)	80	100	88
Muir & SCPA	106	104	105
TOTAL	88	103	96

*Wright Brothers High School Actual Participant figures are full-time only, whereas the goals include both part-time and full-time students. With the part-time participants of 47 majority and 34 minority, the program comes much closer to its goal.

TABLE 8

COMPARISON OF PARTICIPATION AND GOALS FOR
LEARNING CENTERS 1980-81

SCHOOL	Actual Participants 1980-81					1980-81 Goals					Comparison		
	Majority No.	%	Minority No.	%	TOTAL	Majority No.	%	Minority No.	%	TOTAL	MAJORITY	MINORITY	TOTAL
Carver	432	48	464	52	896	548	61	352	39	900	-116	+112	-4
Chollas	475	54	412	46	887	538	60	362	4''	900	-63	+50	-13
Freese	436	48	477	52	913	548	61	352	39	900	-112	+125	+13
Grant	484	54	407	46	891	547	61	353	39	900	-63	+54	-9
Grantville	948	53	860	47	1,808	1,097	61	703	39	1,800	-149	+157	+8
Kennedy	447	52	409	48	856	547	61	353	39	900	-100	+56	-44
Stockton	446	55	365	45	811	548	61	352	39	900	-102	+13	-89
TOTAL	3,668	52	3,394	48	7,062	4,373	61	2,827	39	7,200	-705	+567	-138

ACTUAL PARTICIPANTS AS % OF GOALS

Majority	Minority	TOTAL
84%	120%	98%

TABLE 9

COMPARISON OF PARTICIPATION AND GOALS FOR
CAREER CENTERS 1980-81

SCHOOL	Actual Participants 1980-81					1980-81 Goals					Comparison		
	Majority		Minority			Majority		Minority					
	No.	%	No.	%	TOTAL	No.	%	No.	%	TOTAL	MAJORITY	MINORITY	TOTAL
Crawford	139	57%	107	43%	246	180	64%	100	36%	280	-41	+7	-34
Kearny	146	47	168	53	314	230	66	120	34	350	-84	+48	-36
Lincoln	47	34	91	66	138	75	50	75	50	150	-28	+16	-12
Mission Bay	182	58	133	42	315	180	65	95	35	275	+2	+38	+40
Morse	56	33	112	67	168	60	60	40	40	100	-4	+72	+68
San Diego	78	55	65	45	143	60	60	40	40	100	+18	+25	+43
	648	44	676	56	1324	785	63	470	37	1255	-137	+206	+69

ACTUAL PARTICIPANTS AS % OF GOALS

Maj.	Min.	Total
83%	144%	106%

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D. INTEGRATION MEASURES

One of the main concerns of the Integration Program is the extent to which meaningful integration is going on between minority and majority students. One way to evaluate the success of the integration plan is to measure the degree and extent to which minority and majority students attend the same schools or have experiences in the same setting.

1. Desegregation Index (D)

The Desegregation Index measures that fraction of the Districtwide percentages of majority students in schools attended by the average minority student. It was designed to assess the extent of desegregation in terms of the schools attended by minority and majority students on a full-time basis. The index can range from 0 to 100, where 0 reflects total minority isolation and 100 reflects total racial/ethnic balance in every school. The District has a declining white percentage each year, and this index gives a relative index for comparing the success of the District's plan from year to year. In 1979-80, white students comprised 58.9% of the District students: the Pupil Ethnic Census for 1980-81 shows the percentage white for the District this year to be 55.3%. A Desegregation Index value of 50 means that the average minority student received exposure to whites to one-half the extent that he/she would in an ideal mix of the District's student population. The Desegregation Index for the entire District this year reached 78.4%. This is an increase of 3.5% over last year. This means that the average minority student in the San Diego City Schools received exposure to 78.4% of that possible in an ideal mix of students, given the number of white students and the number of minority students.

The Desegregation Indices for the past 15 years are presented graphically in Figure 1. In 1965-66, the Index stood at 52.1%. With the onset of the District's expanded integration program in 1976-77, the Index climbed rapidly. This year's Index shows that the ratio of majority students mixing with minority students continues to improve at an accelerating pace. An explanation of how this index was calculated is set forth in Appendix B.

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FÍGURE 1

TOTAL DISTRICT DESEGREGATION INDICES, 1965-66 TO 1980-81
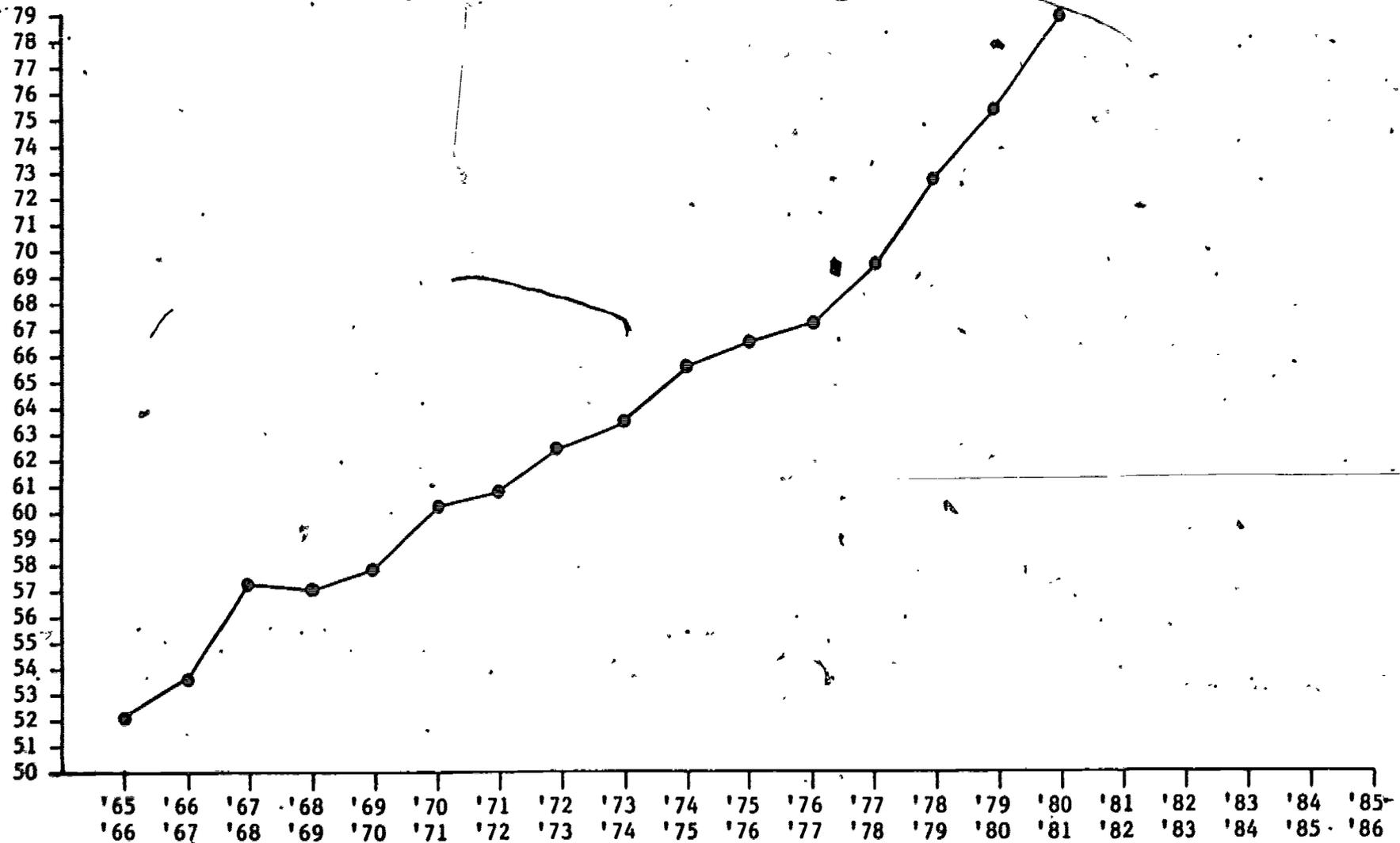
Year	D. Index		Year	D. Index		Year	D. Index		Year	D. Index
1965	52.1		1969	57.6		1973	63.1		1977	69.4
1966	53.8		1970	60.3		1974	65.4		1978	72.2
1967	57.1		1971	60.8		1975	66.3		1979	74.9
1968	57.0		1972	62.1		1976	67.0		1980	78.4

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2. The Classroom Teacher (CT) Integration Index

The classroom teacher integration can be measured by an index based on each school's proportion of white classroom teachers to the District's white teacher percentage. The index is 0 if all schools have either no white teachers or all white teachers (total isolation). It is 100 if each school has a white teacher proportion equal to the District proportion. This year, 1980-81, the index stands at 81.08 as compared with last year's 81.1. In Appendix C can be found an explanation of how this index was calculated.

Appendix D contains a "Report of Progress, 1980-81: District Affirmative Action Employment Program" dated March 24, 1981. This report shows that the percentage of minority teachers in the District increased over the last seven years from 10.7% to 18.0%. It shows that for total staff employment, over this period of time, minorities increased from 15.5% to 25.7%.

E. OTHER INTEGRATION ACTIVITIES

1. Teacher-Initiated Projects and Site-Initiated Projects for Integration

The purpose of Teacher-Initiated Projects for Integration (TIPI) and Site-Initiated Projects for Integration (SIPI) is to tap the innovative and creative talents of the District in designing programs to foster integration, remedy the effects of racial isolation, and/or create climates conducive to better relations between individuals and groups of differing ethnic backgrounds. Funding for these projects is competitive. All project applications are reviewed and evaluated by a committee of teachers for TIPI's and by a committee of administrators for SIPI's. Points are awarded for each segment of the project application. Projects are recommended for implementation on the basis of the

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highest number of points received and on the amount of funding available. During the 1980-81 school year, the Board approved funding for 17 Teacher-Initiated Projects for Integration and 9 Site-Initiated Projects for Integration. The total funding for all projects was $68,866.00. Though it is extremely difficult to determine and keep track of all students who benefit from these projects, it can be reported with reasonable certainty that 5,388 students received benefits from these programs this year. These are students who in one way or another came into direct and beneficial contact with the programs provided. Many other students received secondary benefits from the program through such means as programs produced and materials developed. Appendix F gives a more detailed account of the program. There can be found a report of the numbers of participants in each project, an approximate number of hours students spent in an integrated setting because of the project, and a brief synopsis of each project carried out.

2. Oral Communication Instruction Program

In its order of December 2, 1980, "Order Re Integration Plan 1980-81, No. 303800," the Court said "Disseminate the oral communications program throughout the District as quickly as possible and advise the Court by November 15 at which schools the program has been implemented, in how many classrooms and specifically of what the implementation consists (Report, Recommendation No.8)." Reports were delivered on February 2, 1981, and May 26, 1981, entitled "Oral Communication Instruction Program" and "Oral Communication Instruction Program Implementation, 1981-82," respectively, to provide program descriptions. These reports indicated that by September, 1981, specific structured oral communication lessons, as integral parts of the district English language arts

program, Grades K-8, will be used in all elementary and junior high schools.
Similar language instruction materials will be provided for students in Grades 9-12.
An oral communication instruction handbook for program implementation will be
provided each school site.

To provide more intensive attention for program implementation, direct
assistance through demonstration teaching and on-site inservice to classroom
teachers will be provided at selected sites, including minority-isolated schools
and a representative cross-section of schools throughout the district. These
reports as accepted and approved by the Board for forwarding to the Court may be
found in their entirety in Appendix K.

Under the direction of Dr. Lillian Beam, Analyst to the Board, three review
teams were established who visited each school for the purpose of reviewing the
Race/Human Relations program at thirty-six schools: eight senior high schools,
eight junior high schools, two atypical, and eighteen elementary schools. As
a part of the principal's interview, each team leader asked at each school,
"Explain the Oral Communication Instruction Program as carried out in your
school." The thirty-six answers supplied by the principals may be found in
Appendix L of this volume. There was a wide range of answers. The following
generalizations may be made from the data:

(a) The efforts of the District have created a renewed awareness of the need for emphasis on oral communication instruction.

(b) Each site has appointed a "Key Teacher" whose responsibility it is to attend District inservice meetings, be aware of the development of all materials, communicate to the sites developments in the program, act as a demonstration teacher, and provide inservice for site personnel.

(c) Many site personnel feel that they have been doing a strong and creditable job in providing oral language instruction. This is particularly true at the elementary level. As one principal said, "Some might think 'Show and Tell' is dead but, it lives on in tens of new and creative ways." Other principals pointed out that the Achievement Goals Program, the DISTAR Program, the English-as-a-Second-Language Program and many aspects of the school's programs are intrinsically focused on strong oral language instruction.

(d) Secondary schools rely primarily on their English, Speech, Drama, and Social Studies teachers for carrying the major responsibility of the program.

(e) Many sites are finding that they have strong elements of oral language instruction already in their curriculum: consumer education classes where students give demonstrations and instruct, industrial arts classes where students show off projects and tell how they did them, science classes where students explain experiments, and social studies classes where students give reports, reviews, and debates.

(f) While there is cognitive understanding of the principle that each child's home language be accepted and used as a base on which to build, many teachers reject the concept and demand

or attempt to demand the use of standard English at all times while the child is in school.

3. Beale Indochinese Center

Beale Indochinese Center was established in 1978-79 to meet needs created by a large influx of Indochinese students into the Linda Vista/ Clairemont area. Ninety-five Indochinese are attending the center this year and participating with the home students of Beale in a fully integrated setting. Classroom mixtures of students are in full OCR compliance and all students are integrated into the regular classrooms. Native-speaking Indochinese staff, as well as monolingual ESL teachers, work independently on a pull-out basis with the students to enable them to function in the English-speaking classrooms and to teach them English. Bilingual instruction is provided in math, social studies, and reading. With 21 Hispanic students, 15 black students and 95 Indochinese students integrated in a school totaling 280 students, Beale provides a setting in which all cultures can work and learn together.

4. Burbank Primary School Project

Kindergarten Project Partnership (K.P.P.) at Luther Burbank School began functioning in January of 1980. The purpose of this project is to reduce the effects of minority group isolation by improving student preparation for school learning experiences through the involvement of parents and teachers in a partnership. Since January of 1981, parents have been provided instruction on a weekly basis for understanding their child's growth and development. The major topics covered have included: positive

discipline, language development, socialization, intellectual and physical growth and development. The activities have included the provision of the K.P.P. use of the educational games library which issues games on a weekly basis; a get acquainted K.P.P. field trip for all kindergarten parents, teachers and students; individual counseling for parents (by qualified staff), and other activities. Parents are notified of each meeting by weekly telephone calls and bulletins.

Another accomplishment of the program has been the reduction of class size at the kindergarten level by provision of five (5) kindergarten teachers. The project is further enhanced by the preschool program, which prepares four year olds to enter kindergarten. Finally, teacher consultation and inservice meetings have resulted in the formulation of specific goals for kindergarten students and parents at Burbank. Altogether, Kindergarten Project Partnership has involved five (5) kindergarten classes consisting of 106 children and 83 preschool. Appropriate materials have been produced or purchased, and parents have availed themselves of these materials for use at home with their children. The Kindergarten Project Partnership Program is presently being coordinated by a bilingual guidance aide possessing counselor qualifications.

5. Project Lincoln: Pride in Excellence

At Lincoln High School there are eighteen identifiable and separate programs. Project Lincoln has as one of its major thrusts, to enhance various programs and facilitate communication in such a way as to achieve maximum benefit from the programs. Another major goal of the project is to

improve the total program and climate of Lincoln and to ensure that the educational needs of every Lincoln student are met. A schoolwide survey of all programs was completed on February 23, 1981. A copy of the complete survey with results is attached as Appendix M.

Sixty percent of the students said that Project Lincoln was going well as indicated by a 4 or a 5 on a scale of 1 to 5 with 5 being high. Only 5% of the students rated the project a 3 while 2% rated it 1. Eighty percent of the parents responding felt that it was going well. The results of the survey indicate a general acceptance and positive assessment of the various instructional activities and programs at Lincoln High School.

6. San Diego State University - San Diego City Schools Cooperative Writing Project

The Cooperative Writing Project began in September 1980 at Lincoln High School has expanded from one to two classes at that school and to two classes each at Morse and San Diego High Schools. The pattern at each site continues the one established at Lincoln, except for minor modifications. Benefits include a high level of writing instruction, a lowered student-teacher ratio and an articulated high school to university curriculum. The teachers from both levels of instruction have shared expertise and are enthusiastic about the project. Students have demonstrated substantive growth of skill in writing as evidenced in pre and post-writing samples. Some have met San Diego State University proficiency standards.

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7.   Race/Human Relations Program: Assessment and Monitoring

In the Court's Order of December 2, 1980, the Court ordered that "On or before October 15, 1981, submit to the Court a detailed explanation as to how the Race/Human Relations Program is monitored; what the program consists of and how successes in one school are communicated and replicated in others." This portion of this report will first detail the program, then explain how the program is monitored, and finally, indicate our plans for communicating and replicating successful programs.

a.   Components of the Race/Human Relations Program

The heart of the District's Race/Human Relations Program is the individual site plan. This plan is constructed to meet the goal of assisting all students, all staff—including administrative, certificated, and classified—and all parents:

(1)   to become knowledgeable about and appreciative of their own background, self-worth, and acceptance;

(2)   to understand and appreciate, and effectively communicate with all people of various cultural, racial, and ethnic backgrounds;

(3)   to develop talents and capabilities of each individual;

(4)   to show and demonstrate concern for all individuals every day of the year;

(5)   to establish and maintain a program at each school site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals, and open communication among students, parents, all school staff, and the community; and,

(6)   to identify, train, and provide competent personnel who will act as resource specialists to teachers, school site personnel, and

parents to facilitate developmental, preventive programs at
school sites - striving to meet the needs of all persons, with
acute awareness of the individual's needs in development and
understanding.

Individual school sites are given technical assistance in writing their
plan. The booklet, "The School/Site Plan, 1980-81, Guidelines for Plan Development,"
outlines the requirements for the plan. Guidelines reflect District and
Board of Education directives, as well as mandates from the Court reflecting
changes in the San Diego Plan for Racial Integration, (see Appendix E).
Further guidance is given by the Community Relations Division and by the
School/Community Race/Human Relations Facilitator assigned to the school or
the site. Each program or plan must include activities in three academic
disciplines: human relations, race relations, and multicultural/multiethnic
education. Each plan must include a component for staff development, a
component detailing experiences for students, and a component outlining a
program for parent/community involvement. Within the content areas, stress
is given to the development of self-awareness; cultural/ethnic awareness;
intergroup/interpersonal relations (including, but not limited to, communication,
communication skill development, and awareness of others as individuals); and
to problem solving, including decision-making strategies and conflict
resolution.

Each year each site conducts a review of its plan from the previous
year. This review leads to a needs assessment through which the site
identifies areas of needs and begins to formulate its plan for the year.
In October, the Community Relations Interdivisional Review Committees,

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(composed of teachers, administrators, students, and community representatives) are established to review each plan, specify weaknesses in the plan, and make suggestions for rewriting the plan. Sites then have a period of two weeks to complete the revisions required in plans and commence implementation. Facilitators assist in preparation of site modifications and revisions of plans. Plans are then reviewed and, once approved, copies are kept on file in the school and in the Community Relations Division office. Upon approval, plans are implemented with the assistance of District Race/Human Relations Facilitators, site staff members, community aides, parents, and consultants employed by the site or by the District.

In addition to what occurs at sites, each central office department or division is responsible for conducting a Race/Human Relations program. A race relations committee representative of the certificated and classified staff in the division planned and implemented a program which specifically focused on extending the level of positive racial awareness. Presentations in the form of drama, noted speakers, film, tours, exhibits and orientations by curriculum staff were used with structured opportunities for interaction, discussion and problem-solving in race relations. Oral communication and appreciation for persons who speak a different language received special emphasis.

There are other important components of the District's Race/Human Relations Program. Under financing supplied by the Emergency School Aid Act (ESAA), a number of wide-ranging programs are implemented at VEEP receiving schools, Magnet schools, and schools impacted by minority isolation. ESAA guidelines require a strong program of human relations, and these require yearly evaluation.

During the 1980-81 school year, students, staff, and parents at seventy-six
ESAA project elementary and secondary schools received program assistance in
the form of personnel, materials, equipment, resource personnel, and evaluation.

Teacher- and Site-Initiated Projects to Support Integration (TIPI and
SIPI) were instituted as part of the San Diego Plan for Racial Integration in
the fall of 1978. During the 1980-81 school year, the Board approved funding
for seventeen Teacher-Initiated Projects for Integration and nine Site-Initiated
Projects for Integration. Total funding for all projects was $68,866.00.
Collectively, 5,388 participants can be specifically identified as having
benefited from the TIPI/SIPI program; of these, 3,192 were majority students
and 2,191 were minority students. (See Appendix F, for the 1980-81 Evaluation
Report and a synopsis of projects.)

b.   Evaluation of the Race/Human Relations Program

Both formal and informal strategies are utilized to evaluate the
effectiveness of the Race/Human Relations Program (see Appendix G, Race/
Human Relations Documents for listing of the 10 elements which comprise
this evaluation). In past years, major emphasis has been on the School
Integration Surveys conducted by Dr. Oscar Kaplan and on Evaluation/
Assurance Race/Human Relations School/Site program. With the 1980-81 school
year, increased emphasis was placed on monitoring of the program.

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Each Elementary and Secondary Schools Director was directed to complete the Integration and Race/Human Relations School Appraisal form for each of his/her schools. (For this form see Appendix I.) Directors made site visits and the assignment was carried out during the month of February, 1981. Each of these reports is on file in the Community Relations Division office. Most importantly, these site visits were used by the directors to help sites assess their Race/Human Relations program and atmosphere, identify weaknesses, and make plans to intensify efforts in areas of weaknesses. The visits presented an ideal opportunity for directors to counsel with site principals and leaders.

Additionally, each site was, beginning this year, required to complete a bimonthly report listing the three major activities from their site plans which had been carried out during the preceding two-month period. This report allowed for the listing of the three activities, the topic of the meeting or event, a report of those attending, and a report of the evaluation of the event. (See Appendix J, Race/Human Relations Documents.) District administrators were required to furnish a Race/Human Relations Assurance Form indicating the level of participation of individuals under his/her supervision. (See Appendix H).

A third element of evaluation which received strong District support this year was the site monitoring process carried out under the direction of Dr. Lillian Beam, Analyst to the Board. At Dr. Beam's request, three program evaluators were made available to conduct day-long site visits at thirty-six elementary and secondary schools. The District will study with great care the recommendations made by Dr. Beam and will implement them where feasible.

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Another avenu `f` evaluation of the Race/Human Relations Program of the

District is that done by the San Diego Integration Task Force. Their report

of May 12, 1981 has received careful study by the District, their recommendations

will be carefully analyzed and will be carried out where possible and where

compatible with those of other reports.

Another important element of the evaluation of the Race/Human Relations

Program and of the VEEP of the San Diego Plan for Racial Integration, which

will receive close scrutiny this year, is the "Evaluation of the VOLUNTARY

ETHNIC/ENROLLMENT PROGRAM," prepared by the Social Science Research Laboratory

of San Diego State University. This report was submitted to the Integration

Task Force in May, 1981. This evaluation consisted of a number of surveys

dealing with the ". . . motivations that result in VEEP participation; the

problems and benefits of VEEP from the perspective of various populations

involved in the program; and how the various populations at VEEP receiving

schools perceive the school they share" (page 1). No summaries, conclusions,

or recommendations were provided by the study; however, the data paint a

favorable picture of acceptance and benefits of the VEEP program. The District

will work with the Integration Task Force, the VEEP parents, the VEEP students,

and the VEEP receiving schools toward improvement where signified by the

study.

Finally, reports are compiled and presented each year by the plaintiffs

to the Carlin Case. Though the District may often find itself in opposition

to some of the contentions made by the plaintiffs, and though we may not agree

with their interpretation of data in many instances, their reports have been

and will continue to be studied carefully. Where weaknesses appear additional

resources will be directed and improvements made.

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III. PRINCIPAL FINDINGS, CONCLUSIONS, AND AMENDMENTS

A. FINDINGS

1. Majority enrollment continued to decline as the District lost 4,426 majority students for a loss rate of 6.8%. Minority enrollment continued to gain as the District gained 3,464 minority students or 7.6%.

2. In the 23 Court-identified minority-isolated schools, minority enrollment declined by 101, from 13,413 to 13,312, while majority enrollment grew by 303, from 1,727 to 2,030.

3. The VEEP Program continued to grow, gaining 956 minority students for a percentage increase of 25.8%. Elementary participation in VEEP grew by 634 students or 136%.

4. The Magnet programs added an additional 1,541 students for a percentage increase of 15.2%, 659 students or 6.5% of that increase was attributable to the opening of a new Magnet program at Emerson. While Encanto, Fulton, Johnson, Webster, Valencia Park, and Gompers continued to attract large numbers of majority students, other Magnets such as Baker, Horton, Knox, Lowell, Sherman, Memorial, and O'Farrell have been unable to attract significant numbers of majority students.

5. Participation at the Learning Centers dropped slightly this past year while the Elementary Exchange program grew by 456, or at the rate of 80% as two new programs were added at Burbank/Ocean Beach and Freese/Andersen.

6. The Career Centers continued to increase in popularity but have continued to make little impact on the racial/ethnic balance of Lincoln, Morse, and San Diego High School. While 47 majority students attend Lincoln for a part-time career program, none have yet been attracted to full-time study there.

7. The Secondary Instructional Exchange program experienced severe declines this year and has to be modified in the future.

8. Forty-five percent of the minority students residing in school attendance areas of one of the 23 court-identified minority-isolated schools are now enrolled in a VEEP or Magnet program.

9. Once again the VEEP Program exceeded all its goals. The performance of the other programs varied with certain Magnets exceeding goals while others fell short. Overall, minority participation tended to exceed expectations while majority participation generally reached between 80-90% of its stated goal.

10. The District's Desegregation Index continued to progress upward and the Classroom Teacher Index showed that teacher balance is being maintained.

11. The District's Race/Human Relations Program continued to add greater emphasis to race relations and was more closely monitored this year.

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12. Teacher- and Site-Initiated Projects for Integration provided additional integrated learning experiences for 5,388 students.

13. The Oral Communication Program and Cooperative Writing Project has continued to be offered to more students, providing a renewed emphasis on effective oral communication.

14. The Beale Indochinese Center attracted some 95 Indochinese children for its Bilingual Study program.

15. Project Lincoln and The Burbank Primary School project helped enrich the instructional programs at those sites.

B. CONCLUSIONS

1. The District's desegregation program is making progress towards the alleviation of segregation for minority-isolated students and at some minority-isolated schools. (Table 1, page 2, Table 4, page 9, and Table 5, page 19.)

2. Each year progress becomes more difficult since the number of minority students in the District increases, while the number of white students decreases. (Page 3, II A. Pupil Ethnic Census.)

3. VEEP continues to make substantial contributions toward the alleviation of minority isolation. (Page 4, II B 1. Voluntary Ethnic Enrollment Program (VEEP), and Table 3.)

4. Certain magnets appear to be more effective in attracting students. While Encanto, Fulton, Johnson, Valencia Park, Webster and Gompers continued to attract large numbers of white students, other Magnets such as Baker, Horton, Knox, Lowell, Sherman, Memorial and O'Farrell have been unable to attract significant numbers of majority students. (Table 4, page 9 .).

5. It appears to be difficult to operate both the Elementary Extended Exchange program at the same time, along with Learning Centers. (Table 4, page 9.)

6. The Secondary Instructional Exchange program must be modified in order to attract greater participation. (Table 4, page 9)

7. The Career Centers must be modified in order to attract greater majority participation both full- and part-time. (Table 4, page 9)

8. The District's Race/Human Relations, Oral Communication, and other integration programs continue to aid in alleviating the effects of racial isolation. (Pages 37-42.)

C. AMENDMENTS

1. Certain Magnet programs should be modified to attract more majority participants. (Baker, Horton, Knox, Lowell, Sherman, Memorial, and O'Farrell.)

Action: Baker University Lab School Magnet - Change to Baker Music Conservatory Magnet.

Horton Intercultural Language Magnet Program - Enlarge to include students in
K-6 by consolidating Oak Park (3-6) with Horton (K-2) Intercultural Language
Magnet program into the Horton site. Change Oak Park to Center for Enriched
Studies.

Knox Intercultural Language Magnet - Continue to operate as a program-within-
a-school during 1981-82 and subsequent school years. Involve the remainder of
the school in a new magnet program beginning in September 1982.

Lowell Bilingual Magnet School - Change to Lowell Center for Enriched Studies.

Memorial Junior High Intercultural Language Program - Continue current program-
within-a-school and add Academics and Athletics program-within-a-school to begin
September 1982. (Proposed Revisions to Elementary School Magnet Programs,
May 5, 1981 and Secondary Schools Integration Programs Proposed Implementation
Schedule Revisions, as adopted by the Board of Education, May 26, 1981.)

O'Farrell Fundamental Magnet Program - Relocate the School of Creative and
Performing Arts Magnet at the O'Farrell site. Establish a fundamental middle
school at Kieller site (grades 6-8). Ninth-graders to Morse High School.
(Proposed Revisions to Secondary Schools Integration Programs, as adopted by the
Board of Education, December 11, 1980.)

Sherman Individualized Magnet Program - Delete magnet program. Study new ways
to meet needs of students at that site.

2. The Secondary Instructional Exchange program should be modified
to attract greater participation.

Action: Extend implementation of the Secondary Instructional
Exchange program over a three-year period, 1981-83. Continue to support
successful high school models. (Secondary Schools Integration Programs
Proposed Implementation Schedule Revisions, as adopted by the Board of Education,
May 26, 1981.)

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3.   The District should continue to utilize and expand its
Race/Human Relations and Oral Communication Programs to aid in the integration
process.

Action: Continue to monitor and evaluate the Race/Human Relations
Program with continued emphasis on quality programs and individual needs of sites
and central offices. Develop Sequential Staff-Development Program in Race/Human
Relations during the Summer of 1981. Continue to study the Integration Task Force
Report and Dr. Lillian Beam's Recommendations. Implement the Oral Communication
Program, Phase III, during the 1981-82 school year. (Oral Communication Instruction
Program Implementation 1981-82, as adopted by the Board of Education, May 26, 1981.)

4.   Learning Centers and the Elementary Extended Exchange program
need to be carefully reviewed to determine their most effective role for the
future.

Action: Delay for one year implementation of instructional
exchange programs at grade 4. Allow continuing participation in the Elementary
Learning Center program for grade 4 students from Balboa, Freese, Horton, Kennedy,
Knox, Logan, Sherman, Stockton, and schools having predominantly majority student
populations. (Proposed Revisions to Elementary School Magnet Programs, as
adopted by the Board of Education, May 5, 1981.)

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APPENDIX A

PUPIL ETHNIC CENSUS 1980-81

TABLE OF CONTENTS

DEFINITIONS OF RACIAL/ETHNIC CATEGORIES

HISPANIC

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

WHITE

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

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

BLACK

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

ASIAN

Asian or Pacific Islander (not Filipino or Indochinese): A person having origins in any other of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. These areas include for example, China, Japan, Korea, and Samoa.

Filipino: A person having origins in any of the original peoples of the Philippine Islands.

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

ALASKAN/INDIAN

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

DISTRICT TOTALS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
ELEMENTARY SCHOOLS	59,662 (87)*	11,860	19.9	30,926	51.9	9,183	15.4	7,452	12.5	154	.3
JUNIOR HIGH SCHOOLS	21,958 (22)*	3,969	18.1	12,453	56.8	3,202	14.6	2,248	10.2	64	.3
SENIOR HIGH SCHOOLS	25,294 (35)*	3,546	14.1	15,411	61.0	3,873	15.3	2,358	9.3	71	.3
ALTERNATIVE SCHOOL	293	23	7.8	210	71.7	39	13.3	12	4.1	9	3.1
FARB MIDDLE SCHOOL	1,103 (2)*	68	6.2	820	74.4	88	8.0	123	11.2	2	.2
GOMPERS SECONDARY	740 (2)*	56	7.6	287	38.9	373	50.5	20	2.7	2	.3
INDEPENDENT LEARNING CENTERS	849	140	16.5	575	67.7	113	13.3	19	2.3	2	.2
SCHOOL OF CREATIVE & PERFORMING ARTS	441	54	12.2	276	62.6	102	23.1	6	1.4	3	.7
HOMEBOUND	89 (7)*	14	17.1	33	40.2	25	30.5	10	12.2	0	.0
PHYSICALLY HANDICAPPED EH INSTITUTION PROGRAM	302 (1)*	20	6.6	218	72.4	54	18.0	6	2.0	3	1.0
DISTRICT TOTALS	110,731 (156)*	19,750	17.8	61,209	55.4	17,052	15.4	12,254	11.1	310	.3

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

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ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
ADAMS	812(3)*	123	15.2	445	55.0	67	8.3	173	21.4	1	.1
ALCOTT	341	58	17.0	240	70.4	14	4.1	28	8.2	1	.3
ANDERSEN	264	36	13.6	188	71.2	7	2.7	32	12.1	1	.4
ANGIER	753(3)*	30	4.0	466	62.1	84	11.2	166	22.1	4	.6
AUDUBON	575	174	30.3	172	29.9	151	26.3	75	13.0	3	.5
BAKER	515(1)*	159	30.9	53	10.3	269	52.4	33	6.4	0	0
BALBOA	964(1)*	779	80.9	65	6.8	80	8.3	39	4.0	0	0
BARNARD	322(1).	59	18.4	231	72.0	19	5.9	10	3.1	2	.6
BARTON**	96	26	27.1	39	40.6	15	15.6	16	16.7	0	0
BAY PARK	314	67	21.4	224	71.3	7	2.2	11	3.5	5	1.6
BAYVIEW TERRACE	478(3)*	68	14.3	352	74.1	24	5.1	26	5.5	5	1.0
BEALE	274	19	6.9	137	50.0	14	5.1	103	37.6	1	.4
BENCHLEY	273	19	7.0	183	67.0	64	23.4	6	2.2	1	.4
BIRD ROCK	196	19	9.7	168	85.7	2	.1.0	7	3.6	0	0
BIRNEY	607	107	17.6	328	54.1	25	4.1	147	24.2	0	0
BOONE	769(2)	161	21.0	205	26.7	171	22.3	229	29.9	1	.1
BREEN	328	12	3.7	216	65.8	4	1.2	96	29.3	0	0
BROOKLYN	778(1)*	347	44.7	276	35.5	88	11.3	61	7.9	5	.6
BURBANK	401(2)*	352	88.2	4	1.0	41	10.2	1	.3	1	.3
CABRILLO	304	48	15.8	240	79.0	11	3.6	5	1.6	0	0

( )* Student(s) not ethnically identified; "Total Enrolled" includes figure in parentheses.
** Special school for handicapped pupils.

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ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CADMAN	307	88	28.7	188	61.2	18	5.9	13	4.2	0	.0
CARSON	649	110	17.0	221	34.0	51	7.9	267	41.1	0	.0
CARVER	227	48	21.2	132	58.2	30	13.2	15	6.6	2	.8
CENTRAL	613	237	38.7	174	28.4	125	20.4	76	12.4	1	.1
CHESTERTON	589(1)*	44	7.5	402	68.3	43	7.3	98	16.7	1	.2
CHOLLAS	425(2)*	137	32.4	14	3.3	170	40.2	102	24.1	0	.0
CLAY	232	35	15.1	169	72.8	18	7.8	10	4.3	0	.0
CLEVELAND	233	18	7.7	205	88.0	2	.9	6	2.5	2	.9
CROWN POINT	245	71	29.0	159	64.9	10	4.1	5	2.0	0	.0
CUBBERLEY	227	25	11.0	154	67.8	9	4.0	36	15.9	3	1.3
CURIE	488	26	5.3	412	84.4	16	3.3	34	7.0	0	.0
DAILARD	573(1)*	24	4.2	503	87.9	27	4.7	18	3.2	0	.0
DARNALL	273	54	19.8	144	52.7	42	15.4	32	11.7	1	.4
DECATUR	284	48	16.9	207	72.9	18	6.3	11	3.9	0	.0
DEWEY	421(3)*	38	9.1	200	47.9	37	8.8	143	34.2	0	.0
DOYLE	353(1)*	34	9.7	273	77.5	12	3.4	31	8.8	2	.6
EDISON	475	114	24.0	233	49.1	51	10.7	74	15.6	3	.6
EMERSON	722(11)*	404	56.8	86	12.1	221	31.1	0	0	0	.0
ENCANTO	1,269	300	23.6	560	44.1	361	28.5	48	3.8	0	.0
ERICSON	1,224	72	5.9	907	74.1	42	3.4	203	16.6	0	.0

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

SCHOOL	TOTAL ENROLLED	HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
EUCLID	859(2)*	216	25.2	292	34.1	195	22.7	150	17.5	4	.5
FAIRHAVEN**	122	23	18.9	67	54.9	23	18.8	9	7.4	0	0
FARNUM	233(1)*	24	10.4	200	86.2	7	3.0	1	.4	0	0
FIELD	291	63	21.6	185	63.6	13	4.5	29	10.0	1	.3
FLETCHER	251	49	19.5	142	56.6	33	13.1	23	9.2	4	1.6
FLORENCE	294(1)*	62	21.2	188	64.1	14	4.8	26	8.9	3	1.0
FORWARD	304	32	10.6	243	79.9	7	2.3	21	6.9	1	.3
FOSTER	534	68	12.7	330	61.8	100	18.7	29	5.5	7	1.3
FRANKLIN	307(1)*	50	16.3	213	69.6	23	7.5	18	5.9	2	.7
FREESE	688	130	18.9	103	15.0	343	49.8	111	16.1	1	.2
FREMONT	294	67	22.8	170	57.8	48	16.3	9	3.1	0	0
FULTON	512	31	6.1	161	31.4	307	60.0	13	2.5	0	0
GAGE	590	44	7.5	485	82.2	16	2.7	41	6.9	4	.7
GRANT	337	35	10.4	266	78.9	14	4.2	19	5.6	3	.9
GREEN	413	56	13.6	246	59.6	89	21.5	17	4.1	5	1.2
HAMILTON	638	188	29.5	278	43.6	127	19.9	45	7.0	0	0
HANCOCK	980	85	8.7	589	60.1	100	10.2	198	20.2	8	.8
HARDY	265(1)*	31	11.7	176	66.7	45	17.1	12	4.5	0	0
HAWTHORNE	312(1)*	43	13.8	216	69.4	9	2.9	40	12.9	3	1.0

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( )* Student(s) not ethnically identified; "Total Enrolled" includes figure in parentheses.
** Special school for handicapped pupils.

ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
HEARST	304(1)*	5	1.6	262	86.5	25	8.3	10	3.3	1	.3
HICKMAN	685	80	11.7	441	64.4	30	4.4	134	19.5	0	0
HOLMES	396(1)*	24	6.1	333	84.3	12	3.0	26	6.6	0	0
HORTON	502(2)*	127	25.4	66	13.2	289	57.8	18	3.6	0	0
JACKSON	377(2)*	45	12.0	191	51.0	83	22.1	56	14.9	0	0
JEFFERSON	591	145	24.5	314	53.1	50	8.5	79	13.4	3	.5
JERABEK	375	15	4.0	333	88.8	3	.8	18	4.8	6	1.6
JOHNSON	376	24	6.4	125	33.3	225	59.8	2	.5	0	0
JONES	332	19	5.7	248	74.7	16	4.8	49	14.8	0	0
JUAREZ	220	20	9.1	128	58.2	23	10.4	46	20.9	3	1.4
KEILLER	270	100	37.0	71	26.3	87	32.2	12	4.5	0	0
KENNEDY	509	116	22.8	15	2.9	365	71.7	13	2.6	0	0
KNOX	420(1)*	26	6.2	40	9.5	330	78.8	23	5.5	0	0
LAFAYETTÉ	492	61	12.4	338	68.7	48	9.8	45	9.1	0	0
LA JOLLA	415	88	21.2	309	74.5	5	1.2	13	3.1	0	0
LEE	791(2)*	254	32.2	275	34.9	83	10.5	176	22.3	1	.1
LINDA VISTA	1,046(3)*	132	12.6	225	21.6	75	7.2	610	58.5	1	.1
LINDBERGH	774	91	11.8	474	61.2	141	18.2	68	8.8	0	0
LOGAN	848	611	72.1	8	.9	223	26.3	6	.7	0	0
LOMA PORTAL	265	22	8.3	212	80.0	7	.2.6	24	9.1	0	0

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

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ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
LONGFELLOW	463	87	18.8	248	53.6	111	24.0	10	2.1	7	1.5
LOWELL	388	344	88.7	40	10.3	3	.8	1	.2	0	.0
MACDOWELL	366	28	7.7	291	79.5	14	3.8	33	9.0	0	.0
MARCY	367(2)*	24	6.6	303	83.0	3	.8	34	9.3	1	.3
MARSHALL	454	80	17.6	184	40.5	93	20.5	94	20.7	3	.7
MARVIN	491(1)*	33	6.7	409	83.5	34	6.9	14	2.9	0	.0
MASON	834	92	11.0	538	64.5	25	3.0	179	21.5	0	.0
MCKINLEY	581	97	16.7	418	71.9	36	6.2	26	4.5	4	.7
MEAD	277(2)*	113	41.1	9	3.3	80	29.1	72	26.2	1	.3
MILLER	1,205(2)*	80	6.7	780	64.8	135	11.2	206	17.1	2	.2
MIRAMAR RANCH	481	17	3.5	421	87.5	8	1.7	33	6.9	2	.4
MISSION BEACH**	130	28	21.5	69	53.1	28	21.6	5	3.8	0	.0
MONTEZUMA	284(1)*	18	6.4	151	53.4	20	7.1	93	32.8	1	.3
OAK PARK	554	74	13.3	243	43.9	206	37.2	30	5.4	1	.2
OCEAN BEACH	489	71	14.5	384	78.5	16	3.3	18	3.7	0	.0
PACIFIC BEACH	261	51	19.5	200	76.6	8	3.1	2	.8	0	.0
PARADISE HILLS	999(3)*	233	23.4	251	25.2	121	12.2	390	39.1	1	.1
PENN	830	95	11.4	317	38.2	155	18.7	263	31.7	0	.0
PERRY	828(2)*	66	8.0	320	38.7	53	6.4	387	46.9	0	.0
REVERE DEVELOPMENT CENTER**	143(2)*	16	11.3	98	69.5	18	12.8	9	6.4	0	.0

( )* Student(s) not ethnically idenfiied; "Total Enrolled" includes figure in parentheses.
** Special school for handicapped pupils.

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ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
RILEY**	121(1)*	8	6.7	79	65.8	28	23.3	4	3.4	1	.8
ROLANDO PARK	361	54	15.0	191	52.9	110	30.5	4	1.1	2	.5
ROSS	318	49	15.4	226	71.1	25	7.8	18	5.7	0	.0
ROWAN	240	58	24.2	118	49.2	50	20.8	11	4.6	3	1.2
SANDBURG	842	84	10.0	565	67.1	24	2.8	164	19.5	5	.6
SCHWEITZER**	122	16	13.1	86	70.5	17	13.9	3	2.5	0	.0
SCRIPPS	226	49	21.7	161	71.2	12	5.3	4	1.8	0	.0
SEQUOIA	308(2)*	54	17.7	188	61.4	16	5.2	46	15.0	2	.7
SESSIONS	423	20	4.7	369	87.2	23	5.5	9	2.1	2	.5
SHERMAN	1,049(7)*	903	86.7	49	4.7	66	6.3	24	2.3	0	.0
SILVER GATE	615(1)*	17	2.8	390	63.5	194	31.6	13	2.1	0	.0
SPRECKELS	645	207	32.1	398	61.7	14	2.2	26	4.0	0	.0
STEVENSON	300(1)*	55	18.4	199	66.5	19	6.4	25	8.4	1	.3
STOCKTON	505(2)*	160	31.8	17	3.4	325	64.6	1	.2	0	.0
SUNSET VIEW	380	43	11.3	265	69.7	60	15.8	11	2.9	1	.3
TIERRASANTA	621(1)*	33	5.3	533	86.0	13	2.1	41	6.6	0	.0
TOLER	206	19	9.2	165	80.1	12	5.8	10	4.9	0	.0
TORREY PINES	329	58	17.6	237	72.0	25	7.6	9	2.8	0	.0
VALENCIA PARK	722	54	7.5	133	18.4	480	66.5	55	7.6	0	.0
VISTA GRANDE	516	12	2.3	465	90.1	15	2.9	23	4.5	1	.2

( )* Student(s) not ethnically identified; "Total Enrolled" includes figure in parentheses.
** Special school for handicapped pupils.

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ELEMENTARY SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
WALKER	1,105	56	5.1	770	69.7	74	6.7	204	18.4	1	.1
WASHINGTON	233(2)*	128	55.4	70	30.3	13	5.6	16	6.9	4	1.8
WEBSTER	504	35	6.9	240	47.6	229	45.5	0	0	0	0
WEGEFORTH	335	38	11.3	215	64.2	33	9.9	48	14.3	1	.3
WEINBERGER	166	23	13.9	118	71.1	21	12.6	4	2.4	0	0
WHITMAN	360	42	11.7	279	77.5	11	3.0	28	7.8	0	0
WHITTIER	280	46	16.4	193	68.9	14	5.0	27	9.7	0	0

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

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JUNIOR HIGH SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
BELL	1,324	262	19.8	349	26.4	338	25.5	370	27.9	5	.4
COLLIER	692(1)*	195	28.2	423	61.2	43	6.2	29	4.2	1	.2
DANA	779	73	9.4	588	75.5	111	14.2	6	.8	1	.1
EINSTEIN	1,145	152	13.3	550	48.0	140	12.2	294	25.7	9	.8
HALE	1,230(2)*	137	11.2	786	64.0	216	17.6	83	6.7	6	.5
LEWIS	1,096(3)*	68	6.2	780	71.4	218	19.9	25	2.3	2	.2
MANN	1,369(7)*	193	14.2	763	56.0	273	20.0	128	9.4	3	.4
MARSTON	1,120	313	27.9	633	56.5	112	10.0	61	5.5	1	.1
MEMORIAL	827(2)*	570	69.1	58	7.0	194	23.5	3	.4	0	0
MONTGOMERY	1,052	135	12.8	453	43.1	107	10.2	353	33.5	4	.4
MUIRLANDS	1,083	225	20.8	686	63.4	137	12.6	34	3.1	1	.1
O'FARRELL	734(1)*	81	11.1	104	14.2	497	67.7	50	6.8	1	.2
PACIFIC BEACH	1,169	360	30.8	742	63.5	34	2.9	32	2.7	1	.1
PERSHING	1,619	221	13.7	1,084	66.9	213	13.2	98	6.0	3	.2
ROOSEVELT	973(2)*	273	28.1	586	60.4	48	4.9	59	6.1	5	.5
SERRA JR./SR.**	1,064(2)*	72	6.8	757	71.3	101	9.5	130	12.2	2	.2
STANDLEY	1,116	55	4.9	861	77.1	148	13.3	51	4.6	1	.1
TAFT	744(1)*	72	9.7	523	70.3	64	8.6	75	10.1	9	1.2
WANGENHEIM	1,568	135	8.6	1,098	70.0	77	4.9	254	16.2	4	.3
WILSON	1,254(1)*	377	30.1	629	50.2	131	10.5	113	9.0	3	.2

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

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SENIOR HIGH SCHOOLS		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
CLAIREMONT	1,932(2)*	247	12.7	1,385	71.8	197	10.2	100	5.2	1	.1
CRAWFORD	1,514(1)*	174	11.5	953	63.0	246	16.2	133	8.8	7	.5
HENRY	3,067(8)*	209	6.8	2,348	76.8	332	10.8	162	5.3	8	.3
HOOVER	1,213(6)*	317	26.3	661	54.7	117	9.7	107	8.9	5	.4
KEARNY	1,979(1)*	242	12.2	1,046	52.9	241	12.2	441	22.3	8	.4
LA JOLLA	1,344(2)*	108	8.1	1,142	85.0	69	5.1	22	1.7	1	.1
LINCOLN***	943	125	13.3	3	.3	795	84.3	20	2.1	0	0
MADISON	2,593(5)*	242	9.3	1,656	64.0	287	11.1	401	15.5	2	.1
MADISON-EVENING	186	13	7.0	169	90.9	1	.5	3	1.6	0	0
MIRA MESA***	2,679(2)*	274	10.3	1,840	68.7	164	6.1	397	14.8	2	.1
MISSION BAY	1,468(1)*	179	12.2	1,183	80.6	48	3.3	50	3.4	7	.5
MORSE	1,808(1)*	293	16.2	350	19.4	872	48.3	286	15.8	6	.3
POINT LOMA	1,628	211	13.0	1,245	76.5	118	7.2	48	2.9	6	.4
SAN DIEGO	1,472(6)*	793	54.1	345	23.5	242	16.5	81	5.5	5	.4
SERRA JR./SR.**	1,223	77	6.3	936	76.5	106	8.7	102	8.3	2	.2
WRIGHT BROS.***	245	42	17.2	149	60.8	38	15.5	5	2.0	11	4.5

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

 ** Figure includes senior high pupils only.

*** Includes 9th grade students.

ATYPICAL		HISPANIC		WHITE		BLACK		ASIAN		ALASKAN/INDIAN	
SCHOOL	TOTAL ENROLLED	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
FARB MIDDLE SCHOOL	1,103(2)*	68	6.2	820	74.4	88	8.0	123	11.2	2	.2
GOMPERS SECONDARY	740(2)*	56	7.6	287	38.9	373	50.5	20	2.7	2	.3
INDEPENDENT LEARNING CENTERS											
GARFIELD	407	64	15.7	270	66.3	65	16.0	7	1.7	1	.3
TWAIN	442	76	17.2	305	69.0	48	10.9	12	2.7	1	.2
MUIR ALTERNATIVE SCHOOL	293	23	7.8	210	71.7	39	13.3	12	4.1	9	3.1
SCHOOL OF CREATIVE & PERFORMING ARTS	441	54	12.2	276	62.6	102	23.1	6	1.4	3	.7
OTHER PROGRAMS											
HOMEBOUND	89(7)*	14	17.1	33	40.2	25	30.5	10	12.2	0	0
PHYSICALLY HANDICAPPED EH INSTITUTION PROGRAM	302(1)*	20	6.6	218	72.4	54	18.0	6	2.0	3	1.0

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

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APPENDIX B

THE DESEGREGATION INDEX

The formula for the Desegregation Index (D) is:

$$D = \frac{\Sigma_i \, M_i \, P_{W_i}}{MP_W} \times 100$$

where Σ_i = The sum of all the individual school values, $M_i \, P_{W_i}$

M_i = Number of minority students in school i

M = Number of minority students in the district

P_{W_i} = Proportion of white students in school i

P_W = Proportion of white students in the district

The calculation of the index is a straightforward task. To obtain the numerator, one simply takes each school in the District and multiplies its number of minorities times its proportion of white students. When this value has been computed for all the schools in the District, these are summed, producing the numerator.

The denominator is simply the number of minorities in the District times the proportion of white students in the District.

The index is obtained by dividing the numerator by the denominator and multiplying the result by 100.

APPENDIX C

THE CLASSROOM TEACHER INTEGRATION INDEX

The formula for calculating the Classroom Teacher Index (CT) is:

$$CT = \left[1 - \frac{\Sigma_i \; T_i \; \left| T_{W_i} - T_W \right|}{2\,T\,T \; \cdot \; (1-T_W)} \right] \times 100$$

where: Σ_i = The sum of all the $T_i \left| T_{W_i} - T_W \right|$ values

for each school in the district or Elementary/
Secondary Division

T_i = Number of classroom teachers in school i

T = Total number classroom teachers in the district

T_{W_i} = Proportion of white teachers in school i

T_W = Proportion of white teachers in district

$\left| T_{W_i} - T_W \right|$ = The absolute value of the difference

The calculation of this index is somewhat more complicated. To obtain
the numerator, one first takes each school in the District and multiplies
the number of teachers in that school by an absolute number[1] obtained by
subtracting the proportion of white teachers in the District from the
proportion of white teachers in that school. When this value has been
computed for all schools in the District, these are summed producing the
numerator.

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[1] This means that if TW_i - TW produces a negative number, the negative
aspect is ignored.

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The denominator is obtained by multiplying 2 times the total number of

teachers in the District times the proportion of white teachers in the

District times a value obtained by subtracting from 1 the proportion of

white teachers in the District.

The numerator is then divided by the denominator and the result is

subtracted from 1.

The index is then obtained by multiplying this final number by 100.

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APPENDIX D

REPORT OF PROGRESS, 1980-81
DISTRICT AFFIRMATIVE ACTION EMPLOYMENT PROGRAM
MARCH 24, 1981

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REPORT OF PROGRESS, 1980-81
DISTRICT AFFIRMATIVE ACTION EMPLOYMENT PROGRAM
March 24, 1981

The school district's Affirmative Action Policy and Procedure for Equal Employment
Opportunity for Certificated and Classified Personnel was adopted by the Board of
Education on March 12, 1974 and revised on January 14, 1975 to include women in
employment and promotional goals. Affirmative action reports issued each year
have dealt primarily with an annual assessment of progress. Since the 1980-81
report marks the end of the seven-year affirmative action commitment set forth in
our policy and procedure, it is appropriate to list some of the more important
achievements over the entire period:

* Made substantial increases in the percent of minority employees in
  each major employment category:

Management:	from 12.5% to 23.1%
Teachers:	from 10.7% to 18.0%
Classified employees:	from 23.6% to 33.7%
Total staff:	from 15.5% to 25.7%

* Increased percent of women in management positions from 22.1% to 35.0%
  and doubled number of women managers from 82 to 164.

* Increased number of women directors or higher level management positions
  from 2 to 8 and number of women principals from 24 to 44.

* More than doubled the number of minorities in management positions
  from 51 to 108.

* Increased the percent of women on Leadership Development Lists from
  36% to 54%.

* Made substantial progress in identifying and dismantling personnel
  policies, procedures, and practices which in the past have worked
  to perpetuate discrimination in the school district.

The primary goals of the school district's affirmative action program were to
achieve, within a seven-year period, a total staff which is balanced with regard
to racial/ethnic backgrounds in proportion to the student population distribution
within the boundaries of the San Diego Unified School District, and balanced with
regard to sex in accordance with the number of qualified and available applicants.
An overall objective was set that minority employees would constitute twenty to
thirty percent of all new hires.

When the school district's affirmative action policy and procedure was adopted,
ten possible constraints were recognized which might operate to prevent full
achievement of goals and objectives. Several constraints were concerned with re-
striction in ability to hire or promote sufficient numbers of employees to provide
opportunities for employment and promotion of minorities and women. These con-
straints included lower staff turnover, district financial strictures, shrinking
pupil enrollment, and decreasing promotional opportunities. Other constraints

dealt with possible difficulties in recruiting qualified women and minorities for teaching and administrative positions. Two constraints which were not recognized in 1974-75 when the policy was written concern the rapid increase in the percentage of racial/ethnic minorities in the student population and the shortage of minority teachers credentialed for math, physical science, and special education. The school district's aggressive policy of recruitment, encouragement, and counseling has made it possible to hire and promote substantial numbers of racial/ethnic minorities and women. Statistics on progress towards affirmative action goals and objectives are as follows:

	Percent of Minority Employees		Percent of Minority Students
	Total Staff	New Hires	
1973-74	15.5%		29.4%
1974-75	16.7		30.3
1975-76	21.1	39.3%	32.1
1976-77	21.5	30.8	33.9
1977-78	23.0	35.4	36.0
1978-79	23.6	38.0	38.2
1979-80	25.5	36.6	41.0
1980-81	25.7	33.0 (1st 4 mos.)	44.6

1. Employment of a minimum of 20 to 30 percent of all new employees in minority categories. This objective has been exceeded in each of the years. However, one of the major vehicles facilitating the employment of minorities, the Comprehensive Employment and Training Program (CETA) is expected to end by September 30, 1981. The school district employed from 400 to 650 CETA employees during most of the seven-year period.

2. Staff balanced with regard to racial/ethnic backgrounds in proportion to the student population. Because the percent of minority students increased from 29.4% in 1973-74 to 44.6% in 1980-81, the very substantial increase in staff minority percentages (from 15.5% to 25.7%) was not sufficient to achieve the goal set.

The school district is committed to continue a program of affirmative action designed to increase the number of minorities and women at levels of the classified and certificated workforce where they are currently underutilized. The goals and objectives which will guide the district during the coming years will be developed in a meeting of the Affirmative Action Advisory Committee and brought to the Board of Education for consideration later this year.

The information in the attached statistical report summarizes the ethnic composition of the staff for 1980-81 and the preceding three years. The statistical report also serves as a report of progress for 1980-81 of the district's Affirmative Action Employment Program, both for ethnic composition of staff and employees grouped by sex and employment category. Statistics are presented for management employees, contract teachers, and classified employees, along with organizational, occupational field, and salary level breakdowns.

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1. MINORITY EMPLOYEES AND TOTAL STAFF

The numbers and proportions of minority employees to total staff have increased steadily during the past ten years. The table that follows illustrates significant progress toward stated affirmative action goals and the achievement of annual objectives accomplished in the past three years.

	1978-79	1979-80	1980-81	Proportion Minority of Total		
				1978-79	1979-80	1980-81
Total Management	465	466 (+ 1)	468 (+ 2)			
Minority Management	98	102 (+ 4)	108 (+ 6)	21.1%	21.9%	23.1%
Total Teachers	5,722	5,912 (+190)	6,089 (+177)			
Minority Teachers	982	1,037 (+ 55)	1,097 (+ 60)	17.2%	17.5%	18.0%
Total Classified	5,090	5,680 (+590)	5,966 (+286)			
Minority Classified	1,587	1,941 (+354)	2,008 (+ 67)	31.2%	34.2%	*33.7%
Total Staff	11,277	12,058 (+781)	12,523 (+465)			
Minority Staff	2,667	3,080 (+413)	3,213 (+133)	23.6%	25.5%	25.7%

Between 1979-80 and 1980-81, our total regular staff in all categories increased from 12,058 employees to 12,523 employees, or a net gain of 465 employees. The increase was due largely to the addition of employees financed by specially funded projects and the State Master Plan for Special Education.

2. EMPLOYMENT OF MINORITY EMPLOYEES

The increases in numbers and percents of minority employees reflected in the total staff figures shown above represent, net increases rather than total hires. The employment program for a given year first has to replace employees who have terminated before it can effect an increase in the previous year's totals. Hire and separation figures for the past two years are shown below.

	1978-79			1979-80		
	Total	Minority	% Minority	Total	Minority	% Minority
Separations	1253	382	30.5%	1336	526	*39.4%
New Hires	2280	867	38.0%	2568	940	*36.6%

*Loss due primarily to reduction in the Comprehensive Employment and Training Act program (CETA).

3. MINORITY EMPLOYEES AND TEACHING STAFF

Minority teacher representation throughout the staff continues to increase:

	Net Increase in Number		Increase	Proportion of Total	
	1979-80	1980-81		1979-80	1980-81
Hispanic	346	380	+ 34	5.9%	6.2%
Black	489	497	+ 8	8.3%	8.2%
Asian	109	129	+ 20	1.8%	2.1%
American Indian/ Alaskan Native	93	91	- 2	1.6%	1.5%
White	4,875	4,992	+117	82.4%	82.0%
TOTAL	5,912	6,089	+177	100.0%	100.0%

NOTE: Figures shown include all categories of teachers and do not represent total employment, which includes replacements. For example, 24 new Black teachers were hired, but 4 members of the current staff were promoted to management positions and 12 retired, resigned, or went on leave of absence, leaving a net gain of 8 Black teachers.

4. MINORITY EMPLOYEES AND CLASSIFIED STAFF

Classified employment continues as the outstanding achievement in the affirmative action program. The proportion of minority personnel employed in the classified service has equaled or exceeded the proportion of minorities in the population and work force of San Diego for nine years. The proportion of minorities to total classified staff totals 33.7%.

5. MINORITY EMPLOYEES AND MANAGEMENT STAFF

In 1980-81 there were more minority staff in each management category that in 1979-80.

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Principals	18	23	25	27	30	31	32
Vice Principals	20	22	25	26	32	33	37
Other Management Employees	23	26	42	43	36	38	39
Total Minority Management	61	71	92	96	98	102	108
Percent of all Management	(15.9%)	(18.3%)	(21.5%)	(21.5%)	(21.1%)	(21.9%)	(23.1%)

6. WOMEN AND TOTAL STAFF

The school district employs a majority of women in teaching and classified staff categories and continues to improve the percentage of women in management category. The table which follows sets forth figures for the past three years.

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6. WOMEN AND TOTAL STAFF (continued)

	No. 1978-79	No. 1979-80	No. 1980-81	Proportion Women of Total 1978-79	1979-80	1980-81
Total Management	465	466 (+ 1)	468 (+ 2)			
Women Management	154	160 (+ 6)	164 (+ 4)	33.1%	34.3%	35.0%
Total Teachers	5,722	5,912 (+190)	6,089 (+177)			
Women Teachers	3,699	3,884 (+185)	4,041 (+157)	64.6%	65.7%	66.4%
Total Classified	5,090	5,680 (+590)	5,966 (+286)			
Women Classified	3,596	4,126 (+530)	4,364 (+238)	70.6%	72.6%	73.1%
Total Staff	11,277	12,058 (+781)	12,523 (+465)			
Women Staff	7,449	8,170 (+721)	8,569 (+399)	66.1%	67.8%	68.4%

7. WOMEN IN MANAGEMENT

The school district's affirmative action goal is to achieve a distribution of women in the management category in relation to the proportion of women qualified and available in the staff. Special emphasis is placed on increasing the proportion of women in the Leadership Development Program. Several statistical summaries illustrate the progress which has been made toward the first goal.

(A) PROMOTIONS OF WOMEN AND MEN TO MANAGEMENT

	No. to First Management Position			No. Promoted Within Management		
	Men	Women	Total	Men	Women	Total
1972-73	15	4	19			
1973-74	4	4	8	15	4	19
1974-75	11	12	23	15	12	27
1975-76	17	9	26	7	11	18
1976-77	35	28	63	17	11	28
1977-78	13	15	28	14	15	29
1978-79	16	22	38	14	16	30
1979-80	15	14	29	25	10	35
1980-81	13	10	23	14	8	22

(B) WOMEN IN SPECIFIC MANAGEMENT CATEGORIES

	No. 1978-79	No. 1979-80	No. 1980-81	Proportion Women of Total 1978-79	1979-80	1980-81
Total Directors	51	55 (+4)	54 (-1)			
Women Directors	8	8 (+0)	8 (+0)	15.7%	14.5%	14.8%
Total Principals	170	168 (-2)	165 (-3)			
Women Principals	42	45 (+3)	44 (-1)	24.7%	26.8%	26.7%
Total Vice Principals	101	106 (+5)	109 (+3)			
Women Vice Principals	47	47 (+0)	50 (+3)	46.5%	44.3%	45.9%
Total Coord/Supv/etc.	143	137 (-6)	140 (+3)			
Women Coord/Supv/etc.	58	60 (+2)	62 (+2)	40.6%	43.8%	44.3%

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7. <u>WOMEN IN MANAGEMENT</u> (continued)

(C) <u>PROMOTIONS OF WOMEN TO HIGHER MANAGEMENT CATEGORIES</u>

	1976-77	1977-78	1978-79	1979-80	1980-81
Assistant Director/Supvr to Director	-	-	2	-	-
Principal to Director	2	2	-	-	-
Vice Principal to Principal	6	5	8	4	3
Coord/Supvr to Vice Principal	3	1	-	2	1
Vice Principal I to Vice Principal	-	7	6	3	3
Consultant/Supvr to Specialist	-	-	-	1	1
TOTAL	11	15	16	10	8

The following points concerning women in management are of special interest:

1. Women in the total management staff increased to 35.0% (.7% more than last year).

2. Of the 164 women currently in the management staff, 53 (32.3%) are ethnic minorities.

3. Many more women are now preparing for management positions through participation in the Leadership Development Program. Increasing the proportion of women in the Leadership Development Program has been a continuing major district objective. In 1974-75, women comprised 36% of the employees in this program; in 1975-76, the proportion increased to 42%; in 1976-77 to 48%; in 1977-78 and 1978-79 to 54%; and in 1979-80 to 56%. Applicants for the 1980-81 school year number 136 women (64.8%) and 74 men (35.2%).

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Attachment (Report No. 8, 1980-81)

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SAN DIEGO UNIFIED SCHOOL DISTRICT
Personnel Division

1980-81 ETHNIC SURVEY OF EMPLOYEES
SAN DIEGO UNIFIED SCHOOL DISTRICT

Report No. 8
1980-81

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SAN DIEGO UNIFIED SCHOOL DISTRICT
Personnel Division

REPORT ON ETHNIC SURVEY OF EMPLOYEES

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NOTE: Tables 1 through 5 include only monthly salaried employees.

SAN DIEGO UNIFIED SCHOOL DISTRICT
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Table 1

ETHNIC COMPOSITION OF STAFF: 1975-1980

MAJOR EMPLOYMENT CATEGORIES	YEAR	ALL EMPLOYEES No.	1 HISPANIC No.	%	2 WHITE No.	%	3 BLACK No.	%	4 ASIAN/PAC. ISLANDER No.	%	5 AM. INDIAN/ ALASKAN NAT. No.	%	6 TOTAL MINORITY No.	%
MANAGEMENT (a)	1980-81	468	40	8.6	360	76.9	57	12.2	8	1.7	3	0.6	108	23.1
	1979-80	466	38	8.2	364	78.1	54	11.6	7	1.5	3	0.6	102	21.9
	1978-79	465(b)	37	8.0	367	78.9	51	11.0	7	1.5	3	0.6	98	21.1
	1977-78	446(c)	35	7.8	350	78.5	51	11.4	7	1.6	3	0.7	96	21.5
	1976-77	428(c)	32	7.5	336	78.5	52	12.1	5	1.2	3	0.7	92	21.5
	1975-76	388	23	5.9	317	81.7	42	10.8	4	1.1	2	0.5	71	18.3
CONTRACT TEACHERS	1980-81	6089	380	6.2	4992	82.0	497	8.2	129	2.1	91	1.5	1097	18.0
	1979-80	5912	346	5.9	4875	82.4	489	8.3	109	1.8	93	1.6	1037	17.5
	1978-79	5722	318	5.6	4740	82.8	467	8.1	101	1.8	96	1.7	982	17.2
	1977-78	5715	299	5.2	4787	83.8	441	7.7	92	1.6	98	1.7	930	16.3
	1976-77	5710	285	5.0	4818	84.3	426	7.5	89	1.6	92	1.6	892	15.6
	1975-76	5759	279	4.9	4878	84.7	425	7.4	88	1.5	89	1.5	881	15.3
CLASSIFIED	1980-81	5966	749	12.6	3958	66.3	950	15.9	243	4.1	66	1.1	2008	33.7
	1979-80	5680	675	11.9	3739	65.8	1002	17.7	195	3.4	69	1.2	1941	34.2
	1978-79	5090	604	11.9	3503	68.8	750	14.7	159	3.1	74	1.5	1587	31.2
	1977-78	4788	566	11.8	3297	68.9	715	14.9	129	2.7	81	1.7	1491	31.1
	1976-77	4396	504	11.5	3118	70.9	601	13.7	101	2.3	72	1.6	1278	29.1
	1975-76(d)	4218	469	11.1	2985	70.8	587	13.9	109	2.6	68	1.6	1233	29.2
TOTAL STAFF	1980-81	12523	1169	9.4	9310	74.3	1504	12.0	380	3.0	160	1.3	3213	25.7
	1979-80	12058	1059	8.8	8978	74.4	1545	12.8	311	2.6	165	1.4	3080	25.5
	1978-79	11277	959	8.5	8610	76.4	1268	11.2	267	2.4	173	1.5	2667	23.6
	1977-78	10951	900	8.2	8434	77.0	1207	11.0	228	2.1	182	1.7	2517	23.0
	1976-77	10534	821	7.8	8272	78.4	1079	10.3	195	1.9	167	1.6	2262	21.5
	1975-76	10365	771	7.4	8180	78.9	1054	10.2	201	1.9	159	1.6	2185	21.1

Source: A self-determination ethnic survey was taken during November, 1975, based on categories specified by new Federal and State guidelines. Also, new employees (after employment) have been tabulated by this method since 1975.

(a) Category includes managers, supervisors, and specialists on the Management Salary Schedule.
(b) Special Education Program Specialists (18), required to implement THE STATE MASTER PLAN FOR SPECIAL EDUCATION, were included in this category.
(c) Administrative Interns (22), Children's Centers Supervisors (21) and Classified Supervisors (15) were included in this category due to Rodda bill management definitions.
(d) Comprehensive Employment Training Act (C.E.T.A.) program commenced March, 1975.

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Table 2

MANAGEMENT EMPLOYEES - ETHNIC MINORITY GROUPS

	HISPANIC	BLACK	ASIAN OR PAC. ISLANDER	AM. INDIAN/ ALASKAN NAT.	TOTAL
PRINCIPALS					
1980-81	10	17	3	2	32
1979-80	10	17	3	1	31
1978-79	10	16	3	1	30
1977-78	10	15	1	1	27
1976-77	9	14	1	1	25
1975-76	9	12	1	1	23
VICE PRINCIPALS					
1980-81	15	17	4	1	37
1979-80	13	15	3	2	33
1978-79	12	15	3	2	32
1977-78	7	13	4	2	26
1976-77	8	14	2	1	25
1975-76	4	16	1	1	22
OTHER MANAGEMENT					
1980-81	15	23	1	-	39
1979-80	15	22	1	-	38
1978-79	15	20	1	-	36
1977-78	18	23	2	-	43
1976-77	15	24	2	1	42
1975-76	10	14	2	-	26
TOTAL MANAGEMENT					
1980-81	40	57	8	3	108
1979-80	38	54	7	3	102
1978-79	37	51	7	3	98
1977-78	35	51	7	3	96
1976-77	32	52	5	3	92
1975-76	23	42	4	2	71

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Table 3

PERCENTAGE OF EACH ETHNIC GROUP EMPLOYED BY DIVISIONS AND DEPARTMENTS - ALL EMPLOYEES
(Employee Data Base as of November 15, 1980)

	ALL EMPLOYEES No.	1 HISPANIC No. %	2 WHITE No. %	3 BLACK No. %	4 ASIAN OR PACIFIC ISLANDER No. %	5 AM. INDIAN/ ALASKAN NAT. No. %	6 TOTAL MINORITY No. %
Elementary Schools	5559	621 11.2	3989 71.8	736 13.2	166 3.0	47 0.8	1570 28.2
Secondary Schools (a)	4639	340 7.3	3586 77.3	509 11.0	117 2.5	87 1.9	1053 22.7
Programs Division	360	54 15.0	225 62.5	33 9.1	42 11.7	6 1.7	135 37.5
Student Services Division	838	68 8.1	658 78.5	95 11.4	12 1.4	5 0.6	180 21.5
Personnel Division	89	8 9.0	57 64.0	19 21.4	5 5.6	- -	32 36.0
Business Services Division	770	60 7.8	596 77.4	71 9.2	28 3.6	15 2.0	174 22.6
Administrative Departments (b)	268	18 6.7	199 74.3	41 15.3	10 3.7	- -	69 25.7
TOTAL	12523	1169 9.3	9310 74.4	1504 12.0	380 3.0	160 1.3	3213 25.7

(a) Includes Junior High, Senior High, and Continuation/Opportunity Schools.
(b) Includes Evaluation Services, Data Systems, Finance, Community Relations, Urban Affairs, Legal Services, Public Information, Administrative Services, Planning and Research, Systems and Procedures, Employee Relations, Special Projects Office, and General Administration.

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Table 4

PERCENTAGE OF EACH ETHNIC GROUP EMPLOYED WITHIN MAJOR CERTIFICATED AND CLASSIFIED CATEGORIES
(Employee Data Base as of November 15, 1980)

	ALL EMPLOYEES No.	1 HISPANIC No.	%	2 WHITE No.	%	3 BLACK No.	%	4 ASIAN OR PACIFIC ISLANDER No.	%	5 AM. INDIAN/ ALASKAN NAT. No.	%	6 TOTAL MINORITY No.	%
MANAGEMENT (a)	468	40	8.6	360	76.9	57	12.2	8	1.7	3	0.6	106	23.1
CONTRACT TEACHERS (b)	6089	380	6.2	4992	82.0	497	8.2	129	2.1	91	1.5	1097	18.0
CLASSIFIED EMPLOYEES (c)													
Professional - Technical	210	8	3.8	172	81.9	16	7.6	13	6.2	1	0.5	38	18.1
Para-Professional (d)	2401	431	18.0	1338	55.7	499	20.8	115	4.8	18	0.7	1063	44.3
Secretarial and Clerical	1110	99	8.9	861	77.6	104	9.4	35	3.1	11	1.0	249	22.4
Office Machine Operators	39	5	12.8	24	61.5	5	12.8	4	10.3	1	2.6	15	38.5
Const.-Maint.-Repair	226	18	8.0	181	80.1	14	6.2	7	3.1	6	2.6	45	19.9
Custodial	767	58	7.6	514	67.0	170	22.2	17	2.2	8	1.0	253	33.0
Gardeners	143	7	4.9	119	83.2	8	5.6	6	4.2	3	2.1	24	16.8
Warehousing & Transp.	138	12	8.7	108	78.3	9	6.5	7	5.1	2	1.4	30	21.7
Food Services	859	102	11.9	590	68.7	114	13.3	39	4.5	14	1.6	269	31.3
Miscellaneous Classified	73	9	12.3	51	69.9	11	15.1	0	-	2	2.7	22	30.1
TOTAL CLASSIFIED	5966	749	12.6	3958	66.3	950	15.9	243	4.1	66	1.1	2008	33.7
ALL EMPLOYEES	12523	1169	9.4	9310	74.3	1504	12.0	380	3.0	160	1.3	3213	25.7

(a) Includes managers, supervisors, and specialists on the Management Salary Schedules.
(b) Includes classroom teachers, counselors, nurses, librarians, children's center teachers and resource teachers.
(c) Classified supervisory employees are included in group supervised.
(d) Includes Instructional Aides, Community Aides, Career Aides, Health Aides, Guidance Aides and Special Education Assistants.

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Table 5

EMPLOYEES GROUPED BY SEX AND EMPLOYMENT CATEGORY
(Employee Data Base as of November 15, 1980)

		ALL EMPLOYEES		1 HISPANIC		2 WHITE		3 BLACK		4 ASIAN OR PACIFIC ISLANDER		5 AM. INDIAN/ ALASKAN NAT.		6 TOTAL MINORITY	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MANAGEMENT															
Directors and	Male	46	85.2	1	2.2	39	84.8	6	13.0	-	-	-	-	7	15.2
Higher	Female	8	14.8	2	25.0	3	37.5	3	37.5	-	-	-	-	5	62.5
	Total	54	100.0	3	5.6	42	77.8	9	16.6	-	-	-	-	12	22.2
Principals	Male	121	73.3	7	5.8	104	86.0	8	6.6	1	0.8	1	0.8	17	14.0
	Female	44	26.7	3	6.8	29	65.9	9	20.5	2	4.5	1	2.3	15	34.4
	Total	165	100.0	10	6.1	133	80.6	17	10.3	3	1.8	2	1.2	32	19.4
Vice Principals	Male	59	54.1	7	11.9	41	69.5	8	13.5	2	3.4	1	1.7	18	30.5
	Female	50	45.9	8	16.0	31	62.0	9	18.0	2	4.0	-	-	19	38.0
	Total	109	100.0	15	13.7	72	66.1	17	15.6	4	3.7	1	0.9	37	33.9
Coordinators,	Male	78	55.7	9	11.6	65	83.3	4	5.1	-	-	-	-	13	16.7
Supvrs., Etc.	Female	62	44.3	3	4.9	48	77.4	10	16.1	1	1.6	-	-	14	22.6
	Total	140	100.0	12	8.6	113	80.7	14	10.0	1	0.7	-	-	27	19.3
All Management	Male	304	65.0	24	7.9	249	81.9	26	8.5	3	1.0	2	0.7	55	18.1
	Female	164	35.0	16	9.8	111	67.7	31	18.9	5	3.0	1	0.6	53	32.3
	Total	468	100.0	40	8.6	360	76.9	57	12.2	8	1.7	3	0.6	108	23.1
TEACHERS	Male	2048	33.6	124	6.0	1751	85.5	90	4.4	36	1.8	47	2.3	297	14.5
	Female	4041	66.4	256	6.3	3241	80.2	407	10.1	93	2.3	44	1.1	800	19.8
	Total	6089	100.0	380	6.2	4992	82.0	497	8.2	129	2.1	91	1.5	1097	18.0
CLASSIFIED EMPLOYEES															
$900/mo - up	Male	1427	44.8	106	7.4	1051	73.7	200	14.0	54	3.8	16	1.1	376	26.3
	Female	1756	55.2	193	11.0	1276	72.7	224	12.8	41	2.3	22	1.2	480	27.3
	Total	3183	100.0	299	9.4	2327	73.1	424	13.3	95	3.0	38	1.2	856	26.9
Less than $900/mo	Male	175	6.3	16	9.1	64	36.6	63	36.0	31	17.7	1	0.6	111	63.4
	Female	2608	93.7	434	16.6	1567	60.1	463	17.8	117	4.5	27	1.0	1041	39.9
	Total	2783	100.0	450	16.2	1631	58.6	526	18.9	148	5.3	28	1.0	1152	41.4
Total Classified	Male	1602	26.9	122	7.6	1115	69.6	263	16.4	85	5.3	17	1.1	487	30.4
	Female	4364	73.1	627	14.4	2843	65.1	687	15.8	158	3.6	49	1.1	1521	34.9
	Total	5966	100.0	749	12.6	3958	66.3	950	15.9	243	4.1	66	1.1	2008	33.7
TOTAL STAFF	Male	3954	31.6	270	6.8	3115	78.8	379	9.6	124	3.1	66	1.7	839	21.2
	Female	8569	68.4	899	10.5	6195	72.3	1125	13.1	256	3.0	94	1.1	2374	27.7
	Total	12523	100.0	1169	9.4	9310	74.3	1504	12.0	380	3.0	160	1.3	3213	25.7

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1. The figures for each survey are based on the data from a point in time and reflect the accuracy possible by an employee self-determination survey. After each survey additional employees have been hired, and other employees have resigned because of illness, maternity, etc. Also, reassignments have been made to cover the latter changes and hiring has taken place to staff vacant positions.

2. The San Diego City Schools survey is compatible with the Equal Employment Opportunity Commission (EEO-5) survey if certain line items are combined. Employee categories specified by the EEOC agency are different from school district affirmative action requirements. A copy of the Elementary-Secondary Staff Information (EEO-5), EEOC Form 168A, aggregate report for the entire school system normally printed on the last page of the TECHNICAL APPENDIX has not been compiled as of this date.

3. Racial/ethnic categories and definitions have been agreed upon by the Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), the General Accounting Office (GAO), and the Office of Management and Budget (OMB) for all compliance reporting and recordkeeping requirements of OCR and EEOC as follows:

"Race/ethnic designations as used by the (agency name) do not denote scientific definitions of anthropoligical origins. For the purpose of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic group.

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

Asian or Pacific Islander--A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Black (not of Hispanic Origin)--A person having origins in any of the black racial groups of Africa.

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

White (not of Hispanic Origin)--A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

This set of 'five mutually exclusive and exhaustive' categories represents the minimum number of categories to be used. Under some circumstances, OCR may require a school system to maintain and/or report data about subgroups within one or more of the five basic categories. If state and local agencies have need of further detailed information apart from OCR requirements, they are encouraged to subdivide the categories, so long as the data can be recombined into the basic OCR categories. As an illustration, the Hispanic category might be subdivided into subcategories for Mexicans, Puerto Ricans, Cubans, and Other Hispanics."

4. The State Department of Education requires a staff ethnic report (R-30) periodically. Employee categories again differ from both federal and district guidelines. The employees are classified ethnically and according to the manner in which the salaries are included under object of expendiutre classification in the California School Accounting Manual. A magnetic tape is supplied to the state agency by the Data Systems department when the R-30 report is requested.

5. Hourly classified employees are <u>excluded</u>, but Comprehensive Employment and Training Act (CETA) restricted status employees are included in the survey. Classified supervisory employees are included with the group supervised.

6. Additional information, addendum to Table 5, is noted below.

	Male		Female	
	No.	%	No.	%
Administrators	304	65.0	164	35.0
Contract Teachers	2048	33.6	4041	66.4
Classified	1602	26.9	4364	73.1
TOTAL EMPLOYEES	3954	31.6	8569	68.4

7. Ethnic composition of two significant intermittant or temporary certificated hourly groups is summarized below.

	TOTAL	HISPANIC		WHITE		BLACK		ASIAN/PAC. ISLANDER		AM. INDIAN/ ALASKAN NAT.		TOTAL MINORITY	
	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Substitute Teachers	1281	44	3.4	1151	89.9	59	4.6	24	1.9	3	0.2	130	10.1
(b) Teacher Assistants	1477	230	15.6	929	62.9	219	14.8	90	6.1	9	0.6	548	37.1

8. Table of Separations and New Hires for the past three years on a full fiscal year basis - July 1 to June 30.

	TOTAL	HISPANIC	WHITE	BLACK	ASIAN OR PACIFIC ISLANDER	AM. INDIAN/ ALASKAN NAT.	TOTAL MINORITY	%
SEPARATIONS 1979-80								
MANAGEMENT	22	-	22	-	-	-	-	18.2
CERTIFICATED	222	12	191	13	3	3	31	14.0
CLASSIFIED	1092	131	597	295	52	17	495	45.3
TOTAL	1336	143	810	308	55	20	526	39.4
NEW HIRES 1979-80								
MANAGEMENT	5	-	4	1	-	-	1	20.0
CERTIFICATED	570	50	459	36	22	3	111	19.5
CLASSIFIED	1993	263	1165	454	95	16	828	41.5
TOTAL	2568	313	1628	491	117	19	940	36.6
SEPARATIONS 1978-79								
MANAGEMENT	22	1	18	3	-	-	4	18.2
CERTIFICATED	226	7	205	10	-	4	21	9.3
CLASSIFIED	1005	108	648	194	43	12	357	35.5
TOTAL	1253	116	871	207	43	16	382	30.5
NEW HIRES 1978-79								
MANAGEMENT	4	-	3	1	-	-	1	25.0
CERTIFICATED	446	38	363	38	7	-	83	18.6
CLASSIFIED	1830	244	1047	436	91	12	783	42.8
TOTAL	2280	282	1413	475	98	12	867	38.0
SEPARATIONS 1977-78								
MANAGEMENT	17	2	14	1	-	-	3	17.6
CERTIFICATED	279	11	244	15	5	4	35	12.5
CLASSIFIED	837	89	566	144	22	16	271	32.4
TOTAL	1133	102	824	160	27	20	309	27.3
NEW HIRES 1977-78								
MANAGEMENT	5	-	5	-	-	-	-	-
CERTIFICATED	383	45	265	54	15	4	118	30.8
CLASSIFIED	1332	168	841	252	52	19	491	36.9
TOTAL	1720	213	1111	306	67	23	609	35.4

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NOTE: Long term leave of absence employees are not counted as a Separation or a New Hire. Promotions are not counted as a New Hire.

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.APPENDIX E

RACE/HUMAN RELATIONS PROGRAM
THE SCHOOL/SITE PLAN, 1980-81
GUIDELINES FOR PLAN DEVELOPMENT

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GUIDELINES FOR PLAN DEVELOPMENT

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GUIDELINES FOR PLAN DEVELOPMENT

A successful race/human relations program is more than a paperwork plan. Effective implementation requires the involvement of a cross section of the total school community.

The School Site Committee

The process for selecting the site committee should include provision for differing points of view and represent all ethnic groups in the school community. Membership should include representatives from classified and certificated staff, parents and community members. Student participation is also valuable, especially at the secondary level.

A description of the school/site committee members and the nature of their involvement should be included in the school/site level plan.

School Community Description

It is helpful for reviewing team members to know specific information about the site whose plan they are reviewing. This is especially true for sites with unique situations such as enrollment of bilingual or handicapped population, or coordination with Children's Center.

Needs Assessment

The needs assessment for each year will be based on the evaluation of the previous year's program. However, certain new needs may be identified or priorities changed. In the submission of plans, certain recurrent themes emerged. An inventory of priority needs named at individual sites throughout the district identified the following priority needs: 1) communication: interpersonal/inter-racial/intergroup relations; 2) cultural awareness; 3) self-awareness; 4) climate of acceptance in schools; 5) enrichment of existing programs (curriculum development, etc.); 6) parent and community involvement; 7) staff training; and 8) volunteer training.

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As you identify needs appropriate to your site, remember that key needs identified for the current year should be listed in order of importance, with top priority needs receiving the primary emphasis. It is important to refer to your original plan and the evaluation completed for the previous year to determine the most effective method for identification of needs at your site.

The following techniques are appropriate for determining needs:

--a formal, district-designed needs assessment, which may be obtained from Evaluation Services and machine-scored by Data Processing.

--an evaluation of the precedings year's plan. Any student, parent or staff group involved in the implementation of the program can help to determine its effectiveness. Questions to consider might include the following:
  ---What was the most effective part of the plan?
  ---What was the least effective?
  ---If an activity didn't work, why not?
  ---What do we need to do next?

--a written needs assessment designed at the school/site to obtain responses about specific situations unique to the site. Questions may be objective or open-ended.
  for example:
  ---How can we help our students understand themselves and how they relate and communicate with others?
  ---How can we help our students to understand and have an appreciation of similarities and differences among peoples?
  ---What are some practical methods of solving intergroup problems, both racial and cultural?
  ---How can we increase our students' understanding of various ethnic groups and cultures?
  ---What suggestions do you have for parent/community involvement in our school's race/human relations plan?

--a needs assessment and goal setting discussion carried out at the site in a classroom session, staff, CAC, PTA or community meeting. Be sure to use the following guidelines:
  ---Plan each meeting carefully.
  ---Decide on format, structure, and personnel required for the meeting.
  ---Involve the race/human relations facilitator assigned to your site to help you implement each needs assessment and goal setting discussion.

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Relating Needs to Goals and Components

Priority needs identified at each site should relate directly to the goals of the San Diego Plan for Racial Integration, as well as the components and subcomponents presented on the following pages. The subcomponent descriptions in pages 4 and 5 will be helpful in relating specific needs to the four subcomponents.

Goals of the Race/Human Relations Program

The race/human relations programs at school/sites are designed to implement the goals of the San Diego Plan for Racial Integration. As stated in the origiral San Diego Plan for Racial Integration, 1977-78,

> The human relations program in the San Diego Unified School District will assist students, all staff (including administrative, certificated, classified, and contract persons), and parents to:
>
> 1. Become knowledgeable about and appreciative of their own background, self-worth, and acceptance.
>
> 2. Understand and appreciate, and effectively communicate with all people of various cultural, racial, and ethnic backgrounds.
>
> 3. Develop talents and capabilities of each individual.
>
> 4. Show and demonstrate concern for all individuals every day of the year.
>
> 5. Establish and maintain a program at each school/site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals and open communication among students, parents, all school staff, and the community.
>
> 6. Identify, train, and provide competent personnel who will act as resource specialists to teachers, school/site personnel, and parents to facilitate developmental preventive programs at school/sites, striving to meet the needs of all persons, with acute awareness of the individual's needs in development and understanding.

These goals form a basis for the race/human relations programs and should be kept in mind by school/site committee members throughout the plan development process.

Components

The plan at each site should address all populations involved in the school; i.e., students, classified and certificated staff, parents and volunteers. Each school/site plan in required to include three major components:

--a staff development program
--experiences for students
--a program for parent/community involvement

Subcomponents

Each site level plan should address the following four major components which comprise the content areas of the race/human relations program:

1. Self-Awareness   1,3,6
   Self-awareness activities seek to build a sense of worth in each
   individual and to emphasize the positive nature of differences.
   The teaching personnel should work closely with the total school
   staff and with parents to provide positive experiences for students.
   Children develop a self-image based on their own perceptions and
   the attitudes of others. A climate of acceptance for individuals
   in every classroom is essential.

   Self-awareness workshops led by facilitators include these topics:
      --Values education: How do values affect our attitudes toward
        others?
      --Identify, self-concept, self-awareness, self-development: How
        do self-concepts develop in a multiracial society?

2. Cultural/Ethnic Awareness   1,2,4

   Understanding and appreciation of other cultures is attained by
   acquiring information, and by personal sharing with people of other
   races and cultures. Through participation in activities which
   build awareness and empathy for people of other groups, people

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can build bridges of understanding and friendship. Students
learn to recognize and prize diversity, to respect all cultures
and to develop positive relationships among diverse cultural
groups.

3. <u>Intergroup/Interpersonal</u> Relations ((Including but not limited to   1,2,3,4,5,6
communication, communication skill development, awareness of
others as individuals)
Communication skills programs are aimed at improving the exchange
of information and feelings between individuals and groups. Work-
shops may focus on communication skills or may use communication
skills as a vehicle for learning in other areas. Programs emphasize
human development, decision-making, intergroup communications, and
parenting skills.

4. <u>Problem Solving</u> (Including but not limited to, decision-making   2,4,5,6
strategies, conflict resolution).
Problem solving programs use skills developed in other workshops
to facilitate decision-making processes in actual or simulated
situations. Problem solving includes conflict management, which
accepts disagreement as inevitable. The basis of each disagreement
must be identified and discussed if it is to be resolved and an
agreement reached. These processes assure each participant the
opportunity to contribute thoughts and feelings to group commitments.

Over a five-year period, all personnel should be involved in all subcomponents.

<u>Relating Goals and Components to Objectives and Activities.</u>

Goals, components and subcomponents should relate directly to the objectives stated for each
recipient group. For example, the expected outcome for students, parents or staff should relate
to one of the four major subcomponents or an optional subcomponent identified at the site.
Activities should also reflect the component and subcomponent described in the plan. Proposed
activities should represent an increased commitment of school/site race/human relations involve-
ment based on the program evaluation of the preceeding year.

As goals, components, subcomponents and objectives are considered, it should be remembered that there may
be several subcomponents needed to reach a goal and several objectives in one component. Over the five-
year period, each school level plan should include, but not be limited to, the subcomponents listed.

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> ### Goal--A Point To Be Reached (District Level)
>
> Goals should reflect district goals described in the San Diego Plan for Racial Integration;
> i.e., "a human relations program will assist students, all staff (including administrative,
> certificated, classified, and contract persons), and parents to establish and maintain a
> program at each school site that will be an integral part of the school atmosphere, emphasiz-
> ing mutual understanding, common goals, and open communication among students, all school
> staff, and community."
>
> <u>Components</u>: A major area of emphasis; i.e., 1) a staff development program, 2) experiences
> for students, and 3) a program for parent/community involvement.
>
> <u>Subcomponents</u>: A specific area relating to the goal and the component stated; i.e., Self-
> Awareness, Cultural Ethnic Awareness, Interpersonal/Intergroup Relations, Problem Solving.

<u>Objectives (School Level)</u>

An objective states the desired behavior or outcome you hope to attain in order to reach
the overall goal. An objective must be stated in measurable terms. An objective should
describe the following:

--<u>Who</u> will accomplish the desired behavior,

--<u>What</u> the participants will do to attain the desired objective,

--<u>When</u> the behavior or task will be completed.

An objective may also provide a general description of
--<u>Why</u> the participants will do the task or behavior,

--<u>Where</u> and <u>How</u> the behavior will be accomplished.
For example: By June, 1978 (when) students, parents, staff, and community (who) will participate
in a minimum of five special multicultural or race/human relations programs (see below) as scheduled
on a master calendar.
--<u>What</u> - Ethnic Awareness Week
- International Music Festival
- Multicultural Fashion Show
- International Foods Festival
- Ethnic Art Show

There may be many objectives to reach each goal. Objectives will reflect the specific needs identified
by the school/site committee and will be related to the needs assessment survey.

Budget

Budget allocations are determined on the basis of .$250 + .40 per student per school and $100 allocation per Children's Center.

An estimate of the total race/human relations budget based on the allocation provided by the district is required. Each budget description should include a detailed accounting of proposed expenditures including substitute and consultant payment, transportation and additional costs.

Planning for program implementation occasionally necessitates release of certain funds before individual site plans have received final approval. Any expenditures you incur during the planning period will be charged to your race/human relations program allocation.

Evaluation

Evaluation of the implementatation of school/site level plans is accomplished through a variety of evaluative tools. One major tool is the Evaluation Assurances form developed to determine how effectively the objectives of the race/human relations program at individual sites were met, to indicate to the court the effectiveness of race/human relations programs across the district, and to provide the race/human relation team of facilitators with data base for identification of needs for future planning and for implementation of continuing programs at individual sites.

The school/site plan requires a time line and an evaluative measure (i.e., documentation of attendance records, lists of classes, meetings, etc.) for each objective. The information is compiled into a process evaluation to assess the accomplishment of objectives outlined by each individual site. Responses reflect the degree to which objectives stated in the original plan were met. Documentation to validate the responses indicated should be kept on file in the school office.

To supplement data obtained through use of the Evaluation/Assurances forms, specific evaluation of race/human relations, multicultural and/or bilingual components are used from appropriate sources such as ESAA, SIP, SCE, EIA:LES/NES, and other specially funded programs.

In addition, data is gathered from specific responses related to race/human relations programs assessed in the Kaplan Survey.

Evaluations or assessment conducted on an individual basis by the district race/human relations team of facilitators, district offices, divisions, and school/sites are also used to determine the effectiveness of the total race/human relations program districtwide.

Evaluation (Continued)

One of the district's goals listed in the <u>San Diego Plan for Racial Integration</u> is to develop the talents and capabilities of each individual. Two criteria mentioned in the <u>San Diego Plan for Racial Integration</u> under "Evaluation" are <u>Standardized Measurements of Basic Skills Achievement</u> and <u>Attitude and Opinion Survey</u>. The success of the school-level plan is also measured, in part, by student attitude and performance. The rationale for these evaluation criteria is that as the atmosphere in the school improves, students will feel better about themselves and their relationships with others, and this will have a positive effect on their performance.

Coordination With Other School Programs

As the district implements plans for integration, it is essential that the site committee and the race/human relations facilitators work in coordination with other appropriate district resource personnel and the school staff to include available resources in the school/site level plan.

The counseling center program in many elementary schools can become the hub for race/human relations and multicultural activities. The effective inclusion of the counseling center, the multi-media resource or learning center, and the career center in race/human relations site/level programs will continue to make meaningful and positive contributions to the integration effort districtwide.

The role of the elementary school counseling center and appropriate suggestions for its use in integrated programs are described in Appendix I.

Summary

Requirements for school/site level programs are recommended by the Community Relations Division in coordination with operating divisions, the Interdivisional Race/Human Relations Review Team, and the Evaluation Services Department. These requirements reflect the recommendations of the court and an ongoing evaluation of race/human relations programs districtwide.

It is expected that school plans will represent deepening involvement of all personnel in race and human relations programs over the years, and that all personnel (staff, students, parents/community) will be involved in all components and subcomponents.

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In developing the plan at individual sites, follow these guidelines:

Staff Development

-Proposed plans for staff training must relate directly to stated needs and objectives for all
  recipient groups.
-Inservice plans must be appropriate for the school/site and must supplement the overall
  district plan.

Student Experiences

-Learning experiences for students in race/human relations programs must address the real issues
  of an integrated program including racial and cultural awareness, understanding of self and
  others and interpersonal/intergroup relationships.

Parent/Community Involvement

-Objectives and activities for parent and community involvement should be based on input from
  those groups concerned as well as from school personnel.
-Objectives and activities should be appropriate to the community to be served.
-Objectives and activities should represent meaningful opportunities for participation of
  parents and volunteers.

Personnel, Time Lines, Budget, and Evaluation

-Qualified personnel should be identified to implement each activity.
-Time lines should be realistic and give adequate detail to indicate progress of proposed activities.
-The budget should give a detailed accounting of expenditures (i.e., substitutes, consultant
  payment, transportation). An estimate of the total program cost should be included.
-Procedures for evaluation of each objective should be listed in parenthesis beneath the objective.
  These should refer to specific records kept by the school which will validate completion of
  that objective.

Review Process and Implementation of School/Site Plans

School/site level plan applications are reviewed by the Interdivisional Plan Review Committee, which
includes students, teachers, race/human relations facilitators, site and central office administrators,

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and parent/community members. Working in teams, review committee members read plans for completeness, clarity, and consistency with district guidelines.

Because the race/human relations programs are ongoing at all sites, it is expected that activities will be operational before the current year's plan has been reviewed by the committee. Individual school/sites will be notified of the status of their plans as soon as possible after the submission date. During the school year, the site committee should meet periodically to monitor progress, revise objectives and activities if necessary, and to document achievement of proposed activities.

Forms used by the Interdivisional Review Committee are included in Appendix A III.

If you have any further questions, contact the Community Relations Division (293-8300) or the race/human relations facilitator assigned to your site (275-3922).

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RACE/HUMAN RELATIONS PROGRAM PLAN

SUBMISSION FORMS

(BLANKS)

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San Diego City Schools
COMMUNITY RELATIONS DIVISION

RACE/HUMAN RELATIONS PROGRAM SUBMISSION FORM

SCHOOL/SITE LEVEL PLAN

NAME OF SCHOOL/SITE: _____

TITLE AND/OR THEME OF PROPOSED PLAN (OPTIONAL): _____

_____

NAME AND TELEPHONE NUMBER OF SITE ADMINISTRATOR(S): _____

_____

DATE OF SUBMISSION: _____

SIGNATURE: _____

(Site Administrator(s)

SIGNATURE: _____

(Site Committee Chairperson)

SIGNATURE: _____

(Director)

REVIEWER(S): _____

_____

FACILITATOR: _____

JOINT SUBMISSION WITH CHILDREN'S CENTER?   YES_____   NO_____

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SCHOOL/SITE COMMITTEE

1980-81 RACE/HUMAN RELATIONS SCHOOL/SITE COMMITTEE — NAME	PARENT	CERTIFICATED STAFF	CLASSIFIED STAFF	NEEDS ASSESSMENT	GOAL SETTING	SETTING OBJECTIVE	BUDGET PREPARATION	PLAN WRITING	BILINGUAL	ETHNIC GROUPS	POSITION

ETHNIC IDENTITY

B -- BLACK

W -- WHITE

H -- HISPANIC

A -- ASIAN

A/I -- ALASKAN/INDIAN

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	ETHNIC COMPOSITION				
SCHOOL/SITE/COMMUNITY DESCRIPTION:	% HISPANIC	% WHITE	% BLACK	% ASIAN	% ALASKAN/ INDIAN
____ Total school enrollment					
____ Approximate number of VEEP students					

SCHOOL/SITE/COMMUNITY DESCRIPTION:

____ Total school enrollment

____ Approximate number of VEEP students

PLEASE CHECK THOSE THAT APPLY:

____ Enrollment of handicapped population.

____ Enrollment of bilingual students (Spanish, Asian, etc.)

____ Children's Center on site.

Involved in other programs (indicate):
____ SIP

____ Title I

____ ESAA

____ SCE

____ EIA:LES/NES

____ Follow Through, State Preschool

Other (name):

____

____

____

SCHOOL/COMMUNITY LOCATION AND DESCRIPTION

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C. <u>NEEDS ASSESSMENT</u>.

1. State key race/human relations and multicultural education needs identified at your site.

_____

_____

_____

D. <u>NEEDS ASSESSMENT TOOLS AND TECHNIQUES</u>.

1. Describe procedures utilized to assess needs of parents, students, staff, and community.

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PROGRAM DESCRIPTION

PLAN: _____

SCHOOL/SITE _____

PROGRAM YEAR _____

COMPONENT: ☐ Staff
            ☐ Students
            ☐ Parents

SUBCOMPONENT: ☐ Self-awareness   ☐ Other (optional)
               ☐ Cultural/Ethnic Awareness
               ☐ Intergroup Relationships
               ☐ Problem Solving

Objectives/Personnel/Evaluation	Activities (Solution Procedures)	Event Schedule												
		J	A	S	O	N	D	J	F	M	A	M	J	J

PROGRAM DESCRIPTION

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RACE/HUMAN RELATIONS PROGRAM BUDGET

PLEASE NOTE: Food items, personnel positions, and capital outlay are not approved expenditures.

NAME OF SCHOOL SITE_____ COST CENTER_____

PROGRAM YEAR _____ BUDGET ALLOCATION _____

ADMINISTRATION AND INSTRUCTION   AMOUNT

   Certificated Hourly Salaries (Non-Classroom Teachers,
   Materials Development, etc.)   _____

   Classified Hourly Salaries (Community Aides, Instructional
   Aides, Clerical, etc.)   _____

   Inservice Substitutes   _____

   Consultants   _____

   Reference Books   _____

   Instructional Supplies   _____

   Office Supplies (Multicultural Newsletter)   _____

   Other – EXPLAIN AND ITEMIZE   _____

   _____   _____

   _____   _____

AUDIOVISUAL

   A-V Materials   _____

   A-V Supplies   _____

FIELD TRIPS

   Admissions   _____

   Transportation   _____

TOTAL EXPENDITURES 19__ – 19__   _____

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CHECKLIST FOR COMPLETING YOUR SCHOOL/SITE RACE/HUMAN RELATIONS PLAN

As you complete your school plan, be sure to check and see if you have included the following:

1. **Identification**

   -- School name
   -- Name of principal and/or supervisor
   -- Name of school site chairperson
   -- Date submitted to Community Relations Division
   -- Title or theme of plan (optional)

2. **Assessment of needs**

   -- Have you identified priority needs?
   -- Have you described how needs identified for the 1979-80 school year program were updated for the 1980-81 school year?
   -- Have you given some indication of how needs were assessed and how this information was used to write your objectives?

3. **Goals, components and subcomponents**

   -- Are goals, components and subcomponents clearly identified?

4. **Program description--objectives, solution procedures (activities), and evaluation**

   -- Are your objectives clearly stated (i.e., what do you hope to accomplish)?
   -- Have you described the steps taken to determine needs and the relationship of needs to proposed activities?
   -- Have you outlined the main activities proposed to accomplish the objectives?
   -- Have you identified program recipients (i.e., students, parents, staff, administrative, and teaching personnel)?
   -- Have you provided a list of school site committee members and described involvement of other resources?
   -- Have you identified personnel required to implement each activity?
   -- Have you indicated proposed dates of implementation for each activity on the time line provided?

5. **Budget**

   -- Have you given an estimate of how much your proposed program will cost to implement?
   -- Have you given a detailed accounting including substitute and consultant payment, transportation, equipment, and additional costs?

Planning for program implementation occasionally necessitates release of certain funds before individual site plans have received final approval. Any expenditures you incur during the planning period will be charged to your race/human relations program allocation.

GUIDELINES FOR UPDATING RACE/HUMAN RELATIONS PLANS

GUIDLEINES FOR UPDATING THE RACE/HUMAN RELATIONS PLAN

If a site committee determines that many of the objectives of the race/human relations plans from previous years will continue in the 1980-81 school year, you may submit an update plan.

The updated race/human relations plan remains the same as previous years except for one major change. If your site determines to continue one or more of last years' objectives (minor changes permitted) it is only necessary to fill out the page entitled Update Program Description.

Even though you submit an update form for one or more previously submitted objective(s), it is expected that a minimum of one additional objective be included to reflect your increased commitment to the race/human relations program.

It is necessary to complete all pages marked UPDATE FORM for your plan to be considered complete. This includes a current:

A. School/site Level Plan (page 1)
B. School/site Committee (page 2)
C. School/site Community Description (page 3)
D. Needs Assessment (page 4)
E. Update Program Description (page 5)
F. Program Description (page 6)
G. Program Budget (page 7)

DIRECTIONS FOR SUBMITTING AN UPDATE FORM

I. Complete pages 1-4 identified as Update Plan.

II. Complete page 5 of the Update form.

Column 1 - Objective Number
List the number of the objective that is being submitted from a prior year's plan.

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Directions for Submitting an Update Form (continued)

> Column 2 - Year Submitted Originally
>> For the purpose of reference, list the year this objective was originally submitted. Your previous years plans are on file in the Community Relations Division. Copies should also be available at sites.

> Column 3 - Staff, Students, Parents Objectives
>> Identify the population for which the objective was designed by placing a check mark in the appropriate column.

> Column 4 - List and Explain any Changes in Personnel, Evaluation or Activities
>> If it is necessary to make changes in the objective, please list and explain briefly. For example, if new activities are added to carry out the objective, list the activity. If the evaluation is changed from written to oral, list.

III. Identify an additional objective and complete page 6 of the update form.

IV. Race/Human Relations Program Budget
   Submit a budget for the current program year, page 7 of the Update plan.

V. Consult the Checklist for Completing Your School/Site Race/Human Relations Plan, page 8, to determine if all necessary items are completed.

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RACE/HUMAN RELATIONS PROGRAM UPDATE PLAN

SUBMISSION FORMS

(BLANKS)

San Diego City Schools
COMMUNITY RELATIONS DIVISION

RACE/HUMAN RELATIONS PROGRAM SUBMISSION FORM

SCHOOL/SITE LEVEL PLAN

NAME OF SCHOOL/SITE:_____

TITLE AND/OR THEME OF PROPOSED PLAN (OPTIONAL):_____

_____

NAME AND TELEPHONE NUMBER OF SITE ADMINISTRATOR'S):_____

_____

DATE OF SUBMISSION:_____

SIGNATURE:_____

_____
(Site Administrator(s)

SIGNATURE:_____
(Site Committee Chairperson)

SIGNATURE:_____
(Director)

REVIEWER(S):_____

_____

FACILITATOR:_____

JOINT SUBMISSION WITH CHILDREN'S CENTER? YES_____   NO_____

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UPDATE PLAN

1980-81 RACE/HUMAN RELATIONS SCHOOL/SITE COMMITTEE NAME	PARENT	CERTIFICATED STAFF	CLASSIFIED STAFF	NEEDS ASSESSMENT	GOAL SETTING	SETTING OBJECTIVE	BUDGET PREPARATION	PLAN WRITING	BILINGUAL	ETHNIC GROUPS	POSITION

ETHNIC IDENTITY

B -- BLACK

W -- WHITE

H -- HISPANIC

A -- ASIAN

A/I -- ALASKAN/INDIAN

UPDATE PLAN

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	ETHNIC COMPOSITION				
	% HISPANIC	% WHITE	% BLACK	% ASIAN	% ALASKAN/ INDIAN

SCHOOL/SITE/COMMUNITY. DESCRIPTION:

____ Total school enrollment

____ Approximate number of VEEP students

PLEASE CHECK THOSE THAT APPLY:

____ Enrollment of handicapped population.
____ Enrollment of bilingual students (Spanish, Asian, etc.)
____ Children's Center on site.
Involved in other programs (indicate):   ____ SIP
____ Title I
____ ESAA
____ SCE
____ EIA:LES/NES
____ Follow Through, State Preschool
Other (name):
_____
_____
_____

SCHOOL/COMMUNITY LOCATION AND DESCRIPTION

UPDATE PLAN

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C. NEEDS ASSESSMENT.

1. State key race/human relations and multicultural education needs identified at your site.

_____

_____

_____

D. NEEDS ASSESSMENT TOOLS AND TECHNIQUES.

1. Describe procedures utilized to assess needs of parents, students, staff, and community.

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UPDATE PLAN

UPDATE PROGRAM DESCRIPTION

YEAR _____

SCHOOL/SITE: _____

OBJECTIVE NUMBER	YEAR SUBMITTED ORIGINALLY	STAFF	STUDENT OBJECTIVE	PARENT	PLEASE LIST AND EXPLAIN CHANGES, IF ANY: (i.e., Personnel, Evaluation, or Activities

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PROGRAM DESCRIPTION

PLAN: _____

SCHOOL/SITE _____

COMPONENT: ☐ Staff

PROGRAM YEAR _____

☐ Students

☐ Parents

SUBCOMPONENT: ☐ Self-awareness

☐ Other (optional)

☐ Cultural/Ethnic Awareness

☐ Intergroup Relationships

☐ Problem Solving

PROGRAM DESCRIPTION		Event Schedule												
Objectives/Personnel/Evaluation	Activities (Solution Procedures)	J	A	S	O	N	D	J	F	M	A	M	J	J

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UPDATE PLAN

RACE/HUMAN RELATIONS PROGRAM BUDGET

PLEASE NOTE: Food items, personnel positions, and capital outlay are not approved expenditures.

NAME OF SCHOOL SITE_____   COST CENTER_____

PROGRAM YEAR _____   BUDGET ALLOCATION_____

ADMINISTRATION AND INSTRUCTION   AMOUNT

    Certificated Hourly Salaries (Non-Classroom Teachers,
    Materials Development, etc.)   _____

    Classified Hourly Salaries (Community Aides, Instructional
    Aides, Clerical, etc.)   _____

    Inservice Substitutes   _____

    Consultants   _____

    Reference Books   _____

    Instructional Supplies   _____

    Office Supplies (Multicultural Newsletter)   _____

    Other - EXPLAIN AND ITEMIZE   _____

    _____   _____

    _____   _____

AUDIOVISUAL

    A-V Materials   _____

    A-V Supplies   _____

FIELD TRIPS

    Admissions   _____

    Transportation   _____

TOTAL EXPENDITURES 19___ - 19___   _____

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UPDATE PLAN

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CHECKLIST FOR COMPLETING YOUR SCHOOL/SITE RACE/HUMAN RELATIONS PLAN

As you complete your school plan, be sure to check and see if you have included the following:

☐ 1. Identification

-- School name
-- Name of principal and/or supervisor
-- Name of school site chairperson
-- Date submitted to Community Relations Division
-- Title or theme of plan (optional)

☐ 2. Assessment of needs

-- Have you identified priority needs?
-- Have you described how needs identified for the 1979-80 school year program were updated for the 1980-81 school year?
-- Have you given some indication of how needs were assessed and how this information was used to write your objectives?

☐ 3. Goals, components and subcomponents

-- Are goals, components and subcomponents clearly identified?

☐ 4. Program description--objectives, solution procedures (activities), and evaluation

-- Are your objectives clearly stated (i.e., what do you hope to accomplish)?
-- Have you described the steps taken to determine needs and the relationship of needs to proposed activities?
-- Have you outlined the main activities proposed to accomplish the objectives?
-- Have you identified program recipients (i.e., students, parents, staff, administrative, and teaching personnel)?
-- Have you provided a list of school site committee members and described involvement of other resources?
-- Have you identified personnel required to implement each activity?
-- Have you indicated proposed dates of implementation for each activity on the time line provided?

☐ 5. Budget

-- Have you given an estimate of how much your proposed program will cost to implement?
-- Have you given a detailed accounting including substitute and consultant payment, transportation, equipment, and additional costs?

Planning for program implementation occasionally necessitates release of certain funds before individual site plans have received final approval. Any expenditures you incur during the planning period will be charged to your race/human relations program allocation.

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UPDATE PLAN

Review of School/Site Race/Human Relations Plans

This section is <u>for your information only</u> and need
<u>not</u> be submitted.

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APPENDIX   III

Review Process Forms

REVIEW OF SCHOOL/SITE RACE/HUMAN RELATIONS PLANS

The Interdivisional Plan Review Committee includes students, teachers, race/human relations facilitators, site and central cffice administrators, and parent/community members. Working in teams, Review Committee members read plans for completeness, clarity, and consistency with district guidelines.

Forms used by the Interdivisional Review Committee are included on the following pages.

San Diego City Schools
COMMUNITY RELATIONS DIVISION

REVIEW OF SCHOOL/SITE LEVEL RACE/HUMAN RELATIONS PLAN

The purpose of this review is to provide the school/site with information about the quality of each individual plan. It is hoped that this information will be useful during the ongoing process of refining each plan, identifying needs and developing solution strategies, and implementing the program.

District Race/Human Relations Facilitators are looking forward to assisting each school/site in refining each plan and accomplishing required tasks. Please notify the Community Relations Division, 293-8300, if further assistance is needed in the implementation of the program.

Name of School/Site: _____

Title and/or Theme of Proposed Plan: _____

_____

Name and Telephone Number of Site Administrator(s): _____

Date of Submission: _____   SIGNATURE: _____
                                                            (Site Administrator)

Joint Submission with Children's Center? YES ____ NO ____
                                                 SIGNATURE: _____
                                                            (Site Administrator)

                                                 SIGNATURE: _____
                                                            (Director)

                                                 REVIEWERS: _____

                                                            _____

                                                            _____

                                                 FACILITATOR: _____

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SCHOOL/SITE LEVEL PLAN ACCEPTANCE — FORM A

SCHOOL/SITE NAME: _____

1. _____ Your plan has been reviewed by the Interdivisional Plan Review Committee and has been approved as submitted. Congratulations!

2. _____ Your plan has been reviewed by the Interdivision Plan Review Committee and has been approved but is in need of clarification on the items indicated. Please contact your facilitator for further assistance. (275-3922)

_____ School/Site Committee
_____ School/Site/Community Description
_____ Needs Assessment
_____ Goals, Components, Sub-Components
_____ Objectives

_____ Activities:
_____ Staff Development
_____ Student Experiences
_____ Parent/Community Involvement

_____ Personnel Requirements
_____ Time Line
_____ Budget
_____ Evaluation

Comments from reviewers: _____

_____

_____

_____

_____

_____

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SCHOOL/SITE LEVEL PLAN ACCEPTANCE - FORM B

SCHOOL NAME: _____

3. _____ Your plan has been reviewed by the Interdivisional Plan Review Committee and reflected a unique need in the items indicated. Contact will be made by your director. Your race/human relations facilitator will be available to assist you. Please contact the facilitator at 275-3922, or Community Relations Division, 293-8300, for any questions you may have regarding the review of your plan, and the revisions required.

_____ School/Site Committee
_____ School/Site Community Description
_____ Needs Assessment
_____ Goals, Components, Subcomponents
_____ Objectives

_____ Activities
    _____ Student-oriented
    _____ Parent-oriented
_____ Staff Training
_____ Personnel Requirements
_____ Time Line
_____ Budget
_____ Evaluation

Comments from reviewers: _____

_____

_____

_____

_____

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	Complete	Incomplete	Not Approved	Comments

A. <u>School Site Committee</u>. The application describes/provides the following:

1. List of site committee members, their ethnic identification roles and position (parert, teacher, etc.)

2. Involvement of site committee in determining needs establishing goals, setting objectives, preparing budget and writing the plan.

3. Involvement of other resources, (local agencies, colleges, etc.)

Additional comments:

.B. <u>School Community Description</u>.

1. Unique situations or school innovations are described.

Additional comments:

C. <u>Needs Assessment</u>.

1. Key needs are identified.

2. Information is clearly stated.

3. Assessment seems to reflect realistic identified needs of the community and of individual students.

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Complete Incomplete Not Approved Comments

4. Assessment includes pertinent information
   from all recipient groups: students,
   parents, staff, and community.

5. Assessment reflects student attitudes,
   interests, self-concepts.

   Additional comments:

D. Needs Assessment Tools and Techniques.

1. Needs are based on evaluation of the
   previous year program.

2. Techniques for assessing needs are
   described.

   Additional comments:

E. Goals, Components and Subcomponents

1. Goals, components and subcomponents are clearly identified.

2. Goals, components and subcomponents reflect both district
   guidelines and individual site needs.

   Additional comments:

152

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	Complete	Incomplete	Not Approved	Comments

F. __Objectives.__

1. Objectives are clearly and logically stated.

2. Objectives are clearly related to the needs assessment at the individual site.

3. Objectives represent a significant effort to improve the effectiveness of the district integration program, as well as the site integration program.

4. Activities represent an increased commitment school/site race/human relations involvement based on program evaluation of the preceeding year.

5. Objectives are addressed to total school population.

6. Objectives express expectations for all recipient groups.

Additional comments:

G. __Activities.__

1. Staff Development

a. Proposed plans for staff development relate directly to stated needs and objectives for all recipient groups.

b. Inservice plans are appropriate for the school site and supplement the overall district plan.

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185

Complete Incomplete Not Approved

Comments

G. Activities. (Continued)

   c. Proposed plans include all staff at
       the school/site.

2. Student Experiences

   a. Proposed plans are appropriate for
       the student population involved.

   b. Plans are based on input from students
       as well as from school personnel.

3. Parent/Community Involvement

   a. Activities to promote parent and
       community involvement are based on
       input from those groups concerned,
       as well as from school personnel.

   b. Involvement activities are appropriate
       to the community to be served.

   c. Activities represent meaningful oppor-
       tunities for participation of parents
       and volunteers.

   Additional comments:

4. Program Design

   a. Activities are clearly related to attain-
       ment of the objective they address.

   b. Activities indicate an approach consistent

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Complete   Incomplete   Not Approved   Comments

G. 4. b. (Continued)

with the identified needs of program recipients:
staff, students, parents/community.

c. Activities are specifically stated and include
solution procedures appropriate to the needs of
the individuals, school and community.

d. Activities are addressed to the following sub-
components.

1) Self-Awareness

2) Cultural/Ethnic Awareness

3) Intergroup/Interpersonal Realtionships

4) Problem Solving

Additional Comments:

H. Personnel

1. Required personnel (positions) have been identified
for each activity to indicate persons responsible
for implementation.

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	Complete	Incomplete	Not Approved	Comments

H.   (Continued)
2.   Personnel identified to implement the program
     are qualified to accomplish specific tasks
     required to meet stated objectives.

     Additional comments:

I.   Time Line/Budget

1.   The time line clearly indicates proposed plan-
     ning and implementation procedures for attain-
     ment of objectives.

2.   The time line is realistic in terms of expectations.

3.   The budget gives a detailed accounting of expendi-
     tures (i.e., substitutes, consultant payment,
     transportation, equipment, and additional costs).

     Additional comments:

J.   Evaluation

1.   The proposed plan is based on measurable objectives
     consistent with the overall district plan.

2.   Time periods for collecting and assessing informa-
     tion are appropriate.

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Complete Incomplete Not Approved Comments

J. (Continued)

3. The proposed solutions are consistent with one or more
    of the four major criteria established by the district to
    evaluate the San Diego Plan for Racial Integration.**

    -Pupil Ethnic Census by schools and programs.

    -Standardized measurements of Basic Skills
     Achievement.

    -Attitude and Opinion Survey.

    -Student and school records.

    Additional comments:

** Evaluation: San Diego Plan for Racial Integration, page 193

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EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

This section will be required at the end of
the school year. You will receive a
copy through the mail with a cover
memo.

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San Diego City Schools
Community Relations Division

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

SCHOOL/SITE _____   SITE ADMINISTRATOR(S) _____

DATE _____

DIRECTIONS: Check only those items that apply or have been accomplished. Documentation
to validate the responses indicated should be on file in the school/site office and/or
children's center office.

1. School/Site Committee Involvement
    School/Site Committee was involved in: (Check those activities that apply.)

    1.a. [   ]   Planning
    1.b. [   ]   Implementation
    1.c. [   ]   Evaluation

2. Ongoing Needs Assessment: (Check those that apply.)

    2.a. [   ]   Original plan activities were appropriate to identified needs.
    2.b. [   ]   New needs were identified in carrying out the plan.
    2.c. [   ]   Original needs were reduced subsequent to the plan implementation.

3. Component Objectives: (Check one for each component objective.)

    3.a. Parent/Community Involvement:

        3.a.(1) [   ]   Objectives essentially met.
        3.a.(2) [   ]   Objectives not met.
        3.a.(3) [   ]   Data insufficient to judge.

    3.b. Student Development:

        3.b.(1) [   ]   Objectives essentially met.
        3.b.(2) [   ]   Objectives not met.
        3.b.(3) [   ]   Data insufficient to judge.

    3.c. Staff Development:

        3.c.(1) [   ]   Objectives essentially met.
        3.c.(2) [   ]   Objectives not met.
        3.c.(3) [   ]   Data insufficient to judge.

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3. Component Objectives: (Check one for each component objective.)
    (Continued)

    3.d. Please select one other component your plan may have addressed and
          identify that component in space provided below (e.g., communication,
          school climate, multicultural/racial awareness, etc.):

          Selected Optional Component Title: _____

          In the boxes below, please check the appropriate measure of your
          selected optional component:

          3.d.(1) |____| Objectives essentially met.
          3.d.(2) |____| Objectives not met.
          3.d.(3) |__·_| Data insufficient to judge.

4. Solution Procedures (Activities)
    Approximate percentage of activities carried out (over all components):
    (Check one.)

    4.a. |____| 0 - 33%
    4.b. |____| 34 - 67%
    4.c. |____| 68 - 100%

5. Time Lines
    Approximate percentage of activities essentially carried out according to
    individual plan: (Check those that apply.)

    5.a. |____| 0 - 33%
    5.b. |____| 34 - 67%
    5.c. |____| 68 - 100%
    5.d. |____| Many time lines for specific activities were unrealistic.

6. On a scale of 1 - 5, with 5 being the top ranking, indicate your assessment of
    the effectiveness of the race/human relations program at your site this year
    1979-80. (Circle one.)

                    1   2   3   4   5

7. Was the effectiveness of your program evaluated in any way by participants?
    If so, please attach a summary of findings.

8. In order to supplement these general findings, please indicate the specially
    funded programs in which your site participates:

    _____ SIP   _____ Follow Through, State Preschool

    _____ Title I   _____ ESAA

    _____ SCE   _____ Other programs

    _____ EIA:LES/NES

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9. What evidence is there on file to validate the responses to this evaluation/ assurances instrument? (Check those which apply.)

9.a. Documentation:

9.a.(1) ☐ Attendance rosters or number of participants

9.a.(2) ☐ Teacher personal records, logs, plan books

9.a.(3) ☐ Minutes of race/human relations meetings

9.a.(4) ☐ Feedback from:

	Oral	Written
Parents	___	___
Students	___	___
Staff	___	___
Written communication to parents	___	___
P.T.A.	___	___
Newsletters	___	___
Flyers	___	___

9.a.(5) ☐ Official school activities calendar

9.a.(6) ☐ Printed agendas of meetings

9.a.(7) ☐ Student publications

9.a.(8) ☐ Other written or printed materials

9.a.(9) ☐ Media productions (i.e., slide tape; scrapbook; film; photo displays; etc.)

9.a.(10) ☐ Individual workshop evaluations

9.a.(11) ☐ Individual inservice class evaluation

9.b. Check the participation of the race/human relations facilitator at your school/site.

9.b.(1) ☐ Conducting staff workshops

9.b.(2) ☐ Conducting student workshops

9.b.(3) ☐ Conducting parent workshops

9.b.(4) ☐ Obtaining resources for school/community meeting

9.b.(5) ☐ Crisis intervention

9.b.(6) ☐ Plan writing

9.b.(7) ☐ Other

Documentation may be obtained by contacting: _____

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_____
Name of person(s) responsible

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10. With the exceptions listed below, I certify,that all staff members of this
    site have participated in at least ten (10) hours of race/human relations
    activities.

_____   _____
SCHOOL/SITE NAME   ADMINISTRATOR'S SIGNATURE

                                          _____
                                          DIRECTOR'S SIGNATURE

YJ:jgm
5/15/80

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APPENDIX F

TEACHER-INITIATED AND SITE-INITIATED
PROJECTS TO SUPPORT INTEGRATION 1980-81

San Diego City Schools
Community Relations Division
August 5, 1980

TEACHER-INITIATED AND SITE-INITIATED
PROJECTS TO SUPPORT INTEGRATION 1980-81

Background

Teacher-initiated Projects to Support Integration and Site-initiated Projects to
Support Integration were instituted as part of the San Diego Plan for Racial
Integration in the fall of 1978. The purpose of these teacher-initiated and site-
initiated projects is to provide teachers and schools with the opportunity to
conduct new and unique programs to further the goals of the district's integration
program. This is an opportunity for all teachers and schools to propose programs
to meet specific integration needs particular to a classroom, groups of students
or the entire school.

Since the inception of the TIPI's and SIPI's, $75,000 has been allocated to fund
this program. Each year, also, funded projects have been evaluated by the district's
Evaluation Services Department. These evaluations are included as part of the
annual evaluation reports of the San Diego Plan for Racial Integration.

Projects demonstrating a high degree of success are reported in the Community
Relations Division's Newsletter which is disseminated to all schools. Additionally,
schools are encouraged to implement these programs as appropriate.

Projects Recommended for 1980-81

Each of the fifty-one project proposals submitted for the year 1980-81 (31 TIPI
and 20 SIPI) was evaluated by the respective TIPI and SIPI Integration Grant
Review Committees. Each proposal was evaluated according to criteria outlined in
District Procedures 5308-3 (TIPI) and 5308-4 (SIPI).

- Each project proposal was read individually by three persons and scored
  independently according to an established point system.

- Each proposal was then discussed among the team of three; points from each
  individual rating sheet were added and general comments were recorded.

- Project proposals were placed in rank order according to the total points
  awarded by the teams.

Based on this process, seventeen TIPI and nine SIPI projects were recommended for
funding by the Integration Grant Review Committees.

INTEGRATION GRANT REVIEW COMMITTEES

Teacher-initiated

Clifford Mendoza, Chairperson

Nurlean Brown - Horton Elementary
Donna Clay - Florence Elementary
Doris Garrett - Student Services
Diane Fickett Johnson - Ross Children's Center
Tets Kashima - San Diego High
Carleen McGlothin - Pershing Junior High
Linda Miller - Whittier Children's Center
Bob Murray - Penn Elementary
Beverly Young - Crawford High

Site-initiated

Clifford Mendoza, Chairperson

Richard Camacho, Principal - Bird Rock Elementary
Michael Cashman, Representative - Business Services
Charmaine Del Principe, Vice-Principal - Hale Junior High
Mary De Witt, Supervisor - State Preschool
Joseph Ford, Principal - Hamilton Elementary School
Robert Foster, Representative - Programs Division
Carolyn Morris, Representative - Student Services
Judy Uriostegui, Representative - Personnel Division

Total Sums Recommended for Funding

Teacher-initiated Projects:	$35,083.00
Site-initiated Projects:	33,783.00
Total of all projects:	$68,866.00

CM:ss

Attachments: Criteria for Review and Evaluation of Projects
     H.2.a Teacher-initiated Projects to Support Integration
     H.2.b Site-initiated Projects to Support Integration

8-5-80

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San Diego City Schools
Community Relations Division

TEACHER-INITIATED PROJECTS
INTEGRATION GRANT REVIEW COMMITTEE

CRITERIA
FOR REVIEW AND EVALUATION OF PROJECTS
(Procedure 5308-3

Title of Project   School/grade level   Budget   Reviewer

RATE EACH ITEM ON A SCALE OF 1 - 5, WITH 5 BEING THE HIGHEST RANKING.

1. Project should support the desegregation, integration effort. (Circle one)
      1   2   3   4   5
   Reviewer's comments:

2. Project is fundamentally sound in terms of the learning process and feasible in
   terms of involving students from different ethnic groups. (Circle one)
      1   2   3   4   5
   Reviewer's comments:

3. Statement of purpose and objectives are presented clearly and completely. (Circle one)
      1   2   3   4   5
   Reviewer's comments:

4. The project will likely result in measurable or observable improvement in
   the educational program for students and teachers. (Circle one)
      1   2   3   4   5
   Reviewer's comments:

TOTAL POINTS # 1 - 4 _____

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5. An Evaluation Plan is provided: ____Yes ____No Included are: (Check those
   that apply)

   ____evaluation component

   ____clear indication of how objectives will be evaluated, i.e.,
   _____by whom   ____time line
   _____what techniques   ____services required
   Reviewer's comments:

6. Students in the classroom are the primary beneficiary of the project,
   ___Yes ___No
   Reviewer's comments:

7. The project can be mastered by other teachers in a reasonable time. (i.e. has
   exemplary qualities, appropriate and practical techniques, and staff development.)
   ___Yes ___No
   Reviewer's comments:

8. Project is financially feasible for broader implementation---does not require
   extensive school or district resources to expand to other schools.
   ___Yes ___No

   Approximate budget amount _____

   Approximate number of children or participants _____

9. Are personnel and paraprofessio____ ____sts funded out of TIPI resources? The fund
   should be related to materials, ____ment, etc.

   ____Yes ___No
   Reviewer's comments:

10. Statements of support from other individuals (i.e., department chairmen,
    consultants, specialist, or site administrators) are included.
    ___Yes ___No
    Reviewer's comments:

- -

Total number of answers _____(YES)   COUNT ONE POINT FOR EACH YES ANSWER
   (5-10)

TOTAL POINTS (1-4) ____   TOTAL YES ANSWERS (5-10) _____   PROJECT TOTAL (1-10) _____

San Diego City Schools
Community Relations Division

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
CLAIREMONT HIGH "Advancement via Individual Determination" (AVID) Grades: 10-11-12 Students: 30 Teacher: Mary Catherine Swanson	This project proposes to identify 30 tenth-, eleventh- and twelfth-grade low achieving students who have the potential and interest to pursue a college/university education. Preference will be given to students enrolled in the VEEP program. These students will be scheduled into a period per day with an English teacher and a tutor from UCSD to identify and strengthen academic weaknessess. These students also would be scheduled one period per day with three (3) UCSD tutors for more individualized assistance in the academic areas. The student experiences will include interpersonal/intergroup relations skills. The tutors will also be racially mixed.	$1,542.00
ROOSEVELT JR. HIGH "Personality Models for Ethnic Identity" Grades: 7-9 Students: 1,000 Teacher: Vickie Anderson	Some of San Diego's better known leaders, representing various ethnic groups, will be invited to address students on a bi-monthly basis. Students will achieve a better self-identity, a better perspective of the multi-ethnic composition of the city and gain some insight into the opportunities available to them. Student self-esteem and adult involvement will be improved through these integrative experiences.	700.00
OAK PARK ELEM. "Motivating Language Arts Through Photography" Grades: 3-6 Students: 120-240 Teachers: Rosa Lee Seward and Patricia Cheesman	This magnet school plans to select integrated groups of students to produce film-strips, slides and language experience books. These student-produced materials will be a means of providing oral language experiences for these students as they share them with Oak Park classrooms, community assemblies and their allied VEEP schools.	3,745.00

San Diego City Schools
Community Relations Division

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
BAKER/SUNSET VIEW "An Affective and Cognitive Approach to Integration" Grades: 5-6 Students: 120 Teachers: K. Callaghan, J. Woodson, C. Hoobler, R. Brooks	The project will combine a program of traditional instruction in the basics and preventive counseling in race/human relations to develop positive interaction among students of various ethnic and cultural backgrounds. The program will involve exchange of students on a once-a-week alternating basis.	$3,155.00
SUNSET VIEW/BAKER "Buddy System--Getting to Know You" Grades: 1-2 Students: 120 Teachers: S. Jew, A. Richardson, L. Lewis	A first and second grade from each school will interact through art, music, language, social studies and physical education activities. Parents from both schools will be encouraged to participate in the program. This is an expanded version of last year's program.	1,505.00
MONTGOMERY JUNIOR HIGH "Your World: How to Speak San Diego" Grades: 7-9 Students: 40 Teachers: J. Schwartz B. Loucks	Twenty Indochinese and 20 non-Indochinese students will be paired in teams of two. As a group, the students would participate in nine excursions about the city thus enhancing a cross-cultural exchange through oral communication and actual cultural experiences.	1,531.00
SPRECKELS ELEM. "Project Play" Grades: K-6 Students: 300 Teacher: C. Strohbehn	This plan proposes to structure game/sport activities during recesses, lunch periods and after classes or the Wednesday modified days. These activities would mix bilingual magnet, gifted and regular program students during times where they may cluster according to program or ethnic group. During class time the guidance aide, with support from the assigned district counselor, will conduct small group sessions to promote integration. This plan is an expansion of last year's program.	3,014.00

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San Diego City Schools
Community Relations Division

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
SUNSET VIEW ELEM. "Creative Extended Education" Grades: 4-6 Students: 75 Teachers: C. Hoobler	This project proposes to bring together children from Baker and Sunset View to study a variety of subject content not ordinarily covered in the elementary schools. The children will participate in this after-school program, of four to six weeks each semester, on a voluntary basis. These classes will take place at Sunset View, Baker or Point Loma College depending upon the content to be studied.	$1,931.00
EDISON ELEMENTARY "Reaching Out To People" Grades: K-1 & 6th Students: 60 Teachers: R. Davis/ Norman, & M. Cox	The teachers proposing this project have established contact with schools in Kenya, South Africa, and Fukuoka, Japan. There will be an exchange of letters, biographies, photographs, art and music between the classes at Edison and the schools abroad. The Edison students will conduct an indepth study of the cultures and also will partici-pate in self-awareness activities using district materials.	2,533.00

San Diego City Schools
Community Relations Division

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
MEMORIAL JUNIOR HIGH "Ethnic Diversity" Grades: 8-9 Students: 65 Teachers: S. Sample and C. Escamilla	Selected students from drama classes will produce a 30-minute videotape about the personal and ethnic values held by members of the major ethnic groups represented at Memorial. The videotape will be utilized as an instructional medium in other classes. The videotape also will be presented to teachers and parent groups.	$1,165.00
CRAWFORD HIGH "Multicultural Magazine" Grades: 10-12 Students: 1200 Teacher: D. Mayfield	Students of diverse ethnic backgrounds will contribute, select, edit and layout material for two 20-page magazines organized along multicultural themes. The magazine will be distributed to Crawford students and the neighboring community.	1,570.00
BIRNEY ELEMENTARY "Bilingual Health Communication Tapes" Grades: K-6 Students: Approx. 55 Teacher: R. Mac Kenzie, RN.SNP.	This project proposes to develop audiotapes using Spanish and the five main Indochinese languages to explain the health program and requirements to LES/NES students. In addition, these tapes will familiarize and orient the parents of LES/NES students to the health services provided at the school.	3,275.00
GARFIELD INDEPENDENT LEARNING CENTER "Multicultural Class-room Library" Grades: 9-12 Students: 120 Teacher: D. Barr	Students will be provided with an array of high interest books with multicultural themes. Students will discuss, once a week, books about people of a different ethnic background. Students will write papers on multicultural themes which will be displayed at the school and/or published in the school journal.	475.00

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San Diego City Schools
Community Relations Division

TEACHER-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
SAN DIEGO HIGH "Parent Involvement Program" Grades: 10-12 Students: 1,350 Teacher: C. Levoff	This project proposes to provide information about schools and its events to parents and community and provide opportunities for their involvement. Included in the plan are the publication and distribution of a monthly newsletter, flyers for special events, Spanish version provided, and the establishment of a communications "telephone tree." Through these means, the teacher in-intends to increase community awareness of the school's race/human relations program.	$4,219.00
POINT LOMA HIGH "New Student Orientation and Follow-up Activities" Grades: 10-12 Students: 100 Teacher: B. Holman	This project will address the needs of students new to Point Loma. Big brothers or sisters will be selected from the resident student body to orient and familiarize the new students to the community and to the school in general. The program is modeled after the "buddy system." In the process, because the incoming students will be racially diversified, integrative activities will be conducted to promote assimilation into the mainstream of student activities at the school.	3,280.00
INT LOMA HIGH "Improving Race Relations Through Visual Language" Grades: 10-12 Students: 50 Teacher: P. Ladd	Special education students in the resource specialist's program will be the beneficiaries of this project. The racially mixed group of students will use photography to explore the heritage and multicultural nature of the community. Language Arts activities resulting from the photography will promote appreciation and understanding among the group and the entire student body.	365.00
SCHWEITZER/LINDBERGH ELEMENTARY "Successfull Integration of Handicapped Students as a Steppingstone to Mainstreaming." Grade: Kdgn Students: 40 Teachers: G. Curran, and L. Tarleton	Racially mixed kindergarten students from the Lindbergh magnet and Schweitzer school for the physically handicapped will combine on a three-hour-per-week basis to share in academic and social experiences. The activities to be conducted will emphasize integration on two levels: racial and handicapped.	1,078.00

San Diego City Schools
Community Relations Division

SITE-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
WALKER ELEMENTARY "Multicultural Counseling" Grades: K-6 Students: 1,080 Principal: P. Derzipilski	This project proposes to develop a counseling center in which the student body is to be scheduled by groups. Multiple guidance approaches emphasizing self-awareness, intra/interpersonal relationships and problem-solving skill building will be presented. In addition, students will be offered multicultural activities. The counseling center and the proposed activities will promote harmony between individuals and groups in this multiethnic school.	$4,500.00
WANGENHEIM JUNIOR HIGH "MAP"(More Awareness of People) Grades: 7 Students: 528 Vice-Principal: C. Suzuki	The proposed program is to offer content to improve individual self-worth, develop confidence, develop skills to solve various personal problems and make decisions relative to race/human relations. The program is to be offered on a quarter-course basis for all seventh graders cycling with art, industrial arts and careers.	3, 538.00
JEFFERSON ELEMENTARY "Cultural Exchange for Integration" Grades: K-6 Students: 450 Principal: R. Six	This is an expansion of the first year's plan which now includes sixteen (16) classrooms at Jefferson. These classes will arrange exchanges with minority-isolated schools for multicultural events, field trips to local places of interest, or other activities at either of the schools. Such activities would be the culmination of letter and small group exchanges.	1, 600.00

San Diego City Schools
Community Relations Division

SITE-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
GOMPERS SECONDARY "Cross-Cultural Communications" Grades: 7-12 Students: 750 Principal: R. Press	The primary focus of this project is to promote positive interrelationships between resident and non-resident students. The program will consist of a cross cultural communications center staffed with a teacher and an aide who will team teach with English class teachers. Resident and non-resident magnet students will be scheduled into the center for the development of communication skills. Manners in which different ethnic groups express and reflect values will be studied. These experiences are expected to broaden awareness and promote understanding between individuals and groups of differing ethnicity.	$5,078.00
SERRA JUNIOR/SENIOR HIGH SCHOOL "Serra Orientation" Grades: 8-12 Students: 600 Principal: L. Sullivan	The plan includes the selection of twenty school leaders of various ethnic backgrounds to provide orientation and integration activities to all new students under the supervision of a school counselor. The program is modeled after the "buddy system." Because of Serra's highly transient enrollment, a program such as this is necessary to insure a rapid and satisfactory adjustment by new students to the school plant, staff, programs and student body.	3,931.00
CRAWFORD HIGH "Project Interact" Grades: 10-12 Students: 1488 Principal: R. Menke	This project is an expansion of last year's successful program. Multicultural multimedia materials (including video programming) will be developed by a cadre of 40 students representing many ethnic groups. These materials have been planned to support the school's race/human relations plan and the Business and Office Management Career Center. In addition, these materials will be used in schoolwide multicultural activities.	5,091.00

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San Diego City Schools
Community Relations Division

SITE-INITIATED PROJECTS TO SUPPORT INTEGRATION

SCHOOL/PLAN TITLE	SYNOPSIS OF THE PROJECT	FUNDS REQUIRED
SPRECKELS/LOWELL ELEMENTARY "Project Exchange" Grade: 4 Students: 60 Principal: L. Kidd	Selected students from the two schools (mirror magnets) will visit each other's schools and communities. During these visits, students will be paired with other students of another ethnic group. There will be six visitations during the year, two of which will be in the community. This project will provide the participating students with the opportunity to participate in activities in each other's communities.	$1,270.00
SUNSET VIEW ELEM. "Marine Science Inschool Lab" Grades: K-6 Students: 380 Principal: J. Senour	Project will establish a marine science laboratory in the existing media center, utilizing U.S. Navy and Point Loma College resources and the ocean. This program will involve magnet students from predominately minority schools and resident students. The marine science lab will provide unique learning opportunities for these magnet students. Upper grade students will be scheduled into the lab three afternoons per week and primary students will have the mornings available.	3,271.00
CHESTERTON/ROSS ELEMENTARY "Center to Assist in the Integration of Indochinese, VEEP and Learning-Handicapped Students" Grades: K-6 Students: 629 Principal: F. Venn	This is an expansion of last year's success-ful project. Both student bodies partici-pate in the Center's activities to promote greater understanding between the racially mixed students at Chesterton and handi-capped students at Ross. Kearny High School tutors and parent volunteers will be trained to assist in the center. In addition, four Ross classes will exchange with four classes of the same level at Chesterton to provide the real experience of attending a muliethnic school and a school with handicapped students.	5,504.00

ESF:CM
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8-5-80

Program Participation Counts
Teacher-Initiated and Site-Initiated Projects for Integration

Participating Schools	Total Partic- ipants	Maj.	Min.	Minority- Isolated	Approx. Hours in Integrated Setting
TIPI's:					
1. Clairemont High -(Advancement via Individual Determination)					
PROGRAM TOTALS:	55	18	37	26	360[xx]
2. Crawford High - (Multicultural Magazine)					
PROGRAM TOTALS:	26	17	9		Daily A
3. Edison Elementary - (Reaching Out to People)					
PROGRAM TOTALS:	80	24	·56	0	72
4. Garfield ILC - (Multicultural Classroom Library)					
PROGRAM TOTALS:	161	94	67	· 30	170
5. Memorial Junior High - (Ethnic Diversity)					
PROGRAM TOTALS:	39	13	26	26	
6. Montgomery Junior High - (Orientation for Indochinese new to America)					
PROGRAM TOTALS:	38*	8	30	0	20
7. Oak Park Elementary (Motivating Language Arts)					
PROGRAM TOTALS:	242	134	108	14	10
8. Point Loma High School - (New Student Orientation)					
PROGRAM TOTALS:	250	145	104	82	0·
9. Point Loma High School - (Improving Race Relations)					
PROGRAM TOTALS:	27	17 ·	10	0	60
10. Roosevelt Junior High - (Personality Models for Ethnic Identity)					
PROGRAM TOTALS:	901	544	357		2
11. San Diego High School - (Parent Involvement Program).					
PROGRAM TOTALS:	The thrust of this program was to increase active participation of parents in the program of the school.				

xxTen hours weekly
* 8 white, 3 black, 6 Pilipino, 1 Guamanian, 1 Samoan, 19 Indochinese newly arrived

Program Participation Counts (continued)

Participating Schools	Total Participants	Maj.	Min.	Minority-Isolated	Approx. Hours in Integrated Setting
6. Spreckels/Lowell - (Project Exchange)					
PROGRAM TOTALS:	24	6	18	16	17
7. Walker Elementary School - (Multicultural Counseling)					
PROGRAM TOTALS:	1,068	780	287	0	undetermined*
8. Wangenheim Junior High School - (More Awareness of People – MAP)					
PROGRAM TOTALS:	477	315	162	0	45
TIPI's:					
TOTAL ELEMENTARY:	816	435	328	214	
TOTAL SECONDARY:	1,497	856	640	164	
SIPI's:					
TOTAL ELEMENTARY:	1,685	1,091	593	131	
TOTAL SECONDARY:	1,390	810	580	366	
TOTAL ALL SCHOOLS:	5,388	3,192	2,191	875	

*All students were introduced to the counseling center and received its services throughout the year. Of the 4,616 visits of individual students recorded, 1,523 were minority students.

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Program Participation Counts (continued)

Participating Schools	Total Partic- ipants	Maj.	Min.	Mino Isola	Approx. Hours in Integrated Setting
TIPI's (continued)					
12. Schweitzer/Lindbergh - (Successful Integration of Handicapped) Elementary Schools					
PROGRAM TOTALS:	33	16	14	3	16
13. Spreckels - (Project Play)					
PROGRAM TOTALS:	191	132	59	59	30
14. Sunset View/Baker - (Buddy System)					
PROGRAM TOTALS:	110	46	64	59	
15. Sunset View/Fulton - (Creative Extended Education Program)					
PROGRAM TOTALS:	160	83	77	79	8

SIPI's:

1. Chesterton/Ross - (Center to Assist in Integration)					
Chesterton -	152	100	52	0	7
Ross -	142	104	38	0	10
PROGRAM TOTALS:	294	204	90	0	
2. Crawford High School - (Project Interact)					
PROGRAM TOTALS:	31	18	13	30	
3. Gompers Secondary - (Cross-Cultural Communications)					
PROGRAM TOTALS:	761	392	369	336	8
4. Jefferson Elementary - (Cultural Exchange for Integration)					
PROGRAM TOTALS:	299	101	198	115	3 to 5 hours
5. Serra Jr./Sr. High - (Serra Orientation)					
PROGRAM TOTALS:	121	85	36	0	2

APPENDIX G

RACE/HUMAN RELATIONS:

ASSESSMENT/MONITORING 1980-81

RACE/HUMAN RELATIONS:

ASSESSMENT/MONITORING 1980-81

In addition to the on-site monitoring of 36 schools by the Board-Appointed Analyst's Race/Human Relations team, additional strategies were employed to assess effectiveness of program planning and implementation.

I. STAFF ASSESSMENT AND MONITORING

A. Individual race/human relations site plans are submitted to the Community Relations Division annually. Plans are written at the site level and submitted, via elementary or secondary directors, to the Community Relations Division. Plans from other units such as Programs; Administrative Services (central office); Division offices (secondary, elementary, children's centers); Business Services (transportation, custodial, gardening, maintenance, security, etc.) and Personnel Division are submitted directly. Plans are reviewed and returned to sites. When the process is completed, all plans are on file in the Community Relations Division office, room 2233, Education Center. (For examples see Appendix B and G.)

B. Bimonthly race/human relations activity reports. The purpose of these reports was to identify a minimum of three activities involving staff, students and parents related to specific objectives written in the site plan. These activities were to be representative samples of accomplishments: they in no way were designed to report all activities. Reports were due in Community Relations Division on the following dates: December 5, 1980; February 6, April 3, and a final report on June 5, 1981. These documents are on file in the Community Relations Division. (For examples see Appendix B.)

C. Elementary and Secondary Area Director's Integration and Race/Human Relations School Appraisal Forms were completed for each school in his/her region (see Appendix B.1.) The purpose of the appraisal was to afford the director the opportunity to focus on aspects of the integration programs as they affect the school site. Subcategories included preparation of staff, orientation of parents and students, race/human relations, integrated student activities, administrative concerns, transportation, discipline and instructional programs. These forms are on file in the Community Relations Division.

D. Teacher-Initiated and Site-Initiated Projects for Integration. As a supportive service to the race/human relations programs teachers, administrators and community members are given the opportunity to design creative ways of providing integration activities. Funds are set aside for this purpose. The ideas are submitted and compete for acceptance. A listing and summary of projects are filed in the Community Relations Division (see Appendix C).

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E. Evaluation of the San Diego Plan for Racial Integration. This is
an annual report submitted to the Superior Court detailing the progress
made in carrying out the San Diego Plan for Racial Integration.

F. Emergency School Aid Act (ESAA) Race/Human Relations Program Evaluation.
The guidelines for these funds require a strong program of race/human
relations and require yearly evaluation. Evaluation is conducted by
independent evaluators working with Evaluation Services of the district.
Evaluation for the 1980-81 school year is currently in progress.

G. Race/Human Relations Facilitators' Weekly Integration Activity
Reports. Facilitators file a journal of weekly activities detailing
their work with the schools, departments, divisions and related
assignments. (For examples, see Appendix B.3.) Documents on file in
Community Relations Division.

H. Evaluation of Services Provided by the Race/Human Relations Facilitator.
This is a yearly evaluation, carried out by site administrator, of
services provided by the facilitator assigned. These are used by
Community Relations Division for planning inservices, personal growth
counseling and upgrading services to sites rendered by facilitators.
(See Appendix B.4.)

I. Race/Human Relations Continuing Education Classes. The number of class
participants is used as a gage of the success of the program. Docu-
mentation is on file in the Continuing Eudcation office. A list of
class offerings for the 1980-81 school year is in Appendix D.

J. Individual Workshop Evaluations. At the conclusion of workshops,
participants are afforded the opportunity of evaluating the workshop
process, as well as their own personal growth. Evaluations are kept
both at the Race/Human Relations office at Longfellow Elementary School
and at individual site locations. (Samples in Appendix E.)

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APPENDIX H

RACE/HUMAN RELATIONS ASSURANCE FORM

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SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
URBAN AFFAIRS DEPARTMENT

RACE/HUMAN RELATIONS ASSURANCE FORM

DUE DATE: JUNE 12, 1981

This form is to be submitted to your Division Office. Assurances by
Assistant Superintendents to be furnished to the Community Relations
Division for permanent record keeping as a record for the court.

_____

SCHOOL/SITE/UNIT NAME

All persons under my direct supervision, with exceptions noted below,

have completed the 10 hours of race/human relations required for the

1980-81 school year.

_____

Signature

_____

Date

NAME	NUMBER OF HOURS COMPLETED	REASONS NOT COMPLETED

YJ:jgm
5/81

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APPENDIX I

INTEGRATION AND RACE/HUMAN RELATIONS
SCHOOL APPRAISAL FORM

220

School: _____

Director: _____   APPENDIX I

Date: _____

INTEGRATION AND RACE/HUMAN RELATIONS

SCHOOL APPRAISAL FORM

This school-appraisal document should be valuable in identifying the strengths and needs for a positive and successful integration program and/or race relations program. As needs are identified which cannot be met on site, it is important that the appropriate division be contacted for assistance. On a scale of 1 to 5, with 5 being the top ranking, indicate your assessment of the following:

A. PREPARATION OF STAFF: INTEGRATION AND RACE/HUMAN RELATIONS PROGRAMS

1. Staff members appreciate the top priority given the voluntary integration program and understand the necessity of its being successful. Needs/Comments: _____ _____	1. Scale: 1 2 3 4 5
2. There is a scheduled activity to update staff on the district-wide integration program and prepare staff for successful implementation of school integration activities and the race/human relations program. Needs/Comments: _____ _____	2. YES NO
3. Staff members are enthusiastic about developing and implementing good integration programs and/or in participating in integration programs. Needs/Comments: _____	3. Scale: 1 2 3 4 5 or N/A
4. Staff members are enthusiastic about developing and implementing a good race/human relations program. Needs/Comments: _____ _____	4. Scale: 1 2 3 4 5

```
DUE IN COMMUNITY RELATIONS DIVISION OFFICE
       BY FEBRUARY 6, 1981.
```

A. PREPARATION OF STAFF (continued)

5. Staff at VEEP receiving schools, magnet schools, learning centers and student exchange schools are prepared to deal with a diversity of learning styles, attitudes and achievement levels within their class or subject matter areas.

   Needs/Comments: _____

   _____

5. Scale:

   1 2 3 4 5

   or

   N/A

B. ORIENTATION OF PARENTS AND STUDENTS TO INTEGRATION PLANS/PROGRAMS

1. Students are knowledgeable about the district integration program.

   Needs/Comments: _____

   _____

1. Scale:

   1 2 3 4 5

2. An orientation was conducted for VEEP, magnet, learning center and exchange students and their parents this year.

   Needs/Comments: _____

   _____

2. YES

   NO

   N/A

3. There is evidence of community and parent involvement working for the support of the district integration program through PTA, parent advisory groups and other councils or committees.

   Needs/Comments: _____

   _____

3. Scale:

   1 2 3 4 5

4. There is a plan for incoming parent and student orientation programs throughout the year.

   Needs/Comments: _____

   _____

4. YES

   NO

   N/A

5. Provision was made in the orientation program for those parents who do not understand English.

   Needs/Comments: _____

   _____

5. YES

   NO

   N/A

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C. RACE/HUMAN RELATIONS PROGRAM

1. Staff, parents and students participate in the development of the school race/human relations program and are able to describe its goals and major activities.

   Needs/Comments: _____

   _____

   1. Scale:

      1 2 3 4 5

2. There is evidence that race relations are being emphasized in the race/human relations program.

   Needs/Comments: _____

   _____

   2. Scale:

      1 2 3 4 5

3. The general atmosphere of the school is positive regarding interracial relations amongst and between students, parents, teachers and administrators.

   Needs/Comments: _____

   _____

   3. Scale:

      1 2 3 4 5

D. INTEGRATED STUDENT ACTIVITIES

1. Students of different ethnic backgrounds associate during pre-school time, class time, passing time, recess and lunch periods.

   Needs/Comments: _____

   _____

   1. Scale:

      1 2 3 4 5

2. Student attitudes toward one another appear to be positive.

   Needs/Comments: _____

   _____

   2. Scale:

      1 2 3 4 5

3. Teachers encourage participation of all ethnic groups and achievement levels in classroom activities, assemblies, clubs and special events.

   Needs/Comments: _____

   _____

   3. Scale:

      1 2 3 4 5

4. There are programs and plans to prevent clustering of students into racial/ethnic groups in the classroom, on the playground, during passing and lunch, and during special activities and events.

   Needs/Comments: _____

   _____

   4. Scale:

      1 2 3 4 5

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I-3

D. INTEGRATED STUDENT ACTIVITIES (continued)

5. Nonresident students are provided the opportunity to participate in after school activities.

   Needs/Comments: _____

   _____

6. At the learning centers and in programs-within-schools, there is contact between students in the program and the regular students.

   Needs/Comments: _____

   _____

E. ADMINISTRATIVE CONCERNS

1. The staff is aware of the need to balance students ethnically within regular classrooms.

   Needs/Comments: _____

   _____

2. Documentation is available to show a balanced ethnic mix of students within regular classrooms.

   Needs/Comments: _____

   _____

F. TRANSPORTATION

1. There is satisfaction with the transportation provided students in the integration program.

   Needs/Comments: _____

   _____

2. Late bus arrivals are reported to the transportation office.

   Needs/Comments: _____

   _____

3. The school has attempted to involve parents of nonresident students in school activities by providing transportation.

   Needs/Comments: _____

   _____

Item	Scale
5.	Scale: 1 2 3 4 5 or N/A
6.	Scale: 1 2 3 4 5 or N/A
1.	YES NO
2.	YES NO
1.	Scale: 1 2 3 4 or N/A
2.	YES NO N/A
3.	Scale: 1 2 3 4 5 or N/A

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F. TRANSPORTATION (continued)

4. Bus drivers are positive and fair in their relations with students.

   Needs/Comments: _____

   _____

   | 4. Scale: |
   | 1 2 3 4 5 |
   | or |
   | N/A |

5. There is effective, warm and positive supervision of students during the loading and unloading of buses.

   Needs/Comments: _____

   _____

   | 5. Scale: |
   | 1 2 3 4 5 |
   | or |
   | N/A |

6. There are plans to handle transportation emergencies such as buses failing to arrive or late bus arrivals or departures.

   Needs/Comments: _____

   _____

   | 6. YES |
   | NO |

G. DISCIPLINE

1. Students feel that they are well-informed concerning rules, regulations, and the basis for these rules and regulations.

   Needs/Comments: _____

   _____

   | 1. Scale: |
   | 1 2 3 4 5 |

2. Students accept a share of the responsibility for the school's disciplinary procedures.

   Needs/Comments: _____

   _____

   | 2. Scale: |
   | 1 2 3 4 5 |

3. Teachers and staff are knowledgeable of and accepting of responsibility for disciplinary procedures.

   Needs/Comments: _____

   _____

   | 3. Scale: |
   | 1 2 3 4 5 |

4. There are school plans to cover emergency situations and/or school disturbances.

   Needs/Comments: _____

   _____

   | 4. YES |
   | NO |

G.   DISCIPLINE (continued)

5.   Parents are informed of the school's disciplinary procedures.

Needs/Comments: _____

_____

5.	YES
	NO

H.   INSTRUCTIONAL PROGRAM

1.   Teachers utilize the multicultural instructional materials prepared by the district for classroom use.

Needs/Comments: _____

_____

1.	Scale:
	1 2 3 4 5

2.   Instructional programs are infused with multicultural topics or emphasis.

Needs/Comments: _____

_____

2.	Scale:
	1 2 3 4 5

3.   Teachers are emphasizing cultural/ethnic contributions and the positive aspects of cultural differences and similarities between ethnic groups as a regular part of the instructional program.

Needs/Comments: _____

_____

3.	Scale:
	1 2 3 4 5

4.   Instructional activities are conducive to positive intergroup interaction.

Needs/Comments: _____

_____

4.	Scale:
	1 2 3 4 5

5.   There is a positive effort to avoid clustering of students into racial/ethnic groups for instructional purposes.

Needs/Comments: _____

_____

5.	YES
	NO

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APPENDIX J

RACE/HUMAN RELATIONS ACTIVITY REPORT

San Diego City Schools
Community Relations Division

RACE/HUMAN RELATIONS ACTIVITY REPORT

SCHOOL _____

DATE _____

PRINCIPAL'S SIGNATURE _____

	SUBCOMPONENT			WHO			WHERE						DURATION				EVALUATION				
	SELF-AWARENESS	CULTURAL/ETHNIC	INTERGROUP PROBLEM SOLVING	STAFF	STUDENTS	PARENTS/COMMUNITY	CLASSROOM	ASSEMBLY	AFTER SCHOOL	BEFORE SCHOOL	FACULTY MEETING	DEPT. OR PREP MEETING	OTHER-NOTE IN COMMENTS	30-60 MINUTES	60-90 MINUTES	MINIMUM DAY	TOTAL DAY	LOW	←→			HIGH

DATA FROM RACE/HUMAN
RELATIONS PLAN

DATE _____

OBJECTIVE NO. _____
ACTIVITY NO. _____

| a | b | c | d | | e | f | g | | h | i | j | k | l | m | n | | o | p | q | r | | 1 | 2 | 3 | 4 | 5 |

No. of Participants: _____
Comments: (Optional)

DATE _____

OBJECTIVE NO. _____
ACTIVITY NO. _____

| a | b | c | d | | e | f | g | | h | i | j | k | l | m | n | | o | p | q | r | | 1 | 2 | 3 | 4 | 5 |

No. of Participants: _____
Comments: (Optional)

DATE _____

OBJECTIVE NO. _____
ACTIVITY NO. _____

| a | b | c | d | | e | f | g | | h | i | j | k | l | m | n | | o | p | q | r | | 1 | 2 | 3 | 4 | 5 |

No. of Participants: _____
Comments: (Optional)

J-1

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APPENDIX J

RACE/HUMAN RELATIONS ACTIVITY REPORT. The report should include the three most significant activities at your school during the reporting period. (This form is to be completed for school activities only. Individual teacher responses should not be reported.)

DIRECTIONS FOR COMPLETION:
DATE: Include the date of the activity.
DATA FROM RACE/HUMAN RELATIONS PLAN: Include the objective and activity numbers and the topic.
SUBCOMPONENT: Check appropriate box(es): Self-awareness, Cultural/ethnic, Intergroup, and/or Problem solving.
WHO: Check appropriate box(es): Staff, Students, or Parent/community. List the number of participants under the section, "comments."
WHERE: Check location of activity.
DURATION: Check the length of activity.
EVALUATION: Assess the success of the activity based on participants or the leader's judgment. A rating of one (1) is low, and five (5) is high.

COMMENTS: May include items such as:

1. Specific successes.
2. Specific concerns.
3. Additional need(s) identified as a result of this activity.

4. Resources; e.g., district facilitator, outside consultant, parent, staff member(s).
5. Audiovisual materials included.

S A M P L E

APPENDIX K

ORAL COMMUNICATION INSTRUCTION PROGRAM

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SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: February 2, 1981

MEMO TO: Stern via Patrick

FROM Sanchez

SUBJECT ORAL COMMUNICATION INSTRUCTION
PROGRAM

Enclosed are concrete descriptions of teaching methods and materials used
to instruct students to develop and strengthen standard English language
skills. These activities are representative of those used by teachers
trained in the district's oral communication instruction program. While
these activities are used by teachers of many different subject areas, they
occur chiefly during the language period at the elementary level and the
English class at the secondary level. Also enclosed are examples of oral
language lessons used in English as a Second Language instruction, in the
DISTAR program, in the Achievement Goals Program, and in the new district
spelling program to be introduced in all schools Grades 2-8 next September.
All of these programs supplement district instruction in oral communication.
Information about the location of these programs also is enclosed. (A
partial listing of program locations appears on pages three, four, and five.)

The materials on the Dallas program have been carefully reviewed by the
language arts staff who have had frequent contacts with Dallas personnel
about the implementation of their program. By September, 1981, San Diego's
oral communication instruction program will provide instructional materials
similar to those used in the Dallas program for teaching standard English.
San Diego's program will be broader because in most San Diego schools
(including those that are minority-isolated) pupils speak a variety of
dialects of English that reflect in some cases backgrounds in languages
other than English. Also, the San Diego program has not been limited to
four grade levels, as in the Dallas program, but is being developed for
Grades K-12.

The first and second phases of San Diego's oral communication instruction
program development have focused on teacher training about how standard
English is learned and on model classroom activities. Now in Phase III,
curriculum staff members are developing a specific framework with sample
structured lessons for teachers of Grades K-8 to use as an integral part of
the regular English language arts program. These lessons will be piloted in
Spring 1981 at sites to be determined and will be introduced in all elementary
and junior high schools during the 1981-82 school year. Similar language
instruction materials will be developed for students in Grades 9-12.

Dr. Orlando Taylor, Howard University and the Center for Applied Linguistics,
Washington, D. C.; Dr. Roger Shuy, George Washington University and the
Center for Applied Linguistics; and Dr. Ken Johnson, formerly of the
University of California, Berkeley, all of whom have worked with the Dallas
program, have served as key consultants to the district's oral communication
instruction program. The district will request further assistance from
these consultants in the continued development of the program.

Program plans for Phase III are as follows:

February - May, 1981

In February and March, a representative group of teachers, including
ones from minority-isolated schools, will select and compile from district
materials and textbooks structured classroom lessons that address problems
in language usage. The language usage problems identified will be those
common to nonstandard English speakers within the San Diego school popu-
lation. Examples include the use of verbs to indicate tense which is not
a part of Chinese languages, the use of word endings to indicate word
functions which are not a part of Japanese or Korean languages, the
avoidance of double negatives which is a part of some Black dialects as
well as those of other English speakers, and the avoidance of articles
before certain nouns which is characteristic of the Spanish language
but not of English.

In April and May the above structured classroom lessons will be piloted
in selected K-12 classes, revised as necessary, and published for use
by all schools in September, 1981.

To support program implementation, five inservice classes for teachers
are being offered: Teaching Standard English to Nonstandard Speakers,
Interviewing Techniques, Puppetry/Improvisational Drama, Developing
Oral Language Skills in Kindergarten, and Verse Choir.

June - July, 1981

An oral communication instruction handbook will be developed for use by
those responsible for conducting training of administrators and teachers.
This handbook will contain model classroom activities to be used in
specific grade levels and courses. The handbook will also provide
background information about the program's rationale; goals and objectives;
descriptions of speech patterns characteristic of the San Diego school
population; implementation procedures including time allocations; and
information that schools should share with parents about language development.

A training program for all teachers of English language classes will be
conducted with demonstration lessons provided. Finally, prior to
September, 1981, principals will be provided training on Phase III of
the district's oral communication instruction program and will submit
a site plan for program implementation and monitoring.

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The above described program is in addition to the focus on oral language development in present instruction; oral activities are fundamental parts of reading and language periods in all elementary classrooms; at secondary level, all students are enrolled in English courses, a major component of which is oral language study; teachers throughout the district serve as models in the use of oral language for their students; instructional materials also provide models of language use. In addition, all students whose primary language is not English receive an intensive program in English as a Second Language.

I. Partial listing of classrooms where Phase II of the Oral Communication Instruction Program instruction occurs during the English language arts period:

Interviewing Techniques	Standley Junior High School	Barbara Johnson 2/4
	Gompers Secondary School	Bob MacGillis
	Serra High School	Jan Gabay
Choral Speaking	Encanto Elementary School	Lois Gubitosi
	School of Creative and Performing Arts	Paul Combs
Puppetry	Chesterton Elementary School	Marilyn McGee - Gr. 2
	Vista Grande Elementary School	Karen Meinke - Gr. 5
Reader's Theatre	Kearny High School	Jackie Singer
	Webster Elementary School	Bonnie Baer
Student Evaluation via Tape Recorder	Gompers Secondary School	Bob MacGillis
	Serra High School	Jan Gabay
	Lewis Junior High School	Sandie Hallum
	Angier Elementary School	Beverly Vowinkle
Group Discussion	Serra High School	Jan Gabay
	Lincoln High School	Sue Jensen

II. Supplementary Language Instruction, a partial listing of schools and classrooms which supplement the district Oral Communication Instruction Program:

A. English as a Second Language	Emerson Elementary School	Nancy Oekel
	Cadman Elementary School	Donna Nassett
	Birney Elementary School	Nan Erick
	Henry High School	Barbara Myer
	Standley Junior High School	Barbara Johnson
	Memorial Junior High School	Lisa Duniphan
	Gompers Secondary School	Era Turner

II. B. DISTAR Oral Language
   Program

	Balboa Elementary School	Ed Zintz - Kgn.
		Arminda Sanchez - Kgn.
		Janet Varshock - Gr. 3
		Adrea Lisko - Gr. 3
	Sherman Elementary School	Jeanie O'Dwyer - Kgn.
		Carol Munoz - Kgn.
		Jeanine Haggerty - Gr.
		Rosario Barajas - Gr. 1
		Kay Moore - Gr. 2
		Carmen Chavez - Gr. 2
	Horton Elementary School	Joan Frye - Gr. 1
		Barbara Sam - Gr. 1
		Marcia ONeal - Gr. 2
		Daisy Blackmon - Gr. 2
		Nurleen Brown - Gr. 3
		Juanita Johnson - Gr. 3
	Stockton Elementary School	Barbara Dean - Gr. 1
		Knoxie Reels - Gr.1
		Kathy Stoklosa - Gr. 1
		Ms. Riser - Gr. 1
		Carole Benesch - Gr. 3
		Norma Jackson - Gr. 3
	Logan Elementary School	Mary Patton - Gr. 3
		Reba Lester - Gr. 3
		Mariam True - Gr. 3
		Clara Fisher - Gr. 3

C. Achievement Goals
   Program

	Baker Elementary School	Nicholynn Hayman, Gr.1-
	Chollas Elementary School	Vanessa Alexander,
		Grade 3-4
		Martha Sevilla - Gr. 4
	Emerson Elementary School	Bob Camacho - Gr. 5
		Ron Filson - Gr. 6
	Freese Elementary School	Bob Carney - Gr. 6
		Sandra Moxley - Gr. 3
		Estelle Irving - Gr. 4

Dorothy McAndrew
Richard Anderson

D. District Elementary
   Spelling Program

	Emerson Elementary School	Dorothy McAndrew - Gr.
		Ron Filson - Gr. 6
		Dick Anderson - Gr. 4
	Vista Grande Elementary School	Dorris Thomas - Gr. 3
		Thuvia Freese - Gr. 4
		Karen Meinke - Gr. 5
	Farb Middle School	Bernie Groom - Gr. 6
		Joe Pince - Gr. 6
	Foster Elementary School	Peggy Vergos - Gr. 2

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Memo to Stern via Patrick
Page 5
February 2, 1981

II. D. continued   Sandburg Elementary School   Sara Killebrew - Gr. 2
                                Silver Gate Elementary School Eleanor Ross - Gr. 4

ELS:lg

Attachment

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K-5

DESCRIPTION OF ORAL COMMUNICATION INSTRUCTIONAL ·

ACTIVITIES, SUPPLEMENTARY PROGRAM AND SAMPLE LESSONS ·

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SAN DIEGO CITY SCHOOLS

ORAL COMMUNICATION INSTRUCTION PROGRAM
ENGLISH LANGUAGE ARTS
EXAMPLES OF INSTRUCTIONAL ACTIVITIES

The San Diego City Schools program in oral communication instruction, like the

Dallas program:

- Stresses selection and training of a teacher at each school to serve as

  a site resource person to focus faculty attention on the importance of

  oral language development.

- Provides administrators and teachers with model activities and guidelines

  for developing an oral communication program. (See page 3.)

- Promotes the teaching essentials of standard English as a second dialect for

  nonstandard English speakers.

Phase I of the program consisted of training a cadre of teachers who studied language

research, developed the philosophy of the district program, and identified and

field tested materials to be incorporated into the curriculum. Phase II expanded

the staff development program to more teachers and provided additional classroom

activities and materials.

Oral communication instruction is a required part of the district English language

arts curriculum K - 12. Oral communication activities incorporating district specified

practices are being used in the English language arts classrooms of teachers trained

in this program. Examples of these activities are listed below:

Interview techniques: Students in Grades 7 - 12 interview community adults and

are interviewed as job applicants for a realistic use of standard English

(See page 4.)

Choral speaking: Students, K - 12, orally and in unison discuss literature

to overcome reticence about speaking and to reinforce standard English patterns.

Puppetry: Students, K - 6, take on different roles to understand that different situations require shifts in language style.

Translating: Students, 7 - 12, rewrite a short story into a television script, radioscript, or reader's theater presentation to focus closely on differences in language patterns demanded by different purposes of communication. (See page 5.)

Reading aloud: The teacher, K - 12, reads aloud as a regular practice to introduce reading assignments and to reinforce the sound patterns of standard English.

Tape recording: Students in Grades 7 - 9 make tape recordings to prepare and evaluate classroom presentations. (See page 7.)

Group discussion: Total class and small group discussions are conducted at all grade levels as a way of developing vocabulary and thinking skills about the topic under study in the particular classroom.

TEACHING METHODS FOR WORKING WITH STUDENTS
WHO SPEAK A NONSTANDARD VARIETY OF ENGLISH

1. Do not make value judgments of students' language. Acknowledge that it is the language they use with family and friends. Concentrate on having students recognize situations where standard oral English is more appropriate and effective.

2. Refer to practical and vocational advantages of speaking standard English. Encourage students to examine the importance of standard oral English in achieving their vocational choices.

3. Make students aware of the contrasts between their language and standard English.

4. Encourage students and build their self-confidence. Immediate reinforcement through praise and approval is effective.

5. Teach standard oral English *as it is spoken*. Focus on gross deviations, not fine grammatical points. Distinguish between standard oral and standard written English.

6. Give students many opportunities to practice oral language skills during regular English lessons.

7. Encourage students to translate nonstandard speech into standard speech.

8. Avoid emphasizing grammatical terms during standard oral English lessons; concentrate on the pattern instead.

9. Use recordings of students' speech for peer or self-evaluation. Emphasize the positive.

10. Use the term "translate" to have students rephrase or rewrite syntactical patterns.

11. Reinforce what has been learned in previous lessons.

12. Tapes may be used independently or in small groups *after* the teacher has presented the concept to be learned.

13. Choral reading allows for practice and anonymity. It therefore allows the shy student to speak out.

14. Arrange furniture so that students face each other to facilitate and encourage discussion between students.

15. Encourage students to keep a language notebook in which to write daily observations about communication.

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K-11

STANDARD ENGLISH: WHERE IT PAYS

In this activity you will:

1. Simulate an employment interview.
2. Evaluate your speaking ability
3. Practice competent and clear oral communication.

What to Do

Background. For most jobs, placement requires an employment interview. For many people this is an anxiety-provoking experience. This anxiety is partly due to the burden on the interviewee to convey confidence and capability through *manner* and *speech*. Practice, of course, helps. This exercise is to let you become aware of typical interview questions and to become aware of how you present yourself and how you sound in a formal situation that requires standard English.

1. Work in groups of four. One person is the interviewer; one is the interviewee; the other two are evaluators. Rotate the roles so everyone has a turn.

2. As a group, decide on a job all of you might apply for. If that's not possible, each person may select a job for which to be interviewed. In this case, it is recommended that you interview for students' long-range career objectives rather than jobs for which they could qualify now. This will aid in covering broader questions, and it will help formalize the interview more.

3. Use the career center to find current information about the job(s) chosen.

*4. Each student should have a list of Interview Questions   and an Interview Reaction Form
            Students interview each other. If possible, you may wish to tape the interviews.

Follow-up

1. After all the interviewing, regroup for discussion.
2. Read and discuss the Interview Reaction Form.
3. Make a list of "do's" and "don'ts" of interviewing.
4. If your group taped the interview, use the Self-Evaluation Form for Tape Recorded Speech.

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*In the instructional unit from which this lesson is taken, preparation and evaluation materials are provide the student.

K-12

DIALECT IN LITERATURE

In this activity you will:

1. Translate nonstandard varieties of English into standard English.
2. Determine what value dialects have in literature and in everyday language.
3. Sharpen your written and oral skills in standard English.
4. Work with a partner or a small group of three to four students to share information and understandings about dialects.

What to Do

1. Work with a partner or in a small group of three to four students.

2. Read each of the excerpts below, and as a pair or group determine how each passage would be rewritten into standard English. One person should be the recorder.

Example A. "I was real hung over the next morning. Besides that, I had to get up early and go to work. Mark woke me up. He was a human alarm clock and never needed more than five hours sleep a night. Me, if I don't get at least nine hours, I feel dead. I felt dead that Saturday morning. I wished I was, anyway; I was feeling so bad that I actually stuck a loaf of bread in a grocery bag and dropped three cans of soup on top of it. Bread always goes on top. In a supermarket this is like the Ten Commandments all rolled into one. It was a wonder I didn't lose my job that Saturday." (S. E. Hinton, *That Was Then, This Is Now*)

Example B. "'Jimmie Rodgers ses I'll have t' fight him after th' baddle t'day,' announced the friend as he again seated himself. 'He ses he don't allow no interferin' in his bus'ness. I hate t' see th' boys fightin' 'mong themselves.' The youth laughed. 'Yer changed a good bit. Yeh ain't at all like yeh was. I remember when you an' that Irish feller--' He stopped and laughed again. 'No, I didn't use t' be that way,' said his friend thoughtfully. 'That's true 'nough.'" (Stephen Crane, *The Red Badge of Courage*)

Example C. "He went through the door, hearing it slam again behind him. 'Ahma git some money from Ma 'n' buy me a gun! Only two dollahs!' He tucked the thick catalogue under his arm and hurried. 'Where yuh been, boy?' His mother held a steaming dish of black-eyed peas. 'Aw, Ma, Ah jus stopped down the road t' talk wid the boys.' 'Yuh know bettah t' keep suppah waitin!'" (Richard Wright, "The Man Who Was Almost a Man")

Example D.
Sateday! de marnin' break,
Soon, soon market-people wake;
An' de light shine from de moon
While dem boy, wid pantaloon
Roll up ober dem knee-pan,
'Tep across de buccra lan'

To de pastur whe' de harse
Feed along wid de jackass,
An' de mule cant' in de track
Wid him tail up in him back,
All de ketchin' to defy,
No ca' how dem boy might try.

(Claude McKay, "Two-an Six," *Dialect Poetry*)

K-13

Example E. "Human beings are able to make sense of the world because of their *simultaneous* coordination of six or seven sensory inputs (eyes, ears, and so on) within one central nervous system of **experience.** Man is an interacting place where all kinds of impressions exchange with each other and are recorded as a uniquely personal memory. What in the language of computers could enable *people* to similarly relate to each other in a national or global 'nerve'? Perhaps then a global consciousness could develop as each person exchanges with and relates to all other people." (Edward J. Lias, "The Language of Computers")

Follow-up

In your group or with your partner discuss the following:

1. What value does nonstandard dialect have in literature? Is it also valuable in everyday speech?

2. Example F could be called standard written English. Describe its features.

3. Example D is an excerpt from a poem. Did this complicate translating the dialect into standard English? How? What effect does the poet create with the use of dialect?

4. Do you get a sense of the personalities of each of the writers or speakers from the kind of language they used? What conclusions do you draw about the relationships of speakers to listeners or readers?

5. Why do you suppose you are encouraged to use standard English in your formal writing when dialects seem to add color and excitement?

K-14

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SAMPLE STUDENT ACTIVITY SHEET

Name _____ Date _____ Period _____

SELF-EVALUATION FORM FOR TAPE-RECORDED SPEECH

LISTEN

As you answer each question below, determine whether the speaking qualities
mentioned are assets or liabilities:

1. Is my voice as I want it to be? _____

2. Am I able to project my voice without straining it? _____

3. Am I able to read without knowing the material well? _____

4. Am I able to relax when reading or speaking? _____

5. Am I able to pronounce words correctly? _____

6. Do I have confidence in my voice when speaking? _____

EVALUATE

Replay your tape. Evaluate each item and answer below:

1. Do I speak at a moderate pace? _____

2. Does my voice flow smoothly? _____

3. Do I speak loudly enough? _____

4. Is my voice pleasantly pitched? _____

5. Do I speak with expression? _____

6. Do I use standard English when appropriate? _____

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K-15

ENGLISH AS A SECOND LANGUAGE

Limited English proficient students at the elementary and secondary levels in the district receive daily instruction in English as a Second Language (ESL) as their basic program. Students learn to understand, speak, read, and write the standard English language through a sequential program. The ESL program emphasizes oral language instruction and oral language experience before formal reading and writing are introduced. Students are grouped for instruction according to their proficiency in the English language. The basic ESL program consists of a district-developed curriculum with five instructional levels (A-E) for elementary school students and three levels (beginning, intermediate, and advanced) for secondary school students. The curriculum consists of objectives and daily activities to teach vocabulary, grammar, pronunciation, and fluency. These are teaching guides for each instructional level/containing behavioral objectives and specifying instructional activities to achieve the objectives. All of the activities include a listening, speaking, reading, and writing sequence. In addition, all objectives are assessed using oral or written mastery tests.

Beginning ESL is completely oral consisting of pattern practices and drills designed to teach specific language structure. Reading and writing are not introduced until mastery of beginning oral language levels has been achieved. Intermediate levels continue the oral language development with an emphasis on pronunciation, intonation, vocabulary development, and comprehension. Students are taught to write using the oral language grammar and vocabulary that has been developed.

The ESL program includes diagnostic instruments for the placement of students in ESL as well as assessment of progress prior to transfer to all-English instruction.

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Grade Level	REINFORCEMENT ACTIVITIES	Workbook Pages	COMMUNICATION ACTIVITIES
P	Let a student pick the location where he/she will be and whisper it to you and one other student. The students then ask "Where is he/she?" The one student responds, "He/She is in the kitchen." Repeat the cycle. Materials: *Vocabulary Picture Book* A 23. Review workbook page 35 and any new vocabulary.	35	Students choose partners and tell each other where they placed the people on workbook page 35. The participation of the teacher/aide should influence the use of the language patterns.
U	Concentration (two teams) Arrange pictures of rooms in three rows of three with a free space. Cover the pictures and have one student ask, "Where is he?" Another student tries to guess by saying, "He's in the ___." If answer is correct, student places a colored square on the picture. The team with the most colored squares wins. Materials: pictures of a boy pictures of rooms colored paper squares Review workbook page 38 and any new vocabulary.	38	Activity 1: (Same activity as above. Use workbook page 38.) Activity 2: Draw large outline of a house using butcher paper taped on board. Have students suggest what should be drawn in the house such as: living room, kitchen, etc. The teacher/aide should interact to elicit language patterns/vocabulary.

PRONUNCIATION	LANGUAGE PATTERN/VOCABULARY		ESL Level
The wh sound may be substituted for the w sound. Have the students practice the contrast with these words: wide, water, way, wall, well, white, whip, where, what, whiz. Also review words from the pronunciation practice for A 2.	T: Where is he/she? S-1: He/She is in the (bedroom). T: Ask him. (S-2) S-1: Where is he/she? S-2: He/She is in the (bedroom).	living room bedroom dining room kitchen garage *attic *basement	A 22

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Grade Level

Workbook Pages

REINFORCEMENT ACTIVITIES

P/U

CLIMB THE STAIRS

On the chalkboard or a large piece of paper draw a house and divide it into five stories. On each story draw one or more of the vocabulary items below.
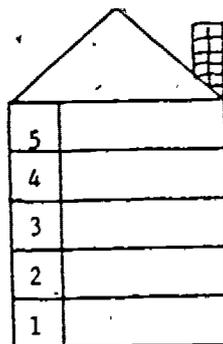
Ask the children if they can reach the fifth floor. They can do this by starting at the first floor and saying correctly "Yesterday I (did something with one of the objects on that floor, e.g., made the bed)." If this is said correctly, the child may move to the second floor and repeat the same activity. The child continues climbing until he/she reaches the fifth floor or makes a mistake in repeating the structures.

5	
4	
3	
2	
1	

PRONUNCIATION

Words for Practice/Drill

| cleaned | chair | dusted | couch |
| fixed | polished | chest-of-drawers | |

COMMUNICATION ACTIVITIES

25, 26

Activity 1

Students use Workbook pages 25 and 26 and talk about their moving van with the furniture. Teacher/Aide should encourage the expanding of the language pattern in a natural way.

Activity 2

Students role-play cleaning the house.

Scene 1: Students talk (pantomime) while they are eating until all are in agreement on what they are to do.
Scene 2: They each start cleaning the house.
Scene 3: They all eat and go to sleep. (Moon, background)
Scene 4: (Sun, symbolizing next day)
Students sit in a circle and ask each other what they did yesterday.

LANGUAGE PATTERN/VOCABULARY

T: Yesterday I (made) the (bed).

T: What did you do yesterday?

S-1: Yesterday I (made) the (bed).

T: Ask him/her.

S-1: What did you do yesterday?

S-2: Yesterday I (made) the bed.

made - bed
cleaned - cabinets/sofa/couch, fireplace/carpet/rug/toilet/commode/chest-of-drawers/desk
dusted - lamp
polished - piano/table
fixed - rocking chair

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ESL LEVEL

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ENGLISH AS A SECOND LANGUAGE

Sample Lesson - Secondary

Secondary school students at the beginning level of ESL are taught to respond orally to this lesson.

ESL Level I

Objective 5

"Be" in the Present Tense

Have students practice using the correct form of "be" in sentences:

1. She _____ going to town.

2. They _____ going to school.

3. I _____ going to the store.

4. What _____ you doing?

5. What _____ she doing?

6. What _____ I doing?

7. We _____ interested.

8. You _____ happy.

9. He _____ here.

10. I _____ happy to meet you.

- -

Have students respond to questions using the present tense:

1. Where _are_ you from?   I _am_ from San Diego.

2. Where _is_ he?   He _is_ here.

3. _Are_ they here?   They _are_ here.

4. Who _is_ Mary?   I _am_ Mary.

5. Who _is_ hungry?   She _is_ hungry.

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ENGLISH AS A SECOND LANGUAGE

Sample Lesson - Secondary

Secondary school students at the beginning level of ESL are taught
to respond to this lesson in both oral and written form.

ESL Level I

Objective 5

Present Tense of "Be"

Fill in the blank with *am, is* or *are*.

1. I _____ from _____ (name of country).

2. He _____ a good student.

3. They _____ nice children.

4. What _____ you studying?

5. Who _____ thirsty?

Change to the negative.

Example: Mary *is* here.   Mary *is not* here.

6. The teacher is busy. _____

7. They are playing soccer. _____

8. It is time to eat lunch. _____

9. I am tired. _____

10. She is late to class. _____

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ENGLISH AS A SECOND LANGUAGE

SAMPLE LESSON--SECONDARY

This lesson is also used with beginning level secondary ESL students.

ESL Level I

Objective 6

Answering Questions in Past Tenses Using "Be"

Ask the students questions. Give them a cue word to indicate whether they are to respond in the affirmative or the negative.

Example: Teacher: Was the girl there yesterday?. (Cue word "no")
          Student: The girl was not there yesterday.

          Teacher repeats: The girl was not there yesterday.

1. Was he a short man? (Yes)
   He was a short man.

2. Were they listening to you? (Yes)
   They were listening to me.

3. Was it a rainy day? (No)
   It was not a rainy day.

4. Was Ricardo a short boy? (No)
   Ricardo was not a short boy.

5. Were you interested in the story? (Yes)
   I was interested in the story.

6. Was the test difficult? (Yes)
   The test was difficult.

7. Were they both Italian? (Yes) ___
   They were both Italian.

8. Were they absent from class? (Yes)
   They were absent from class.

9. Were they part of the group? (No)
   They were not part of the group.

10. Was she happy? (No)
    She was not happy.

SAN DIEGO CITY SCHOOLS

DISTAR ORAL LANGUAGE PROGRAM

The DISTAR lessons and drill practice currently in use in 98 classes at 12 elementary schools, is designed to be taught in small groups with daily face to face instruction for 30 - 40 minutes.

The sequenced program consists of teaching objectives for each day specified in the form of a script which the instructor uses to teach the different tasks in each lesson. Student materials such as workbooks, criterion referenced tests, and "take home" sheets are coordinated with the teacher materials. (See attached examples.)

The three levels within the language program are designed to teach language as a basis for the comprehension of reading and the precise production of spoken language. Levels 1 & 2 focus on the language of instruction. General information is also taught. The advanced lessons teach logical processes, questioning strategies, sentence analysis and usage. Level 3 focuses on basic grammatical rules and written expression. The teaching strategies built into the program are designed to assure mastery of each lesson by every child. The strategies include:

a) Group responses to provide the maximum amount of practice for each child.

b) Individual turns to test whether individual children know the information presented during group instruction.

c) Correction procedures to provide teachers with consistent strategies for correcting errors so that they become positive learning experiences for the child.

d) Pupil evaluation to insure that each child has mastered the skills taught.

Specific staff development is required along with a training program for parents and voluteers on how to reinforce instruction.

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TASK 1 Actions

It's time for some actions.

a. Everybody, touch your chair. Signal.
Wait. What are you doing? Signal.
Touching my chair.

b. Everybody, hold your hand in front
of your eye. Signal. Wait.
What are you doing? Signal.
Holding my hand in front of my eye.

c. Everybody, touch your hair. Signal. Wait.
What are you doing? Signal.
Touching my hair.

d. Everybody, hold your hand over the floor.
Signal. Wait. What are you doing?
Signal. *Holding my hand over the floor.*

e. Everybody, touch your wrist. Signal. Wait.
What are you doing? Signal.
Touching my wrist.

f. Repeat a through e until all children's
responses are firm.

g. Everybody, touch your hair. Signal. Wait.
What are you doing? Signal.
Touching my hair. Say the whole thing.
Signal. *I am touching my hair.*

h. Everybody, touch your chair. Signal.
Wait. What are you doing? Signal.
Touching my chair. Say the whole thing.
Signal. *I am touching my chair.*

i. Everybody, hold your hand in front of your
eye. Signal. Wait. What are you doing?
Signal *Holding my hand in front of my eye*
Say the whole thing. Signal.
I am holding my hand in front of my eye.

j. Everybody, hold your hand over the floor.
Signal. Wait. What are you doing?
Signal *Holding my hand over the floor.*
Say the whole thing. Signal
I am holding my hand over the floor.

k. Everybody, touch your wrist. Signal.
Wait. What are you doing? Signal.
Touching my wrist. Say the whole thing.
Signal. *I am touching my wrist.*

l. Repeat g through k until all children's
responses are firm.

m. Everybody, touch the floor. Signal.
Wait. What are you doing? Signal.
Touching the floor.
Are you touching your hair?
Signal. *No.* Say the whole thing.
Signal. *I am not touching my hair.*

n. What are you doing? Signal.
Touching the floor. Say the whole thing.
Signal. *I am touching the floor.*

Individual Test
Repeat a through n, calling on different
children for each step.

TASK 2 Plurals—Actions

Let's find out if you can really listen.
Note: Pronounce ssss as zzzz.

a. My turn. I'll tell you if I hold up
hand or handssss.
Hold up both hands. *Handssss.*
Hold up one hand. *Hand.*
Hold up one hand. *Hand.*
Hold up both hands. *Handssss.*

b. Your turn. Tell me if I hold up
handssss or a hand.

Use the following correction for any
mistakes the children make in b.
Error
Children give the wrong response.
Correction
1. Tell the correct answer
2. Have the children say it with you
3. Repeat b.

Hold up one hand, then signal. *Hand.*
Put your hand down.
Hold up both hands, then signal. *Hands.*
Put your hands down.
Hold up both hands, then signal. *Hands.*
Put your hands down.
Hold up one hand, then signal. *Hand.*
Put your hand down. Repeat b
until all children's responses are firm.

c. My turn. I'll tell you if I hold up
fingerssss or finger. Listen carefully.
Hold up two fingers. *Fingerssss.*
Hold up three fingers. *Fingerssss.*
Hold up your index finger. *Finger.*
Hold up four fingers. *Fingerssss.*
Hold up your little finger. *Finger.*

d. Your turn. Tell me if I hold up
fingerssss or a finger.
Hold up three fingers. Is this **fingerssss**
or **finger**? Signal. *Fingers.*
Hold up two fingers. Is this **fingerssss**
or **finger**? Signal. *Fingers.*
Hold up one finger. Is this **fingerssss**
or **finger**? Signal. *Finger.* Repeat d
until all children's responses are firm.

e. My turn. I'll tell you if I touch my
eye or my eyessss.
Touch one eye. *Eye.*
Touch both eyes. *Eyessss.*
Touch one eye. *Eye.*
Touch both eyes. *Eyessss.*

f. Your turn. Tell me if I touch my
eye or my eyessss.
Touch both eyes, then signal. *Eyes.*
Put your hands down.
Touch both eyes, then signal. *Eyes.*
Put your hands down.
Touch one eye, then signal. *Eye.*
Put your hand down.
Touch both eyes, then signal. *Eyes.*
Put your hands down.
Repeat f until all children's responses
are firm. Then say: Good listening.

TASK 4 Plurals

K-24

Tell me if I touch carsssss.

Note: Use this correction for all wrong responses·

Correction

1. Tell the correct answer.
2. Have the children say it with you.
3. Repeat the task from the beginning

a. Touch one car
Am I touching carsss? Signal. *No.*
Touch two cars at the same time.
Am I touching carsss? Signal. *Yes.*
Touch three cars at the same time.
Am I touching carsss? Signal. *Yes.*
Touch one car.
Am I touching carssss? Signal *No.*
Touch two cars at the same time.
Am I touching carsss? Signal. *Yes.*
Repeat a until all children's responses are firm.

b. Touch one car.
Am I touching carssss? Signal. *No.*
What am I touching? Signal. *A car.*
Touch one car.
Am I touching carssss? Signal. *No.*
What am I touching? Signal. *A car.*
c. Touch two cars at the same time.
Am I touching carssss? Signal. *Yes.*
What am I touching? Signal. *Cars.*
Say the whole thing about what I am doing.
Signal. *You are touching cars.*
d. Repeat b and c until all children's responses are firm. Then say: Good talking.

Individual Test
Repeat a through c, calling on different children for each step.

TASK 5 Concept Application

You're going to figure out a hard problem about a cat.
a. Listen to the rule.
The wet cat will sleep.
Everybody, say the rule with me. Signal.
Respond with the children.
The wet cat will sleep.
b. Again. Signal. Respond with the children.
The wet cat will sleep.
c. All by yourselves. Say the rule. Signal.
Do not respond with the children.
The wet cat will sleep.
d. Again. Signal.
The wet cat will sleep.
e. Repeat a through d until all children can say the rule.

Let's look at the cats on the next page.
Turn the page quickly.

TASK 5 Tense—Actions

You will need a piece of paper and a book.
We're going to talk about a piece of paper and
a book.
a. Hold up the piece of paper.
   What is this? Signal. *Paper.*
   Hold up the book.
   What is this? Signal. *A book.*
b. Watch. Put the book on the piece of paper
   and point to the book.
   Where is the book? Signal. *On the paper.*
   Now watch. Hold the book over the paper.
   Listen. Where **was** the book? Signal.
   On the paper.

Error
Children say over the paper.
Correction
1. The book is over the paper. I asked
   where **was** the book.
2. Let's do it again. Repeat b.

Let's do it again.
c. Put the book on the paper and point to it.
   Where is the book? Signal. *On the paper.*
   Say the whole thing. Signal.
   The book is on the paper.
   Hold the book over the paper. Listen.
   Where **was** the book? Signal. *On the paper.*
   Say the whole thing. Signal.
   The book was on the paper.
d. Again. Signal. *The book was on the paper.*
   Repeat d until all children can make the
   statement.
e. Repeat b through d until all children's
   responses are firm. Then say:
   That was very good.

Individual Test
Repeat b through d, calling on different
children for each step.

TASK 6 Concept Application

You're going to figure out a hard problem
about a dog.
a. Listen to the rule.
   The big dog will run.
   Everybody, say the rule with me. Signal.
   Respond with the children.
   The big dog will run.
b. Again. Signal. Respond with the children.
   The big dog will run.
c. All by yourselves. Say the rule. Signal.
   Do not respond with the children.
   The big dog will run.
d. Again. Signal.
   The big dog will run.
e. Repeat a through d until all children can
   say the rule.

Let's look at the dogs on the next page.
Turn the page quickly.

K-25

Instruction and development of oral language is an integral part of the
Achievement Goals Program in reading. This program is underway in 17 elementary
schools. Because it is a basis for written language, oral language must be used
and strengthened in order to ensure success in reading.

Activities called "Word Warm-Ups" precede instruction in all third and sixth
grade classrooms. Their purpose is to assist students to expand their vocabularies.
The activities offer opportunities for students to use and practice new vocabulary
and learn synonyms for known words. The strategies build interest in language
and motivate students to improve and become interested in the use of language.

The reading program includes instruction in the skills needed for decoding
or sounding out words and understanding written material. Students reading
at the preprimer level are asked to identify root words orally and add the ed'
and ing suffixes. The words are identified, read aloud, the endings explained
and read, and the combined words read aloud with the teacher acting as a model.
Selections are read aloud and students listen for specific words and endings.
Students then indicate in a designated manner that they hear the word and ending,
read aloud. This provides practice in both hearing and pronouncing words contain-
ing suffixes. Examples of the instruction in the ed ending may be seen in Level
5, 6, 8. Examples of instruction in the ing ending are found in Levels 6 and 7.
Pronunciation and spelling of the word are taught to enable the pupil to recognize
and read the word.

Oral language is used by teachers to evaluate a student's comprehension
of reading. One question asked of primary grade students may be to determine
which sentences say the same thing. A sentence such as "What a big elephant!"
might be written on the chalkboard. The student would be asked to determine

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K-2(

whether the sentence, "This is a big elephant." or "This elephant can run."
has the same meaning. This assists children in understarding and learning
the order of language and the choices available.

More advanced students are given silent reading assignments that always
include a <u>Read to Find Out Question,</u> which is the purpose for reading the
material. This purpose--finding answers to specific questions will be the
basis of the oral discussion which always follows silent reading. These
discussions provide opportunities for students to read aloud from their
texts, to answer questions or to support their answers. The oral discussion
also provides practice in oral language and allows students to use new
vocabulary from the reading selection.

ACHIEVEMEN' GOALS PROGRAM
Sample Lesson

[5 minutes] WORD WARM-UP - Whole class activity
for students in grades 3 and 6 only

LESSON 4: To decode words containing doubled consonants with the suffixes
ed and ing. ——

To recognize the main idea of a reading passage.

Story	Materials	Vocabulary
"Three in a Tree," pp. 147-154	Work Sheets 4, 4a ⊳ charts furnished with lesson. ▷ items to be prepared by teacher before the lesson	eagle three another

(FIRST CIRCLE MEETING)

[10 minutes]   Suggested
                                                                                   Time
PROCEDURE: [ASSEMBLE] students at circle.   4-6 min.

DISCUSS the Read to Find Out question: What was the boy's
new name? How did it come about?

CHECK comprehension of "The Little Boy with the Big Name"
through oral reading and discussion. Ask:

What are some of the reasons the little boy couldn't
drop any of the names?

How did the owl help him?

CHECK/COLLECT work sheet 3b.

RETEACH skills as necessary.

TEACH DECODING SKILLS.

Doubled Consonant with ed and ing

⊳ • Point to the following words on lesson chart 1 of 2:

shipping trapped swimming napping padded stopped

getting

Assist students to read the words. Point out when two
letters are the same, they usually represent one sound.

Ask students to frame the root words within the inflected
forms.

K-28 266

"Three in a Tree," pp. 147-154
Ginn 720

Suggested Time

PROCEDURE: INTRODUCE NEW VOCABULARY from lesson chart 2 of 2.

  ● Point to the words eagle, three and another on
    the chart.

    Read each of the words to the students.

    Ask individuals to use each of the words in an
    oral sentence.

    Have each word reread.

    MOTIVATE. ESTABLISH reading purposes for "Three in a Tree."

  ● Have students locate the story on the Contents page.

    Tell the group that this story is about three animal
    friends--a cat, a pig, and an eagle-- who live together
    in a tree.

  ● Ask students to suggest how these animals might get along
    together.

    What kinds of problems might they have?

    Have the students read the story to find out what happened
    with these three animals.

    EMPHASIZE Read to Find Out Question: What did the cat do
    about not telling the truth?

    INSTRUCT STUDENTS IN PROCEDURES for independent seatwork:

    -Complete decoding and vocabulary work sheet 4.

    -Read story, "Three in a Tree," pages 147-154, as time
    allows.

    DISTRIBUTE work sheet 4.

    Be sure students understand directions for completing
    the work sheet correctly.

    Work the first item in each section as necessary.

OBJECTIVE   Students will.practice the correct spelling of words by using
             alphabetizing and sentence combining skills.

MATERIALS   Student Instructional Folders (page 4)
             Pencils
             Chalkboard or chart
             Chalk

PROCEDURE   Write the.following words on the chalkboard or chart:

Page 4   type
                                            shape
▷   tame
                                            serve
                                            saving

             Review alphabetizing to the first, second, and third letters.

             Select students to rewrite the words in alphabetical order on the
             chalkboard.

▶▷   Write the following sentences on the chalkboard or chart:

                  The company is manufacturing electronic parts.

                  The parts will be used for the new computer.

             Remind students'that when combining sentences they will leave out
             some words and sometimes will add connecting words, such as *and, but,
             or, because, which,* and *that.*

             Ask students to combine the first two sentences, leaving out some
             words.   Possible answer: The company is manufacturing electronic
             parts for the new computer.

             Discuss the fact that there is more than one correct way to combine
             pairs of sentences. (The company is manufacturing electronic
             parts which will be used for the new computer.)

             Explain directions on page 4 and direct students to complete the
             page.

             Remind students to:

                  -Use Steps 4 and'5 of the Word Study Method when writing the
                  words on the lines.

                  -Use the pocket of the Student Folder to cover the list of
                  spelling words.

             Assist students to check/correct page 4.

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SAN DIETO CITY SCHOOLS

DISTRICT ELEMENTARY SPELLING PROGRAM

The Spelling Program developed by the school district for Grades 2-6 is
being piloted in eight schools during the 1980-81 school year. After changes
are made in the spring of 1981 based on the pilot teachers' recommendations,
the program will be implemented in the year-round elementary schools in
July 1981, and in the traditional elementary schools in September 1981.
The Spelling Program includes 32 Student Instructional Folders with daily
activities which students complete after the teacher has taught a spelling
lesson outlined in the teacher's guide.

The Spelling Program focuses on written language but expands and
enhances the oral language program in many of its written activities such as
the following:

1) In spelling a word, students work from sound to symbol. Weekly,
   students hear the correct pronunciation of the words by the teacher
   and study the spelling of single sounds such as k and word endings
   such as ed. (See lesson sample.)

2) There are some words in The Spelling Program that have more than
   one acceptable pronunciation such as aunt (/ant/ and /ônt/).
   Regional language differences and a standard spelling system are
   discussed, i.e., no matter how the word is pronounced there is
   only one way to spell it. (See lesson sample.)

3) In Grades 3-6 students combine sentences containing their spelling
   words. Sentences used in this activity are standard written in
   English. Students then combine them into one standard written
   English sentence under teacher supervision. (See lesson sample.

These activities do not occur daily but are built into the spelling
program plan structure throughout the school year along with proofreading,
dictionary and word study skills.

K-32

OBJECTIVE   Students will practice writing the correct spelling of words
with ed and en suffixes.

MATERIALS   Student Instructional Folders (page 3)
Pencils
Chalkboard or chart
Chalk

PROCEDURE   Write the following on the chalkboard or a chart:

Page 3

ed			en		mail
/d/	/t/	/ed/			want
					work
					gold

Tell students new words may be made from words they already
know how to spell by adding the suffixes ed or en to the end
of the word.

Ask a student to read the first word. (mail)

Add ed to the word and ask a student to read the new word and
use it in a sentence. (mailed)

Explain that the letters ed spell three different sounds
(/t/, /d/, and /ed/) when used as a suffix.

Ask students to listen to and identify the sound they hear at
the end of the word mailed (/d/). Select a student to write the
word under the correct heading.

Repeat the procedure with the second word (wanted, /ed/) and the
third word (worked, /t/).

Ask a student to read the fourth word, add en to the word, and
write it under the correct heading.

Explain directions on page 3 and direct students to complete the
page.

Remind students to:

—Use Steps 4 and 5 of the Word Study Method when writing
the words on the lines.

-Use the pocket of the Student Folder to cover the list of
spelling words.

Assist students to check/correct page 3.

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The suffixes ed and en may be used to form new words.

Example: pull ➡ pulled
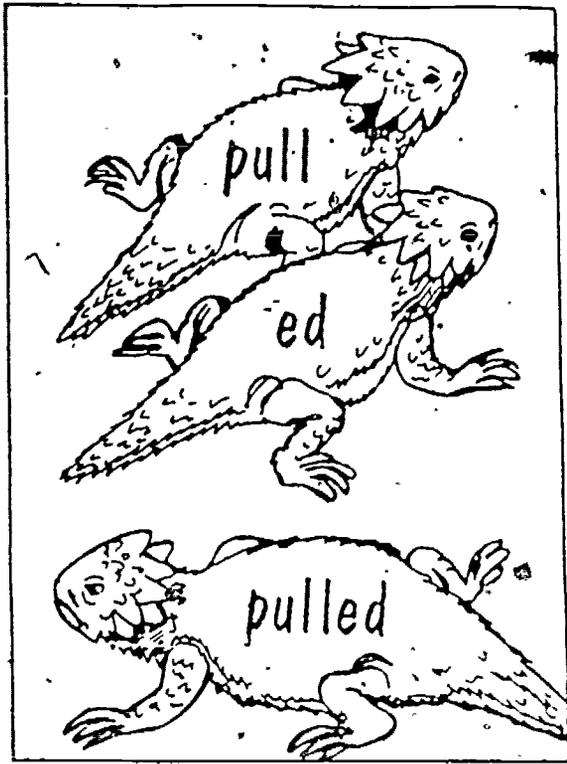
A. DIRECTIONS

Add ed to the words below. Write the words on the lines.

test _____   sand _____

need _____   paint _____

B. DIRECTIONS

Some of the spelling words have the suffix ed or en. Write each word under the correct heading.

ed			en
/d/	/t/	/ed/	
_____	_____		_____
_____	_____		_____
_____	_____		_____

SPELLING WORDS

taken
written
broken
given
seemed
finished
decided
killed
pulled
test
wide
frightened
sand
need
paint

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K-34

OBJECTIVE   Students will practice writing words with the /or/ sound.

MATERIALS   Student Instructional Folders (page 3)
Pencils
Chalkboard or chart
Chalk

PROCEDURE   Read the instructional box at the top of page 3 of the Student
Instructional Folder as students follow along.

Page 3

▷   Write the words below on the chalkboard or chart:

more	horse	house
door	warm	for
broke	before	story

Ask students to say each word and select students to circle
the words with the /or/ sound.

Ask students to find the word in which the /or/ sound is spelled
with the letters *ar*.

Explain to students that there are often exceptions to rules they
learn. The Word Study Method is helpful in learning the exceptions.

Explain, directions on page 3 and direct students to complete
the page.

Remind students to:

  -Use Steps 4 and 5 of the Word Study Method when writing
   the words on the lines.

  -Use the pocket of the Student Folder to cover the list of
   spelling words.

Assist students to check/correct page 3.

```
+---------------------------------------------------+
|                        ANSWERS                    |
|                                                   |
|   A.  report      forest* ✔      C.  party        |
|       north       short               awhile      |
|      (war)        born                felt         |
|       important   order               heavy        |
|       store                           raine.       |
|                                       number       |
|                                                   |
|   ✔ *Pronunciation may vary; see extension activity. |
+---------------------------------------------------+
```

EXTENSION   Explain the word *forest* may vary in pronunciation. The letter o may be pronounced /or/ as in *for* or /o/ as in *hot*. Both pronunciations are correct.

LESSON 4

OBJECTIVE   Students will practice the correct spelling of words by matching antonyms and by combining phrases.

MATERIALS   Student Instructional Folders (page 4)
Pencils
Chalkboard or chart
Chalk

PROCEDURE   Write the following on the chalkboard or chart.

Page 4

awake   _____   wait

question   _____   answer

push   _____   catch

throw   _____   asleep

leave   _____   pull

Remind students that antonyms are words with opposite meanings.

Select students to write words from the list at the right that are antonyms for the words on the left.

Write the following phrases on the chalkboard or chart:

fly south   many birds   for the winter

Ask students to determine in which order the phrases should be written to form a complete sentence. (Many birds fly south for the winter.)

Explain directions on page 4 and direction students to complete the page.

Remind students to:

-Use Steps 4 and 5 of the Word Study Method when writing the words on the lines.

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LESSON 4

OBJECTIVE   Students will practice the correct spelling of words by
            rhyming words and by combining sentences.

MATERIALS   Student Instructional Folders (page 4)
            Pencils
            Chalkboard or chart,
            Chalk

PROCEDURE   Write the word <u>kite</u> on the chalkboard and ask students to think
            of rhyming words,

Page 4
            Review with students the idea they are *listening* for the *sounds*
            that will rhyme, even though the sounds may be spelled with
            different letters.

            Select students to write rhyming words on the chalkboard.
            (Examples: night, height, quite, invite, might, fight, light.)

▷   Write the following sentences on the chalkboard:

                    The dog plays on the beach.

                    The child plays on the beach.

            Ask students to combine the sentences to make one longer sentence.

            Write the sentence on the chalkboard: The dog and the child
            play on the beach. (Answers may vary.)

            Ask students to note how the verb *play* changed.

            Tell students the verb changes from the s-form when the subject
            is singular to the simple form when the subject is plural.

            Explain directions on page 4 and direct students to complete
            the page.

            Remind students to:

                    -Use Steps 4 anx 5 of the Word Study Method when writing
                     the words on the lines.

                    -Use the pocket of the Student Folder to cover the word
                     list.

            Assist students to check/correct page 4.

A. Write the sets of rhyming words from the list of spelling words. Listen for the part of the word with the same sound. <u>Underline</u> the letters that make the same sound.

<u>laid</u>   <u>right</u>   <u>plain</u>   <u>head</u>

_____   _____   _____   _____

_____   _____   _____   _____

_____
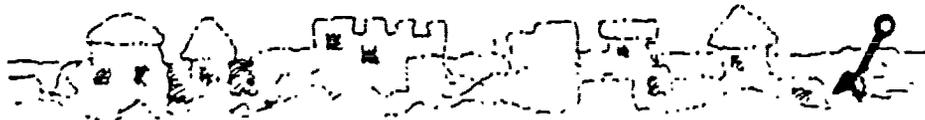
B. Combine the following pairs of sentences to form one sentence. Some endings have to be changed to make the sentence correct.

1. John ties the tail on the kite.
   Susan ties the tail on the kite.

   _____

   (What word did you change? _____ to _____)

2. The husband stood beside the table.
   The wife stood beside the table.

   _____

   (Did you change a word? _____).

3. Lonnie thinks of a grand idea.
   Kim thinks of a grand idea.

   _____

   (What word did you change? _____ to _____)

THE SPELLING PROGRAM
Level 4 - Unit 3
Student Instructional Folder

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San Diego City Schools
San Diego, California
October 1980

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APPENDIX L

SCHOOL APPRAISAL FORM

RESPONSE OF PRINCIPALS REGARDING THE FOLLOWING QUESTION:

"EXPLAIN THE ORAL COMMUNICATION INSTRUCTION PROGRAM
AS CARRIED OUT IN YOUR SCHOOL?"

San Diego City Schools
Integration and Race/Human Relations

SCHOOL APPRAISAL FORM

H. 3. Explain the Oral Communication Instruction Program as carried out in your school?

RESPONSE:

Through English program, English Department and implemented via English classes. Upcoming minimum day with Lincoln High School, Jesse Perry will talk about Oral Communication.
Have coordinator of program who has incorporated minimum day program.
Central office specialist came out to discuss Oral Communications and its importance.

English Department Chairperson and central office specialist will be expanded much more later.

Inviting Lincoln High School to lunch on next minimum day with subject to be "Oral Communication," divide by department for small group activities. This is to reinforce development of Oral Communications Program of the School District to be transmitted to classroom.

Informal program: teachers who have researched this and are using it in class on a regular basis. Formal Program: Language Arts Program is based on objectives involved with Title I.

All teachers told to emphasize the importance of different dialects, etc.

Key teacher orients all staff at beginning of year and works with department chairs at instructional council meetings. Conducted an analysis of how each staff member will implement the Oral Communication Instruction Program in thier classes. Key teacher has disseminated her program to other schools and other Districts.

Indicate to teachers what it is. Being aware that street lang. is okay in its place.

English Department: every English Teacher has responsibility for this program, and key teacher is assigned. Very proud of Writing Program coordinated by state college. Also proud of Exchange programs and participation which gives students a chance to look at others and begin to understand. Proud of resident students who are showing improvement in Scholarship and Citizenship and raising test scores, and staff who have been making progress and helping students. This school has eighteen programs in addition to regular comprehensive curriculum and programs.

SENIOR H. S. LEVEL
S. A. F.
H -3. - cont'd.

All departments. Active and constructive program for a good many years..
Capitalize on teacher leaders; respected for staff and communication ability.

Excellent program, high quality drama program. Weekly Town Meetings. Secondary
RAP (problem solving) sessions develop high verbal and thinking skills. Also,
in scheduled classes. Process of Town Meetings and RAP Sessions is good.

Students are very verbal and are encouraged to speak up in an acceptable way.
Site conducts Speech and Drama Classes.

JUNIOR H. S. LEVEL

One minimum day, resources from the District, outside consultant was used.
Stress to all that it is a part of the school plan and all are involved.

Minimum day workshop for all teachers devoted to Oral Communication. Departmental
meetings devoted to brainstorming ideas for fostering Oral Communications in all
classes.

Tried to establish an organized approach. We have a chairperson who meets with
Mary Barr. Building awareness. Staff have been told and of concerns notified.
5% might know what it is all about.

Faculty meeting devoted to Oral Communication Instruction Program. Special
program for faculty by police department dealing with gangs and language styles
on minimum day.

One teacher is coordinator and she reports back to English Department. Jesse Perry
has been on site. Coordinator is liaison between District level and English
Department.

English classes are the vehicle. Head of English Department constantly working
on it.

In English classrooms. All site members are encouraged in correct grammar usage
at all times.

Is similar to the curriculum and is stressed in every class that spelling, pro-
nunciation and handwriting are important. Is taught in all classes. Lack of
problems. There is a dominant ethnic group. This precludes problems developing.

People are going to workshops and it is to be implemented.

Not familiar with program.

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S. A. F.
H - 3. - cont'd.

ELEMENTARY LEVEL

Have a staff representative. Some District materials have been pulled back.
Effort is made to give children language patterns that are acceptable.

They have a chairman and two teachers who "carry the message;" have staff
development in oral communication and assemblies related to it. Classroom
teachers carry out the program as mandated.

All teachers are the standard English model and practice standard English
model in all subjects. Extensive DISTAR Oral Language, and aid in DISTAR.
E. S. L. in oral training in S. E., meeting the needs of all students.
Teacher is always the model, practice is built in.

Don't accept kids using street language. Teachers are geared towards it.
School has a small television studio where they prepare news broadcasts, etc.,
however, not used this year due to losing funding.

School has active representative to District level meetings, who reports regularly
at faculty meetings, and works with teachers in small groups divided by grade
level to insure appropriate implementation at each grade level.

Component of Title I, site contact teacher, built into objectives of Title I and
school curriculum on a conscious level. Evidenced in the activities of the plan
which principal displayed. There are workshops developed for this purpose and
given on site. (District program is nebulous. Implementation guide is no
help at all. Needs to be more explicit, more concrete, more solutions through
activities. Elementary principals, especially, should be consulted on the needs
in the oral language program.)

Each teacher keeps a checklist record of activities conducted in the classroom.
Staff workshop was devoted to Oral Communication techniques.

Again we are lableing. Has to be an integral part of the instructional program.
Have been doing, as Show and Tell, which is really oral language. Must not be
something tacked on. Recognize that it is a national, social and economic problem.

Systematically implemented. Principal reviews with each teacher.

Key teacher provides inservices to other teachers. All teachers active in using
these concepts in their individual classes, as appropriate.

Site contact teacher, inservice. Teachers are apprised of the oral communication
philosophy of the District, and about half agree with the philosophy. Generally
a part of the elementary curriculum.

A minimum of 50% of students participate annually with oral language presentations.

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L-3

6

ELEMENTARY LEVEL
S. A. F.
H - 3. - cont'd.

Two workshops have been held with faculty and District resource personnel. All
teachers have been given one on awareness of non-standard English, although
emphasis in classroom is on instruction of standard English.

Guide is simply not appropriate. What it boils down to is to make sure that
each child is given an opportunity to speak without being criticized. Good
teachers encourage this anyway.

Purchased a bungalow and have a language lab. directed towards the Oral
Communiction Program.

Use language lab. Major emphasis this year in the lab. has been in Oral
Communications area.

Thread runs through everything in school because of the nature of instruction.
English, vocal, music and drama classes.

They have a need for more inservice. Now have "Readers Theatre," where kids
learn material and read. Enunciation and standard English are worked on in
"Vocal Music" class. They discovered they need more work in oral language and
will be developing course in oral and written language.

Key teacher at site has developed monthly activities designed to promote, reports
regularly at staff meetings and other teachers adapt this material to their own
classes.

District resource teachers have come in to explain it. Funds are directed (for
purchases etc.) towards meeting the requirements, e.g. Media Center.

Creating awareness, inservice on site for Indonesians, emphasized Oral Communication
acceptance.

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APPENDIX M

LINCOLN HIGH SCHOOL MID-YEAR ASSESSMENT

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SAN DIEGO CITY SCHOOLS
Secondary Schools Division

LINCOLN HIGH SCHOOL MID-YEAR ASSESSMENT

INTRODUCTION

The following pages contain a summary of results from the Lincoln High School
Mid-Year Assessment (Appendix I). The survey was conducted with parents on
February 17, 1981, during the SAC meeting; with the certificated staff during
preparation period faculty meetings on February 18; with the classified staff on
the same day; and, with students during third period classes on February 19.
There were, in total, 217 respondents. A breakdown of participants is found in
Appendix II.

The survey called for reactions to 20 questions on a scale of 5 to 1, with 5 being
the highest possible rating, and one open-ended question, number 21. All responses
to the latter question have been included in this report except for those making
personal references.

Individual group results, e.g., students and classified, give the number and per-
centage of those responding to each question. In addition, there is a summary
of all responses to each question and the percentage of the total responding.

The report contains two additional sections: Summary and Conclusions and
Recommendations, for consideration by the site for continued planning and implemen-
tation.

The Project Lincoln staff and the committee would like to thank all participants
for their support in carrying out this assessment. The cooperative spirit and
willingness with which each respondent undertook the task is much appreciated and
again reflects the support and interest of the total Lincoln High School community.

Project Lincoln Staff

_____
Regional Director

February 1981

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NUMBER AND PERCENTAGE OF RESPONSES
FOR EACH SURVEY QUESTION

	(Going Well) 5		4		3		(Unsatisfactory) 2		1		Total Responses
1. Project Lincoln is	76	37%	72	35%	49	24%	6	3%	2	1%	205
2. Center for Medicine and Health is	63	35%	63	35%	38	21%	12	7%	5	3%	181
3. Exchange Programs with Henry and Clairemont are	41	23%	61	34%	58	33%	12	7%	5	3%	177
4. Project Student Concern (Attendance Project) is	19	10%	59	32%	63	34%	28	15%	16	9%	185
5. Alternative Program is	35	21%	53	32%	57	34%	16	10%	7	4%	168
6. High School Diploma Program is	42	26%	62	39%	39	24%	11	7%	6	4%	160
7. Reading is Fundamental (RIF) is	50	26%	56	29%	54	28%	19	10%	12	6%	191
8. Sustained Silent Reading (SSR) is	25	13%	32	16%	60	31%	42	22%	35	18%	194
9. ESEA Title 1 support is	30	20%	47	31%	50	33%	19	13%	4	3%	150
10. Race/Human Relations Program is	41	21%	55	29%	52	27%	32	17%	11	6%	191

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NUMBER AND PERCENTAGE OF RESPONSES
FOR EACH SURVEY QUESTION

	(Going Well) 5		4		3		2		1		Total Responses
11. Counseling & Guidance Program is	53	27%	61	31%	49	25%	19	10%	12	6%	194
12. Bilingual Program is	17	11%	44	30%	54	36%	24	16%	9	6%	148
13. College Writing Classes working with S.D.S.U. are	73	46%	49	31%	24	15%	9	6%	2	1%	157
14. Basic Skills (including reading, math, labs, etc.)	46	25%	75	41%	56	31%	11	6%	3	2%	181
15. General Instruction (not included in #14 above) is	18	11%	59	35%	68	40%	18	11%	5	3%	168
16. Student Activities are	48	24%	70	35%	52	26%	14	7%	16	8%	200
17. General Discipline is	16	8%	69	34%	72	35%	28	14%	20	10%	205
18. School Climate is	32	16%	77	38%	62	31%	21	10%	10	5%	202
19. Facilities are	35	17%	62	30%	68	33%	22	11%	17	8%	204
20. Administration is	38	19%	54	27%	75	38%	18	9%	15	7%	200

(Unsatisfactory)

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NUMBER AND PERCENTAGE OF RESPONSES
FOR EACH SURVEY QUESTION

		(Going Well)									Total Responses
		5		4		3		2		1	
11.	Counseling & Guidance Program is	53	27%	61	31%	49	25%	19	10%	12	6%	194
12.	Bilingual Program is	17	11%	44	30%	54	36%	24	16%	9	6%	148
13.	College Writing Classes working with S.D.S.U. are	73	46%	49	31%	24	15%	9	6%	2	1%	157
14.	Basic Skills (including reading, math, labs, etc.)	46	25%	75	41%	56	31%	11	6%	3	2%	181
15.	General Instruction (not included in #14 above) is	18	11%	59	35%	68	40%	18	11%	5	3%	168
16.	Student Activities are	48	24%	70	35%	52	26%	14	7%	16	8%	200
17.	General Discipline is	16	8%	69	34%	72	35%	28	14%	20	10%	205
18.	School Climate is	32	16%	77	38%	62	31%	21	10%	10	5%	202
19.	Facilities are	35	17%	62	30%	68	33%	22	11%	17	8%	204
20.	Administration is	38	19%	54	27%	75	38%	18	9%	15	7%	200

M-4

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1. Project Lincoln is

	Going Well								Unsatisfactory	
	5		4		3		2		1	
Students	32	31%	30	29%	33	32%	5	5%	2	2%
Parents	5	33%	7	47%	3	20%	0	0%	0	0%
Classified	10	48%	8	38%	3	14%	0	0%	0	0%
Counselors	3	43%	3	43%	1	14%	0	0%	0	0%
Teachers	22	40%	23	42%	9	16%	1	2%	0	0%
Administrators	4	80%	1	20%	0	0%	0	0%	0	0%

Center for Medicine and Health is

	Going Well								Unsatisfactory	
	5		4		3		2		1	
Students	35	35%	29	29%	20	20%	11	11%	5	5%
Parents	4	27%	5	33%	6	40%	0	0%	0	0%
Classified	7	33%	7	33%	7	33%	0	0%	0	0%
Counselors	1	14%	5	72%	1	14%	0	0%	0	0%
Teachers	14	42%	14	42%	4	12%	1	3%	0	0%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

3. Exchange Programs with Henry and Clairemont are

	Going Well								Unsatisfactory	
	5		4		3		2		1	
Students	33	34%	28	29%	25	26%	8	8%	2	2%
Parents	2	15%	3	23%	6	46%	2	15%	0	0%
Classified	0	0%	5	33%	10	67%	0	0%	0	0%
Counselors	0	0%	2	28%	4	57%	0	0%	1	14%
Teachers	6	15%	20	49%	11	27%	2	5%	2	5%
Administrators	0	0%	3	60%	2	40%	0	0%	0	0%

4. Project Student Concern (Attendance Project) is

	Going Well 5		4		3		2		Unsatisfactory 1	
Students	12	13%	24	26%	34	37%	12	13%	11	12%
Parents	1	11%	1	11%	7	78%	0	0%	0	0%
Classified	1	7%	3	20%	6	40%	5	33%	0	0%
Counselors	0	0%	3	43%	4	57%	0	0%	0	0%
Teachers	5	11%	13	28%	12	26%	11	24%	5	11%
Administrators	0	0%	5	100%	0	0%	0	0%	0	0%

5. Alternative Program is

	Going Well 5		4		3		2		Unsatisfactory 1	
Students	15	18%	25	30%	31	37%	7	8%	6	7%
Parents	2	17%	2	17%	5	42%	3	25%	0	0%
Classified	3	15%	6	30%	10	50%	1	5%	0	0%
Counselors	2	28%	4	57%	0	0%	0	0%	1	14%
Teachers	11	28%	14	35%	10	25%	5	13%	0	0%
Administrators	2	40%	2	40%	1	20%	0	0%	0	0%

6. High School Diploma Program is

	Going Well 5		4		3		2		Unsatisfactory 1	
Students	23	26%	37	41%	18	20%	7	8%	5	6%
Parents	2	15%	6	46%	4	31%	0	0%	1	8%
Classified	5	29%	7	41%	4	24%	1	6%	0	0%
Counselors	1	17%	3	50%	1	17%	1	17%	0	0%
Teachers	8	28%	8	28%	11	38%	2	7%	0	0%
Administrators	3	60%	1	20%	1	20%	0	0%	0	0%

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7. Reading is Fundamental (RIF) is

	Going Well								Unsatisfactory
	5		4		3		2		1
Students	39	36%	25	23%	28	26%	8	7%	8	7%
Parents	3	33%	2	22%	4	44%	0	0%	0	0%
Classified	1	6%	7	41%	7	41%	1	6%	1	6%
Counselors	1	17%	1	17%	3	50%	1	17%	0	0%
Teachers	6	13%	18	38%	11	23%	9	19%	3	6%
Administrators	0	0%	4	80%	1	20%	0	0%	0	0%

8. Sustained Silent Reading (SSR) is

	Going Well								Unsatisfactory
	5		4		3		2		1
Students	22	21%	18	18%	24	23%	19	18%	20	19%
Parents	0	0%	1	13%	5	63%	2	25%	0	0%
Classified	2	12%	3	19%	7	44%	2	12%	2	12%
Counselors	1	14%	0	0%	3	43%	1	14%	2	28%
Teachers	0	0%	9	16%	18	33%	17	31%	11	20%
Administrators	0	0%	1	20%	3	60%	1	20%	0	0%

9. ESEA Title 1 support is

	Very Helpful								Unsatisfactory
	5		4		3		2		1
Students	9	13%	15	22%	28	41%	12	18%	4	6%
Parents	3	23%	3	23%	7	54%	0	0%	0	0%
Classified	1	7%	6	40%	7	47%	1	7%	0	0%
Counselors	2	28%	5	72%	0	0%	0	0%	0	0%
Teachers	13	31%	15	36%	8	19%	6	14%	0	0%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

10. Race/Human Relations Program is

	Very Helpful								Unsatisfactory	
	5		4		3.		2		1	
Students	32	35%	27	29%	19	21%	10	11%	4	4%
Parents	2	14%	3	21%	5	36%	3	21%	1	7%
Classified	1	6%	3	17%	8	44%	4	22%	2	11%
Counselors	1	14%	2	28%	2	28%	2	28%	0	0%
Teachers	4	7%	17	31%	18	33%	12	22%	4	7%
Administrators	1	20%	3	60%	0	0%	1	20%	0	0%

11. Counseling & Guidance Program is

	Very Helpful								Unsatisfactory	
	5		4		3		2		1	
Students	32	32%	25	25%	26	26%	8	8%	10	10%
Parents	6	40%	5	33%	4	27%	0	0%	0	0%
Classified	4	20%	7	35%	5	25%	3	15%	1	5%
Counselors	4	57%	3	43%	0	0%	0	0%	0	0%
Teachers	7	15%	18	39%	13	28%	7	15%	1	2%
Administrators	0	0%	3	60%	1	20%	1	20%	0	0%

12. Bilingual Program is

	Going Well								Unsatisfactory	
	5		4		3		2		1	
Students	6	9%	23	32%	25	35%	12	17%	5	7%
Parents	3	21%	2	14%	5	36%	4	29%	0	0%
Classified	2	12%	3	19%	6	38%	3	19%	2	12%
Counselors	1	14%	2	28%	4	57%	0	0%	0	0%
Teachers	5	14%	12	34%	11	31%	5	14%	2	6%
Administrators	0	0%	2	40%	3	60%	0	0%	0	0%

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M-8

13. College Writing Classes working with S.D.S.U. are

	Going Well 5		4		3		2		Unsatisfactory 1	
Students	34	43%	26	33%	14	18%	4	5%	2	2%
Parents	5	42%	2	17%	4	33%	1	8%	0	0%
Classified	4	27%	4	27%	4	27%	3	20%	0	0%
Counselors	4	67%	2	33%	0	0%	0	0%	0	0%
Teachers	21	54%	15	39%	2	5%	1	3%	0	0%
Administrators	5	100%	0	0%	0	0%	0	0%	0	0%

14. Basic Skills (including reading, math, labs, etc.) are

	Going Well 5		4		3		2		Unsatisfactory 1	
Students	35	35%	34	34%	25	25%	2	2%	3	3%
Parents	2	12%	4	24%	7	41%	4	24%	0	0%
Classified	1	6%	4	22%	11	61%	2	11%	0	0%
Counselors	2	28%	4	57%	1	14%	0	0%	0	0%
Teachers	6	13%	24	53%	12	27%	3	7%	0	0%
Administrators	0	0%	5	100%	0	0%	0	0%	0	0%

15. General Instruction (not included in #14 above) is

	Going Well 5		4		3		2		Unsatisfactory 1	
Students	12	15%	25	31%	30	37%	9	11%	5	6%
Parents	1	8%	4	31%	6	46%	2	15%	0	0%
Classified	0	0%	3	19%	10	63%	3	19%	0	0%
Counselors	1	14%	4	57%	0	0%	2	28%	0	0%
Teachers	4	9%	21	46%	19	41%	2	4%	0	0%
Administrators	0	0%	2	40%	3	60%	0	0%	0	0%

16. Student Activities are

	Going Well					3		2	Unsatisfactory	1
	5		4							
Students	33	32%	25	25%	20	20%	10	10%	14	13%
Parents	2	13%	8	53%	5	33%	0	0%	0	0%
Classified	4	18%	9	41%	7	32%	2	9%	0	0%
Counselors	2	28%	4	57%	1	14%	0	0%	0	0%
Teachers	4	8%	23	47%	18	37%	2	4%	2	4%
Administrators	3	60%	1	20%	1	20%	0	0%	0	0%

17. General Discipline is

	Going Well					3		2	Unsatisfactory	1
	5		4							
Students	8	8%	33	33%	32	32%	14	14%	13	13%
Parents	1	6%	3	19%	8	50%	3	19%	1	6%
Classified	0	0%	8	40%	6	30%	3	15%	3	15%
Counselors	1	14%	1	14%	3	43%	0	0%	2	28%
Teachers	3	6%	23	42%	20	36%	8	15%	1	2%
Administrators	3	60%	1	20%	1	20%	0	0%	0	0%

18. School Climate is.

	Very Positive					3		2	Poor	1
	5		4							
Students	18	18%	32	32%	30	30%	11	11%	9	9%
Parents	2	14%	3	21%	9	64%	0	0%	0	0%
Classified	6	29%	5	24%	7	33%	3	14%	0	0%
Counselors	2	28%	5	72%	0	0%	0	0%	0	0%
Teachers	3	6%	29	53%	15	27%	7	13%	1	2%
Administrators	1	20%	3	60%	1	20%	0	0%	0	0%

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19. Facilities are

	Very Good							Unsatisfactory	
	5		4		3		2	1	
Students	19	19%	19	19%	36	36%	13	13%	14	14%
Parents	2	13%	6	37%	6	37%	2	13%	0	0%
Classified	4	19%	7	33%	6	29%	3	14%	1	5%
Counselors	2	28%	0	0%	4	57%	1	14%	0	0%
Teachers	6	11%	27	50%	16	30%	3	6%	2	4%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

20. Administration is

	Doing Well							Unsatisfactory	
	5		4		3		2	1	
Students	19	20%	23	24%	41	42%	4	4%	10	10%
Parents	3	19%	5	31%	4	25%	4	25%	0	0%
Classified	8	40%	4	20%	5	25%	3	15%	0	0%
Counselors	1	14%	3	43%	0	0%	2	28%	1	14%
Teachers	5	9%	16	29%	25	46%	5	9%	4	7%
Administrators	2	40%	3	60%	0	0%	0	0%	0	0%

21. I should like to add the following observations:

Students

"I think that most of these programs should be more active around school."

"Race human relations is trying to force something upon us and it isn't constructive
School spirit is very low, administration is scared something negative will happen
so they don't let us have any activities."

"Some students know about these different programs, but why don't you guys try a
method of letting everyone know what the programs are and what they do. Try pam-
phlets or paper packets."

21. <u>Students</u> (cont'd)

"Students won't read during USSR if teachers don't and bells don't ring. I never
see race/human relations team doing anything. Principal has too many meetings
not in school enough. Need a college counselor. Better trained hall security."

"The student activities is not that good."

"We should have more prep band performances."

"We need more books to read and more help in English. More discipline to the
students. Not enough labs on English, math, etc.
"Not enough free reading books - reference question 7.
"Going Well did not apply to reading - reference question 14."

"Clean toilets."

"We need more activities like trips, like skating and dances in the gym."

"The race human relations are trying to do well, but there isn't a base of White/
Black--We should get a better magnet program. _____ shouldn't be so hard on the
field trips for good students.
"School climate needs to get harder - reference question 18.
"Facilities are Unsatisfactory because of the students - reference question 19."

"There should be more instructions in the classroom."

"Lincoln is improving 100%."

"The administration is giving us bad reputation without trying to with too much
wrong discipline. Think about it please!!!"

"Some teachers are very helpful. Some just don't give a ____ about the students.
The counselors are very, very helpful."

"We need to have a motorcross team or 3 wheeler team, and head out to the races at
South Bay. And get the racers edge."

"Lincoln is not a very good school to go to."

"Project Lincoln is live."

"School climate is poor compared to Patrick Henry."

"The school grounds are kept very neat."

"Number 3. I feel that we should be able to mix with all the exchange students."

"I think that we the students should have more activities like dances, trips; etc."

21. Parents

"I didn't give high marks to some programs because I feel they are doing good but improvement can always take place in most of them."

"1. Project Lincoln would be more beneficial if they would stick to purpose.
2. The parking lot on the East side of the 100 bldg. is A okay.
3. Bleachers--Tennis Court.
4. Restroom okay--could stand a cleaner toilet and water fountain.
"The attendance office needs co-ordinating badly. Too many people not enough results."

Classified

"The following observations that I have at this time are:
1. More community involvement.
2. Contacts with more outreach programs within the area.
3. More administration and staff contact; time to talk about the student's problem."

"I feel the classified should be informed more on the different programs and how they are going or rather progressing."

"Basically we know of all these programs, but we are not informed as to actually what is happening and how each is progressing. According to newspapers, programs are going good in some and not so good in others."

"I think too much emphasis is placed on sports--not enough on basic skills."

"Not enough information given to new personnel."

"I would like to point out a few improvements:
1. Parking lot east of Bldg. 100.
2. Tennis court.
3. Bleachers on the football field.
4. Restrooms on lower field."

"On number 3, I feel the exchange is for too short a time. On number 8, I, too, enjoy it. On number 16, I feel there is too much emphasis on sports--money and time. I'm not very familiar with the 'Alternative School Program' and the 'High School Diploma Program.'"

"A lot of the programs are familiar to me but their function is very unfamiliar to me. Would like to see their operation."

"Cultural exchange. National as well as international."

21. Counselors

"This is my 3rd year. Things look better in all areas. Each semester is an improvement over the last--I have a good feeling about the school."

"An outstanding presentation was given by Dr. Evans to the Health Center students. Lincoln is finally getting positive publicity for efforts being attempted here."

"The addition of Project Lincoln and its staff to Lincoln High School has made a world of difference in the environment here!
"Only seniors permitted to attend - reference question 6.
"Lincoln could not survive without Title I! - reference question 9.
"In the future more counseling is going to take place - reference question 11."

Teachers

"Tardy students are still too numerous and the tardy sweep seems to be ineffective. The school climate and student attitude seem better this year than in the past."

"Good progress is being made in many areas."

"Things seem to be going fairly well this year. The reading period is a waste of time and should be eliminated."

"Poor communication amongst teachers and counselors. Inefficient!"

"Project Lincoln has been very responsive to overall school needs and to the science department in particular. I feel that Lincoln should be elevated to a full magnet with efforts to convince the appropriate judicial and district officials. The overwhelming success of Gompers program can be used as evidence for the need of full magnet status."

"I feel the attendance area and Project Concern could be improved dramatically."

"Suggestion: Students coming or going to more than one campus should understand that the discipline program on any campus applies to any and all students on that campus when they are there."

"Much improved class/school/community climate thanks, in part to Project Lincoln. I feel the need for an awareness on the staff's part of the many excellent activities taking place at Lincoln. Suggestion: Project Lincoln newsletter."

"Too many students out of class!"

"Alternative program is creating problems upon 're-entry.' Unless every class has a 'bilingual' equivalent in every language of the community, any attempted bilingual program will be unfair to the students--especially when research shows individualization to be inferior to direct group instruction."

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M-14

21. Teachers (cont'd)

"We need more communication between staff members – reference question 18.
"They need to learn how to talk with staff members better – reference question 20.
"It has been frustrating so far. People (administration) tend not to appreciate the work and accomplishment. They are too concerned about petty things. Many staff members are requesting transfers."

"The number of teachers new to Lincoln has been minimal for this current school year, and staff morale seems to be at a high level. There is a need for more community involvement."

"Regarding the teacher profession with considerable years of teaching and due respect, we are (students, faculty, staff and the administrators who deserve more) hungry and desire a better and more capable administrative staff."

"I am a cluster sub and I have only been assigned for three weeks. Many of my students feel this (Sustained Silent Reading) is a twenty-minute talk period."

"Being on the committee, I don't know, so we should be informed of the assessment – reference questions 2, 3, 5, 6, 10 and 14."

"Students who should be in the medical course are not –, reference question 2."

"Sustained Silent Reading is not going well. It is impossible to enforce the reading unless we are allowed to give or withhold credit. I would just as soon see the 15 minutes distributed among a) the currently short periods and b) a six-minute passing period."

"Lincoln looks different from the air."

"When the rooms are painted, have the walls sanded so the paint will not come off."

"Project Lincoln is mostly a waste of money. Many of the items mentioned above such as the administration, discipline, etc., are unrelated to Project Lincoln; or at least if Project Lincoln is involved, I don't know anything about it and can see no improvement."

Administrators

"It has been a good year so far."

"1. There is a need for more community involvement.
2. The level of teacher morale is good.
3. The teacher turnover rate for the current school year was considerably reduced.
4. The appearance of facilities and grounds has been tremendously improved--however, outside of buildings need painting."

"Lincoln High School is on the move in the right direction--upward mobility. Staff morale is high. Majority of the students have a positive attitude and are making efforts to work up to their potentialities. Project Lincoln has been most helpful in helping our school reach some of its objectives and goals. The Center for Medicine and Health is an added feature. We are looking forward to bigger and better programs in 1981/82."

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SUMMARY AND CONCLUSIONS

The results of the survey indicate a general acceptance and positive assessment of the various instructional activities and programs at Lincoln Senior High School. It also is apparent that for most items, all respondent groups were in close agreement. Yet there are a few items reflecting an obvious divergence of opinion both within designated groups and between groups.

Items indicating strong approval, i.e., Going Well or Very Helpful within the 4 or 5 range, include Project Lincoln (#1) at 70% (although students were somewhat lower at 60%); Center for Medicine and Health (#2) at 60% and above; Alternative Program (#5); High School Diploma Program (#6), though fewer responded to this item; Counseling and Guidance (#11); College Writing Classes (#13) at 76% by students; and, Student Activities (#16).

Those programs assessed within the middle range of 3 were the Exchange Programs with Henry and Clairemont high schools (3)—with the students being significantly higher in their assessment; Project Student Concern (#4) with the teachers widely spread in their views; Reading is Fundamental (#7); Race Relations (#10) receiving high response but divergent opinion; and, Bilingual Education (#12) receiving better response than during the past two years, yet showing a wide spread of opinion. Within the same general area of acceptance were ESEA Title 1 (#9); Basic Skills (#14); General Instruction (#15); General Discipline (#16) with some divergence of opinion at both ends of the scale, as are School Climate (#18); Facilities (#19); and, Administration (#20).

The one item receiving high response but a strong negative reaction was Sustained Silent Reading (#8). However, there were a number of respondents who gave it a middle range mark of acceptance.

As might be expected, responses to open-ended #21 are varied, ranging from approval to concern and negative reaction. The majority of the comments address those topics included in the preceding twenty items, but significant areas that predominate are: communication, school climate and attendance.

RECOMMENDATIONS

Although the present survey is a shorter version of the previous two—February 1979 and February 1980—nonetheless, the results clearly reflect areas considered to be satisfactory or better and those needing attention. A prime example is that of Sustained Silent Reading (#8). Originally entitled Uninterrupted Sustained Silent Reading, this program received heavy but ambivalent response, i.e., 19% thought it was Going Well, 26% viewed it as OK, 27%, it Could Be Better and 14%, Unsatisfactory. Another 14% did not answer. It was recommended at that time that the overall value of the program and several related instructional programs, be reassessed to search out new or different strategies and approaches to better meet the needs, interests and abilities of the students. It appeared that the USSR as it was then operating was less than productive, and it was suggested that a new design might serve well the original purpose and provide new incentive. It seems that there are still problems with the program. It is recommended that a review be undertaken of the SSR

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in the light of the present assessment as well as the introduction of the Achievement Goals Program with one of its major components being reading. It is further recommended that the staff review other major areas to determine what steps are needed to strengthen, redirect or modify to meet present needs of staff and students.

In addition to question 8, further consideration should be given to the following:

1. 'Increasing community involvement.

2. Continuing to improve lines of communication between groups at Lincoln High School.

3. Continuing to pay attention to providing students with information regarding all programs, especially those eliciting fewer responses in the survey, e.g., Title 1, High School Diploma Program and Bilingual Education.

4. Recognizing that the publicity given to such programs as Project Lincoln, Center for Medicine and Health and the College Writing classes, needs to be further expanded to other programs, since on the survey, it appears that the more people know about a program, the higher the assessment.

Project Lincoln
Mid-Year Assessment

As a follow up to the needs assessments of the past two years, the Project
Lincoln Committee and staff is again asking for your cooperation in assessing
this year's programs. Students, parents, and the staff of Lincoln High School
will be included in this survey.

Please circle one: student   parent   counselor   classified   teacher   administrator

The Project Lincoln Committee would like to know how you feel about the following:
(If you are not familiar with a certain program, please leave that item blank.)

1. Project Lincoln is

Going Well				Unsatisfactory
5	4	3	2	1

2. Center for Medicine
    and Health is

Going Well				Unsatisfactory
5	4	3	2	1

3. Exchange Programs with
    Henry and Clairemont are

Going Well				Unsatisfactory
5	4	3	2	1

4. Project Student Concern
    (Attendance Project) is

Going Well				Unsatisfactory
5	4	3	2	1

5. Alternative Program is

Going Well				Unsatisfactory
5	4	3	2	1

6. High School Diploma
    Program is

Going Well				Unsatisfactory
5	4	3	2	1

7. Reading Is Fundamental
    (RIF) is

Going Well				Unsatisfactory
5	4	3	2	1

8. Sustained Silent Reading
    (SSR) is

Going Well				Unsatisfactory
5	4	3	2	1

9. ESEA Title I support is

Very Helpful				Unsatisfactory
5	4	3	2	1

10. Race/Human Relations
    Program is

Very Helpful				Unsatisfactory
5	4	3	2	1

Project Lincoln
Mid-Year Assessment Continued

11. Counseling & Guidance   Very Helpful   Unsatisfactory
    Program is   _____
                               5   4   3   2   1

12. Bilingual Program is   Going Well   Unsatisfactory
                           _____
                               5   4   3   2   1

13. College Writing Classes   Going Well   Unsatisfactory
    working with S.D.S.U. are   5   4   3   2   1

14. Basic Skills (including   Going Well   Unsatisfactory
    reading, math, labs, etc.) 5   4   3   2   1
    are

15. General Instruction (not   Going Well   Unsatisfactory
    included in #14 above) is   5   4   3   2   1

16. Student Activities are   Going Well   Unsatisfactory
                           _____
                               5   4   3   2   1

17. General Discipline is   Very Good   Unsatisfactory
                           _____
                               5   4   3   2   1

18. School Climate is   Very Positive   Poor
                           _____
                               5   4   3   2   1

19. Facilities are   Very Good   Unsatisfactory
                           _____
                               5   4   3   2   1

20. Administration is   Doing Well   Unsatisfactory
                           _____
                               5   4   3   2   1

21. I should like to add the following observations:

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Respondents included:

    Certificated Staff:

        Administration   5
        Counselors   7
        Teachers   <u>59</u>   71

    Classified Staff: 22

        (Including clerical and custodial)

    Students:

        -(Representing all grades, ASB, senators, etc.)   108

    Parents: <u>16</u>
                               TOTAL   217

APPENDIX N

TABLES 1 & 2

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TABLE 1

1980-81 IMBALANCED SCHOOLS 1/

% White

ELEMENTARY	78-79	79-80	DIFFERENCE	80-81	DIFFERENCE
Audubon	37.0%	31.3%	-5.6%	29.9%	-1.4%
Boone	30.6	25.7	-4.9	26.7	+1.0
Brooklyn	47.8	44.9	-2.9	35.5	-9.4
Carson	47.6	42.1	-5.5	34.0	-8.1
Central	36.0	29.5	-6.5	28.4	-1.1
Euclid	48.8	43.9	-4.9	34.1	-9.8
Keiller	31.0	25.9	-5.1	26.3	+0.4
Lee	39.3	36.6	-2.7	34.9	-1.7
Linda Vista	33.1	27.8	-5.3	21.6	-6.2
Paradise Hills	27.5	21.9	-5.6	25.2	-3.3
Penn	47.0	39.8	-7.2	38.2	-1.6
Perry	49.3	45.2	-4.1	38.7	-6.5
Washington	43.4	34.3	-9.1	30.3	-4.0

JUNIOR HIGH					
Bell	31.6	28.3	-3.3	26.4	-1.9
Montgomery	31.6	28.3	-3.3	26.4	-1.9

SENIOR HIGH					
San Diego	19.8	21.8	+2.0	23.5	+1.7

SRS:js

1/ All schools which have a proportion of minority students more than 15% higher
than the District total percent of minority students, and which is not one of the
23 court-identified minority-isolated schools. For 1980-81 this means any school
which has a white proportion of 40.3 or less (55.3% District average minus 15%).

TABLE 2

1980-81 "TIPPING" SCHOOLS 1/

% White

ELEMENTARY	78-79	79-80	DIFFERENCE	80-81	DIFFERENCE
Audubon	37.0%	31.3%	-5.6%	29.9%	-1.4%
Beale	71.5	49.5	-22.0	50.0	+0.5
Boone	30.6	25.7	-4.9	26.7	+1.0
Brooklyn	47.8	44.9	-2.9	35.5	-9.4
Carson	47.6	42.1	-5.5	34.0	-8.1
Central	36.0	29.5	-6.5	28.4	-1.1
Dewey	47.5	49.9	+2.4	47.9	-2.0
Edison	58.8	56.4	-2.4	49.9	-6.5
Encanto	36.0	39.2	+3.2	44.1	+4.9
Euclid	48.8	43.9	-4.9	34.1	-9.8
Hamilton	54.0	52.2	-1.8	43.6	-8.6
Keiller	31.0	25.9	-5.1	26.3	+0.4
Lee	39.3	36.6	-2.7	34.9	-1.7
Linda Vista	33.1	27.8	-5.3	21.6	-6.2
Marshall	52.7	44.5	-8.2	40.5	-4.0
Oak Park	48.6	46.7	-1.9	43.9	-2.8
Paradise Hills	27.5	21.9	-5.6	25.2	+3.3
Penn	47.0	39.8	-7.2	38.2	-1.6
Perry	49.3	45.2	-4.1	38.7	-6.5
Rowan	50.2	45.7	-4.5	49.2	+3.5
Washington	43.4	34.3	-9.1	30.3	-4.0

JUNIOR HIGH					
Bell	31.6	28.3	-3.3	26.4	-1.9
Einstein	64.4	57.8	-6.6	48.0	-9.8
Montgomery	31.6	28.3	-3.3	26.4	-1.9

SENIOR HIGH					
San Diego	19.8	21.8	+2.0	23.5	+1.7

SRS:js

1/ All schools under 50% white--excluding Court-Identified minority-isolated schools.