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ABSTRACT

This report summarizes programs under the Plan for Racial Integration which was developed by the San Diego, California, Unified School District to alleviate the racial isolation of minority students in the district's public schools. Described are elementary and secondary school integration programs, including magnet programs, learning centers, and other integration activities; voluntary ethnic enrollment programs for elementary and secondary levels; race/human relations programs; oral communication instruction programs; other integration programs; and a program to promote community awareness and publicize integration efforts. Information on programs within each category includes the project location, the grade level for which the program has been designed, the number and types of program participants, a brief description of program content and activities, and a description of program organization. (MJL)

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ED215006

**SAN DIEGO PLAN FOR RACIAL INTEGRATION**

**1979-82**

**REVISED**

**Board of Education  
San Diego Unified School District**

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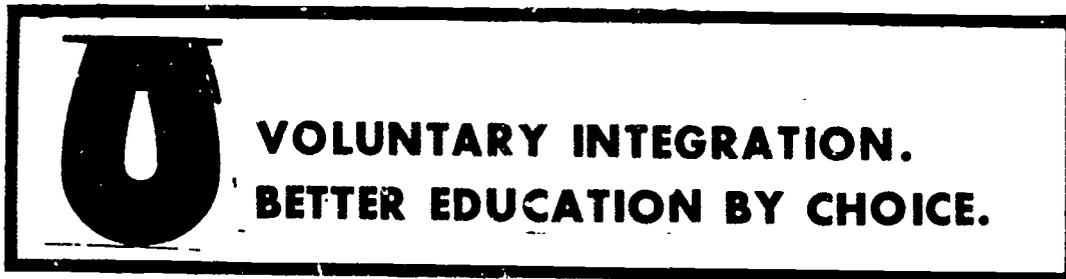
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**Thomas L. Goodman, Superintendent  
San Diego City Schools  
San Diego, California  
June 1979**



UJ02.1767

SAN DIEGO PLAN FOR RACIAL INTEGRATION, 1979-82, REVISED

E R R A T A

In the projected student enrollment section of each secondary program, the column headed "Total Students in School" but shown on the minority line does, in fact, refer to the total number of students of all ethnic groups in the school.

Page 16

Participants Section - Change word "minority" to the word "majority" in lines 1 & 2.

Page 23

Participants Section - Insert the word "majority" between the words "non-resident" and "students" in line 1.

Projected Student Enrollment Section - Change the number of "Minority Resident Students in Program" in 1979-80 column from 720 to 757.

Page 26

Participants Section - Insert the word "minority" between the words "non-resident" and "students" in line 1.

Page 37

Participants Section - Insert the word "minority" at the end of line 1.

Page 41

Participants Section - Change word "minority" to the word "majority" in lines 1 & 2.

Page 43

Participants Section - Insert the word "resident" between the words "includes" and "students" in line 1. Change word "non-minority" to "majority" in line 1.

Page 75

Projected Student Enrollment Section - Change the 1980-81 and 1981-82 lines to read as follows:

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1980-81 Minority	75	-	75	1,104	92.6%
Majority	-	75	75		
1981-82 Minority	100	-	100	1,085	90.1%
Majority	-	100	100		

Page 86

Projected Student Enrollment Section - Delete the numbers "300" and "35%" from the majority student projections for 1980-81.

Page 88

Grade Level Section - Change grade level to read "4-9 (1979-80, 4-12 (1980-81))."

Page 92

Projected Student Enrollment Section - Delete percentages.

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## I. INTRODUCTION

## I. INTRODUCTION

San Diego's voluntary integration plan is working. The concepts and programs conceived by hundreds of San Diego citizens—parents, students, educators, and others—have been accepted with commitment and implemented with enthusiasm unmatched in any other metropolitan area.

The San Diego Plan for Racial Integration is proving to be a reasonable and feasible method of meeting the resolution of this school district and the mandate of the court to alleviate the racial isolation of minority students in our public schools.

The district's voluntary integration plan is working because the people of San Diego believe in it, subscribe to it, and are willing to participate in it. Never in the history of urban school integration has there been such broad community involvement of individuals and organizations in the common purpose of effecting a responsible integration program. Statistics tell one story of our progress toward the goal of eliminating minority racial isolation. Attitudes of those who have been participating in our voluntary integration programs tell an equally important story of our success.

First, let's look at some numbers to respond to those who would measure our degree of success on a numerical basis. More than 30,600 students in our city schools this past year were attending programs designed specifically by our staff to provide racially balanced educational programs and experiences for all students. We started our voluntary integration program choices in the 1977-78 school year with 12 magnet school programs: intercultural language school magnets at Longfellow and Oak Park elementary schools, fundamental magnets at Webster and Rolando Park, a career awareness magnet at Lindbergh, individualized instruction magnets at Benchley, Silver Gate, Encanto, and Fremont, an urban studies magnet at Morse High School, an alternative school magnet at Muir, and the career magnet at Wright Brothers Career High School. In addition, we launched at midterm the highly successful Grantville Music/Art/Basic Skills Learning Center program.

This year just concluding, we nearly doubled the number of our magnet school program choices to 23; added three learning centers, two instructional exchange programs, three high school career centers, and 22 paired and clustered elementary schools; and increased the number of participants in our Voluntary Ethnic Enrollment Program and in the district-wide Race/Human Relations program. Statistically there has been a vast increase in the number of students enrolled in educational programs located in an integrated setting. Even more significant is the statistic which shows that despite an increase in the number of minority students enrolled in our schools—an increase of 3,326 since 1976—we have decreased the number of racially isolated students by 515 and increased the participation of minority-isolated pupils in our magnet and VEEP programs from 17% to 27%. That's statistical evidence that this community's acceptance of and commitment to voluntary integration is working.

But what about the attitudes of people, of students, of staff, of administration, of the general public toward voluntary integration in our public schools? For that evidence we can turn to what has been described as the most comprehensive survey of public attitudes on integration ever made in an American city on the subject of school integration. We are referring to the three consecutive, yearly series of public opinion surveys conducted by

the respected researcher, Dr. Oscar Kaplan. His surveys, known as the The San Diego Poll, have been administered to more than 30,000 voters, parents, students, and certificated and classified school staff. These surveys show a progressive public understanding of and involvement in the district's integration programs.

For example, the first survey conducted by Dr. Kaplan in May 1977 showed that only 22% of the voters in this school district had heard of magnet schools. In his most current survey, taken in February of this year, Kaplan found that 69% of the voters now knew about our magnet programs. That's an increase of 47%. In May of 1977 just 44% of the voters were willing to concede that the school district was doing a good or excellent job. This year that percentage has climbed to 47%. In 1977 79% of the voters opposed mandatory assignment of pupils. This year the Kaplan survey shows an increase in opposition to mandatory assignment to 87%.

Dr. Kaplan summarizes his most recent surveys of attitudes on integration with the statement, "Overall, the voluntary integration program of the district continues to advance in acceptance and effectiveness as those most directly involved—students, parents, school personnel—gain in experience with the program." While voluntary integration, which in this school district is equated with better education by choice, is working, we are not resting on these accomplishments. Today we are proposing further improvements and strengthening of the many educational options we have developed to further our intent to reduce or eliminate minority isolation in schools.

We are proposing to add eight more magnet programs to our educational options. These new magnet programs are in the areas of intercultural language, academics/athletics, university laboratory school, individualized instruction, and academics academy. Also, we are proposing to increase by four the number of learning center programs available to fourth-, fifth-, and sixth-grade students in our district. We are prepared to open enrollment for two additional career centers, one in communications and commerce, the other in medicine and health.

We are ready to initiate programs which will intensify instructional support for minority-isolated students who opt to remain at their home school of residence. We shall continue to involve our total staff and student body in a purposeful program of Race/Human Relations. Our program to date provides substantial evidence that voluntary integration rather than mandatory assignment of students is the proper course.

We shall, above all, stress the importance of providing full educational opportunities for our students within the available financial and human resources of our total community. Our pledge and commitment to the alleviation and elimination of racial isolation of minority students and to the continued increase in standards of educational excellence remains our highest priority.

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## Summary of Elementary School Integration Programs

Listed below is a summary of the major changes to the San Diego Plan for Racial Integration, 1978-82, as amended. Detailed information on these changes is included in the succeeding pages of this amendment. Under the heading Elementary Magnet Programs, new programs are identified first and refer either to programs previously submitted as a part of the San Diego Plan for Racial Integration, 1978-82 or programs being submitted for the first time. Continuing magnet programs were implemented in 1978-79 or earlier. Under the heading Elementary Learning Centers, new programs are identified first, followed by continuing programs.

Five-year enrollment projections are revised on an annual basis, using official school enrollments reported for the fourth week of school each year. As a result of these projections, new estimates are developed for each elementary school for a five-year time period. Revised estimates are necessary, due to a number of factors:

1. Continued decline in number of elementary age students
2. Decreasing percentage of white students
3. Population shifts within the district

As a result of new projections for the total number of students in kindergarten through grade 6 each table within the San Diego Plan for Racial Integration, 1978-82 has been revised to reflect actual school enrollments during the 1978-79 school year.

### ELEMENTARY MAGNET PROGRAMS

#### New

1. Baker University Lab School Magnet (page 10) provides for an additional magnet school program to be implemented at Baker Elementary School, beginning with the 1979-80 school year. Program builds on success of Valencia Park Magnet and increases number of minority-isolated schools having a magnet program.
2. Emerson University Lab School Magnet (page 11) revises estimated total school enrollments for 1980-82 due to increase in residential enrollment during 1978-79 school year. There is no change in projections of non-residential students. Implementation of program is delayed until 1980-81.
3. Fulton Academics and Athletics Magnet (page 12) revises estimated total school enrollments due to increase in residential enrollment, expands grade levels in 1979-80 from grades 3-6 to grades 1-6 based upon curriculum developed for the program, and increases expected non-resident enrollment because of interest in program.
4. Green Academics and Athletics Magnet (page 14) revises estimated total school enrollment due to decline in residential enrollment, expands grade levels in 1979-80 from grades 3-6 to grades 1-6 based upon curriculum developed for the program, and increases non-resident enrollment for 1979-80 because of interest in program.
5. Johnson Academic Academy Magnet (page 16) reinstates magnet school program at Johnson Elementary School, beginning with the 1979-80 school year.

6. Knox Intercultural Language Magnet (French) (page 17) revises estimated total school enrollments due to decline in residential enrollment during 1978-79 school year, relocates program from Freese to Knox Elementary School, and expands grade levels in 1979-80 from kindergarten through first grade to kindergarten through sixth grade. The relocation is made due to greater accessibility of Knox and need to reduce home-to-school transportation time for magnet program. Expander grade levels provide additional opportunities for siblings who may wish to enroll in the program. Downward non-resident enrollment has also been revised to bring it in line with initial expectancies for program.
7. Sherman Individualized Instruction Magnet (page 18) revises total school estimated enrollments for 1979-82 due to increase in residential enrollment in 1978-79 school year.
8. Sunset View University Lab School Magnet (page 20) provides for an additional magnet school program to be implemented at Sunset View Elementary School, beginning with the 1979-80 school year. This is a mirror magnet for programs offered at Valencia Park and Baker. It builds on success of Valencia Park Magnet and provides program in predominantly majority school for students from predominantly minority schools.

#### Continuing

1. Benchley Primary Magnet (page 21) revises estimated total school enrollments for 1979-82 due to change in residential enrollment, relocates school from current location at 7202 Princess View Drive to the current Grantville Elementary School site, and increases total school enrollments in 1979-80 because of program interest.
2. Encanto Magnet (page 23) revises estimated total school enrollment for 1979-82 due to increase in residential enrollment in 1978-79 school year, revises upward non-resident student enrollment estimates for 1979-82 because estimate for 1978-79 was exceeded, and changes name of magnet from Encanto Math/Science Magnet to Encanto Magnet so as to reflect all programs in the school rather than one element at upper grade levels.
3. Fremont Magnet (page 24) revises estimated total school enrollment for 1979-82 due to decline in residential enrollment in 1978-79 school year and adjusts non-residential enrollments to maintain approximate enrollment of 300 students.
4. Foster Fundamental Magnet (page 26) revises estimated total school enrollments for 1979-82 due to decline in residential enrollment during 1978-79 school year. There is also a minor change in projections of non-resident students.
5. Horton Intercultural Language Magnet (Spanish) (page 28) revises estimated total school enrollment for 1979-82 due to increase in residential enrollment, deletes planned grade level expansion in 1979-80 at Horton, continuing current programs at kindergarten through grade 2, and provides for articulation of magnet program from Horton to Oak Park for grades 3-6. Since 1978-79 non-resident enrollment was below expectations, non-resident enrollment estimates for 1979-80 and subsequent years are revised accordingly.
6. Lindbergh Career Awareness Magnet (page 29) revises estimated total school enrollment for 1979-82 due to decline in residential enrollment in 1978-79 school year.

7. Longfellow Intercultural Language Magnet (Spanish) (page 31) revises estimated total school enrollment for 1979-82 due to decline in residential enrollment in 1978-79 school year, reduces number of schools with predominantly majority student populations that may enroll at Longfellow, and designates Horton or Oak Park as school of enrollment.
8. Lowell Bilingual Magnet (Spanish) (page 32) revises estimated total school enrollments for 1979-82 due to increase in residential enrollment in 1978-79 school year. Program is expanded to include K-6 so as to allow older siblings to be eligible for program as well as provide additional opportunities at the upper grade levels. Since 1978-79 enrollment was below expectations, non-resident enrollment estimates for 1979-80 and subsequent years are revised accordingly.
9. Oak Park Intercultural Language Magnet (Spanish) (page 34) revises estimated total school enrollments for 1979-82 due to decline in residential enrollment in 1978-79 school year, deletes grades 1 and 2 from magnet program at Oak Park, and allows Oak Park students to enroll at Horton for kindergarten and grades 1 and 2. Magnet program enrollment estimates have been reduced to be consistent with reduction in grade levels.
10. Rolando Park Fundamental Magnet (page 35) revises estimated total school enrollments for 1979-82 due to increase in residential enrollments in 1978-79 school year.
11. Silver Gate Magnet (page 37) revises estimated total school enrollments for 1979-82 due to decline in residential enrollment in 1978-79 school year.
12. Spreckels Bilingual Magnet (Spanish) (page 39) revises estimated enrollments for 1979-82 due to decline in residential enrollment in 1978-79 school year and extends grade levels from 1-6 to kindergarten-6 due to interest of parents in enrolling kindergarten students.
13. Valencia Park University Lab School Magnet (page 41) revises estimated enrollments for 1979-82 due to increase in residential enrollment in 1978-79 school year. Also revised are upward non-resident student enrollment estimates for 1979-82 because estimate for 1978-79 was exceeded.
14. Webster Fundamental Magnet (page 43) revises estimated total school enrollments for 1979-82 due to increase in residential enrollment in 1978-79 school year. Also revised upward are non-resident enrollments for 1979-80 because estimate for 1978-79 was exceeded.

## LEARNING CENTERS

### New

1. Fletcher Music/Art (page 45) assigns learning center program to Fletcher Elementary School. Program had been identified as neutral site to be determined. Estimated enrollments for 1979-82 are revised due to anticipated changes in enrollments at participating schools. Program is to be implemented in the second semester of the 1979-80 school year.
2. Freese Music/Art (page 47) transfers learning center program from Knox Elementary School to Freese, with Intercultural Language Program (French) relocated to Knox.

This change is made due to greater freeway accessibility of Knox and need to reduce home-to-school transportation time for magnet program. Learning center provides school-to-school transportation, thereby reducing length of time in transit. Estimated enrollments for 1979-82 are revised due to anticipated changes in enrollments at participating schools.

3. Grant Science/Physical Education/Health (page 49) assigns learning center program to Grant Elementary School. Program had previously been identified as neutral site to be determined. Estimated enrollments for 1979-82 are revised due to anticipated changes in enrollments at participating schools.
4. Kennedy Science/Physical Education/Health (page 51) revises enrollment estimates for 1979-82 due to anticipated changes in enrollment at participating schools. Program is to be implemented in the second semester of the 1979-80 school year.

#### Continuing

1. Carver Science/Physical Education/Health (page 53) revises estimated enrollments for 1979-82 due to anticipated changes in enrollments at participating schools.
2. Chollas Science/Physical Education/Health (page 55) revises estimated enrollments for 1979-82 due to anticipated changes in enrollment at participating schools.
3. Grantville Music/Art (page 57) revises estimated enrollments for 1979-82 due to anticipated changes in enrollments at participating schools and deletes resident enrollment participation because students in grades 4-6 will no longer attend this site.
4. Stockton Music/Art (page 59) revises estimated enrollments for 1979-82 due to anticipated changes in enrollments at participating schools.

#### ADDITIONAL INTEGRATION PROGRAMS AND ACTIVITIES (page 61)

There are no revisions to fifth-grade Balboa Park Program or sixth-grade Outdoor Education Program. An additional program will provide a bilingual education center at Beale Elementary for limited- and non-English-speaking Indochinese students.

#### ELEMENTARY VOLUNTARY PAIRING AND CLUSTERING (page 64)

Guidelines are revised to emphasize activities in grades 1-3 as a result of recommendations from participating schools.

#### BURBANK PRIMARY SCHOOL PROJECT (page 67)

This new program is designed to impact students at a minority-isolated school in pre-kindergarten and kindergarten.

## New Magnet Programs

**Title:** BAKER UNIVERSITY LAB SCHOOL MAGNET

**Location:** Baker Elementary, starting 1979-80 school year

**Grade Level:** K-6

**Participants:** The school will enroll resident students and majority students from schools having predominantly majority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the schools are detailed below.

---

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	499	-	499	499	88.2%
Majority	7	60	67	67	
1980-81 Minority	508	-	508	508	84.0%
Majority	7	90	97	97	
1981-82 Minority	505	-	505	505	79.9%
Majority	7	120	127	127	

---

**Description:** This magnet will include a model program for the training of new teachers in cooperation with the School of Education at Point Loma College which will be used for the training of new teachers. The classroom teachers will be selected from applicants throughout the district and serve as the master teachers and models for teachers-in-training.

The curriculum of the school presents an exemplary and balanced program focusing on the basic skill areas of reading, spelling, composition, handwriting, speaking, and mathematics. The strong basic academic program integrates creative arts, music, drama, physical education, and nutrition as enrichment areas. A multicultural emphasis is carried throughout the curriculum, with a student-centered approach being a key factor in program design. The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

**Program Organization:** The total school will operate as a magnet. All classes, programs, and activities will be available equally to resident and non-resident students.

A variety of classroom organizational patterns will be utilized, including single-graded classes, multi-graded classes, and self-contained classrooms.

**Title:** EMERSON UNIVERSITY LAB SCHOOL MAGNET

**Location:** Emerson Elementary, starting 1980-81 school year

**Grade Level:** K-6

**Participants:** The school will enroll resident students and majority students from schools having predominantly majority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the school are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1980-81 Minority	555	-	555	555	85.5%
Majority	19	75	94	94	
1981-82 Minority	565	-	565	565	79.6%
Majority	20	125	145	145	

**Description:** This program will establish an exemplary elementary school in conjunction with the University of California at San Diego which will be used for the training of new teachers with some emphasis being given to the bilingual education credential. The classroom teachers will be selected from applicants throughout the district and serve as the master teachers and models for teachers-in-training.

The curriculum will give a strong emphasis on the basic skill areas of reading, spelling, composition, handwriting, speaking, and mathematics. The social sciences of history, geography, and economics, along with the natural sciences and health, will be regularly included in the curriculum so that students use their basic skills to acquire new facts, concepts, and information. Instruction will also be provided in art, music, and physical education. Bilingual education classes will be available for both resident and non-resident students. The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

A team of professors from UCSD will also be housed at the school and will direct and supervise the teacher education program as well as provide a resource to all staff members in the development of a strong, well-balanced instructional program.

**Program Organization:** The total school will operate as a magnet. All classes, programs, and activities will be available equally to resident and non-resident students.

A variety of organizational patterns will be utilized, including single-graded classes, multi-graded classes, self-contained rooms, and team teaching.

Title: FULTON ACADEMICS AND ATHLETICS MAGNET

Location: Fulton Elementary, starting 1979-80 school year

Grade Level: 1-6

Participants: The program will include resident students and non-resident minority students from schools having predominantly majority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the school are detailed below.

	Resident Student in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1979-80 Minority	203	-	203	232	71.4%
Majority	3	90	93	93	
1980-81 Minority	203	-	203	232	65.4%
Majority	3	120	123	123	
1981-82 Minority	187	-	187	217	56.2%
Majority	4	165	169	169	

Description: The Academics and Athletic Magnet program is designed for students in grades 1-6 who are interested in academics and physical development and who enjoy vigorous physical activity. Beginning with the philosophy of a sound mind in a sound body, the developmental physical education program will provide the encouragement and opportunity to develop bodily coordination, strength, and flexibility.

The program content, emphasizing physical education and health, will be in addition to a strong academic program stressing the basic skills included in language arts and mathematics. The curriculum will meet the basic requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. Highly skilled specialist teachers will conduct the physical education activities, with opportunities provided for directed instruction in gymnasiums, aquatics, and track and field events. Team sport activities will also be a part of the instructional program.

In order to obtain the necessary instructional time, the length of the instructional day will be extended. Students will enroll in one or more activities each semester so that they will have a basic experience in each of the developmental areas. Opportunity will also be provided for concentration in a single area on an elective basis. In this program high personal motivation and strong self-discipline will be goals for the individual student.

Program Organization: The Academics and Athletics Magnet will function as a total school magnet with the exception of kindergarten. Non-resident and resident

students who participate in this program will be assigned to regular age-graded classes for basic skills instruction. Specialized classes will be flexible in organization, size, duration, and composition.

**Title:** GREEN ACADEMICS AND ATHLETICS MAGNET

**Location:** Green Elementary, starting 1979-80 school year

**Grade Level:** 1-6

**Participants:** The program will include resident students and non-resident minority students from schools having predominantly minority student populations.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	42	90	132	136	32.2%
Majority	260	-	260	286	
1980-81 Minority	37	120	157	161	38.7%
Majority	229	-	229	255	
1981-82 Minority	33	120	153	156	41.2%
Majority	195	-	195	223	

**Description:** The Academics and Athletics Magnet program is designed for students in grades 1-6 who are interested in academics and physical development and who enjoy vigorous physical activity. Beginning with the philosophy of a sound mind in a sound body, the developmental physical education program will provide the encouragement and opportunity to develop bodily coordination, strength, and flexibility.

The program content, emphasizing physical education and health, will be in addition to a strong academic program stressing the basic skills included in language arts and mathematics. The curriculum will meet the basic requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. Highly skilled specialist teachers will conduct the physical education activities, with opportunities provided for directed instruction in gymnastics, aquatics, and track and field events. Team sport activities will also be a part of the instructional program.

In order to obtain the necessary instructional time, the length of the instructional day will be extended. Students will enroll in one or more activities each semester so that they will have a basic experience in each of the developmental areas. Opportunity will also be provided for concentration in a single area on an elective basis. In this program high personal motivation and strong self-discipline will be goals for the individual student.

The Green Academics and Athletics Magnet will be a mirror magnet. It provides an option for minority students from minority-isolated and other schools that is otherwise not available to these students.

Program  
Organization:

The total school with the exception of kindergarten will function as a magnet. Non-resident and resident students who participate in this program will be assigned to regular age-graded classes for basic skills instruction. Specialized classes will be flexible in organization, size, duration, and composition.

Title: JOHNSON ACADEMIC ACADEMY

Location: Johnson Elementary, starting 1979-80 school year

Grade Level: K-6

Participants: The school will enroll resident students and minority students from schools having predominantly minority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the schools are detailed below.

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	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	217	-	217	217	77.8%
Majority	2	60	62	62	
1980-81 Minority	205	-	205	205	69.0%
Majority	2	90	92	92	
1981-82 Minority	205	-	205	205	62.7%
Majority	2	120	122	122	

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Description: The Johnson Academic Academy has been developed around research conducted by the Far West Laboratory for Educational Research and Development in the area of effective teaching of basic skills and student achievement. The teaching methodology will concentrate on the effective use of instructional time on a regular and recurring basis, taking into account the instructional level of the student. Instruction will occur mainly in groups, although total class instruction will be used when appropriate. The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

The total staff of the school will receive further training in the methodology, using the resources from the Far West Regional Laboratory along with district personnel.

Program Organization: The total school will operate as a magnet. All classes, programs, and activities will be available equally to resident and non-resident students. Classrooms will be largely self-contained.

**Title:** KNOX INTERCULTURAL LANGUAGE MAGNET (FRENCH)

**Location:** Knox Elementary, starting 1979-80 school year

**Grade Level:** K-6

**Participants:** The school will enroll resident students and majority students from schools having predominantly majority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the school are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	26	-	26	341	83.0%
Majority	4	60	64	70	
1980-81 Minority	35	-	35	340	79.1%
Majority	5	80	85	90	
1981-82 Minority	44	-	44	337	75.4%
Majority	6	100	106	110	

**Description:** English-speaking students in this program will develop oral proficiency and literacy in French as well as English. During the entry year (kindergarten, first grade, or second grade) all instruction is conducted in the French language. As students progress through subsequent grade levels, instruction in English is introduced and gradually increased. The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

**Program Organization:** The Intercultural Language program will function as a program within the school. Non-resident and resident students who enroll in this program will participate in age-graded, self-contained classrooms. Students enrolled in the elementary program will have the option to continue the French language program at the junior high school level.

All students, both resident and non-resident, will participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school will play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, will be conducted in integrated groups.

Title: SHERMAN INDIVIDUALIZED INSTRUCTION MAGNET

Location: Sherman Elementary, starting 1979-80 school year

Grade Level: 4-6

Participants: The program will include resident students and non-resident majority students from schools having predominantly majority student populations.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	Resident Students in Program	Non-Resident Students in Program	Total Students in Program	Total Students in School	% Minority Students in School
1979-80 Minority	32	-	32	954	86.5%
Majority	3	55	58	149	
1980-81 Minority	36	-	36	1053	85.2%
Majority	4	80	84	183	
1981-82 Minority	59	-	59	1123	82.7%
Majority	6	115	121	235	

Description: This program continues in grades 4, 5, and 6 the instructional program of the Benchley Primary Magnet which enrolls students in grades K, 1, 2, and 3.

The Individualized Instruction program is designed to provide a teaching method that focuses on the individual student rather than on the class as a whole or a group of students within the class. Accordingly, instructional materials designed for individualized instructional programs will be organized in a manner that will permit each student to progress in accordance with his/her own abilities and interests. Teachers for this program will be selected who are trained and/or experienced in this type of teaching-learning method. The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Classes will be organized as multi-age groupings, with students from grades 4, 5, and 6 assigned together as one unit and housed in open-space classrooms so as to enhance the opportunities for team teaching and to allow for flexible groupings of students according to the instructional levels of the individual. In this manner, students having similar needs, interests, and abilities from several classrooms can work together. The same group of students will also stay with the team of teachers for a three-year period, permitting the teachers to become well-acquainted with each student's learning abilities.

Formalized tests, teacher observations, and records of student work provide for continuous measurement of each child's progress and serve as a basis for the teacher and student to set objectives cooperatively, select

materials, choose activities, and arrange for the necessary assistance for learning to occur.

**Program  
Organization:**

The Individualized Instruction program will function as a program within the school. Non-resident and resident students who enroll in this program will be assigned to a team of teachers in a flexible space facility. Multi-age groupings will be utilized for all classes.

All students, both resident and non-resident, will participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school will play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, will be conducted in integrated groups.

**Title:** SUNSET VIEW UNIVERSITY LAB SCHOOL MAGNET

**Location:** Sunset View Elementary, starting 1979-80 school year

**Grade Level:** K-6

**Participants:** The school will enroll resident students and minority students from schools having predominantly minority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the schools are detailed below.

		<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80	Minority	13	90	103	103	25.9%
	Majority	294	-	294	294	
1980-81	Minority	13	120	133	133	31.4%
	Majority	290	-	290	290	
1981-82	Minority	13	150	163	163	35.7%
	Majority	293	-	293	293	

**Description:** This magnet will include a model program for the training of new teachers in cooperation with the School of Education at Point Loma College. The classroom teachers will be selected from applicants throughout the district and serve as the master teachers and models for teachers-in-training.

The curriculum of the school presents an exemplary and balanced program focusing on the basic skill areas of reading, spelling, composition, handwriting, speaking, and mathematics. The strong basic academic program integrates creative arts, music, drama, physical education, and nutrition as enrichment areas. A multicultural emphasis is carried throughout the curriculum, with a student-centered approach being a key factor in program design. The curriculum will meet the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. The Sunset View Laboratory School Magnet will be a mirror magnet. It provides an option for minority students from minority-isolated and other schools that is otherwise not available to these students.

**Program Organization:** The total school will operate as a magnet. All classes, programs, and activities will be available equally to resident and non-resident students.

A variety of classroom organizational patterns will be utilized, including single-graded classes, multi-graded classes, and self-contained classrooms.

## Continuing Magnet Programs

**Title:** BENCHLEY PRIMARY MAGNET

**Location:** Benchley Elementary

**Grade Level:** K-3

**Participants:** Enrollment is open to all pupils with priority given to pupils who improve ethnic balance in the school. Additional minority students are added to the school each year in order to increase the minority student ratio.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	6	93	99	99	34.1%
Majority	24	167	191	191	
1980-81 Minority	6	98	104	104	35.9%
Majority	24	162	186	186	
1981-82 Minority	6	99	105	105	36.2%
Majority	24	161	185	185	

**Description:** Benchley Primary School was a prototype for the Early Childhood Education program.

The curriculum is highly individualized. The program is designed to provide a teaching method that focuses on the individual student rather than on the class as a whole or a group of students within the class. Accordingly, instructional materials designed for individualized instructional programs are organized in a manner that permits each student to progress in accordance with his/her own abilities and interests. Teachers in this program are trained and experienced in this type of teaching-learning method. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Two or more grade levels are grouped together in each classroom. This permits children having a range of abilities and needs to work together and help each other in flexible groupings. The ratio of adults to students is improved by utilizing teacher assistants and volunteers.

Formalized tests, teacher observations, and records of student work will provide for continuous measurement of each child's progress and serve as a basis for the teacher and student to set objectives cooperatively, select materials, choose activities, and arrange for the necessary assistance in order to facilitate learning.

This program will be continued in grades 4, 5, and 6 at the Sherman Individualized Instruction Magnet.

**Program  
Organization:**

The individualized program is utilized in all classrooms and for all students throughout the school. Non-resident and resident students are assigned randomly to all classrooms. All students, including residents and non-residents, participate in all aspects of the school program.

Title: ENCANTO MAGNET

Location: Encanto Elementary

Grade Level: K-6

Participants: Program includes resident students and non-resident students from schools having predominantly majority student populations. Additional students were added to the school for the 1978-79 school year to further decrease the minority student ratio.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	720	-	757	757	64.6%
Majority	225	190	415	415	
1980-81 Minority	761	-	761	761	64.2%
Majority	220	205	425	425	
1981-82 Minority	765	-	765	765	64.0%
Majority	215	215	430	430	

Description: The Encanto Math/Science program is one of the many special programs provided at the school. It is designed for students who have a strong interest in these content areas and want to develop their academic skills and knowledge further. Specialized facilities and equipment to motivate and extend the instructional program are incorporated into the daily instruction.

The magnet school also provides a broad variety of other special programs, including: preschool; bilingual education; closed-circuit television; compensatory education; gifted cluster classes and a gifted seminar; learning assistance classes; and an outstanding media center. The magnet school has a program designed for a variety of student interests and differing academic abilities. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students enrolled in the math/science program have the option to continue the program at the junior high school level.

Program Organization: Resident and non-resident students are assigned randomly to all classrooms upon the basis of the special interests and educational needs of the individual student. All students participate in all aspects of the school program.

Title: FREMONT MAGNET

Location: Fremont Elementary

Grade Level: K-6

Participants: Approximately 300 students are enrolled in this program, including resident students, minority students from Southeast San Diego, and majority students from Clairemont and University City. The student enrollment reflects the racial/ethnic balance of the total district.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	33	73	106	106	35.1%
Majority	47	149	196	196	
1980-81 Minority	35	74	109	109	35.7%
Majority	45	151	196	196	
1981-82 Minority	35	75	110	110	36.1%
Majority	44	151	195	195	

Description: Fremont Elementary School was designated as a model school beginning in 1967. The educational program stresses individualized instruction with a personal approach to the student.

The curriculum is highly individualized. The program is designed to provide a teaching method that focuses on the individual student rather than on the class as a whole or a group of students within the class. Accordingly, instructional materials designed for individualized instructional programs are organized in a manner that permits each student to progress in accordance with his/her own abilities and interests. Teachers in this school are trained and experienced in this type of teaching-learning method. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

A heterogeneous mix of students is assigned to each classroom. This permits children having a range of abilities and needs to work together and help each other in flexible groupings. The ratio of adults to students is improved by utilizing teacher assistants and volunteers.

Formalized tests, teacher observations, and records of student work provide for continuous measurement of each child's progress and serve as a basis for the teacher and student to set objectives cooperatively, select materials, choose activities, and arrange for the necessary assistance in order to facilitate learning.

Program  
Organization:

The individualized program is utilized in all classrooms and for all students throughout the school. Non-resident and resident students are assigned randomly to all classrooms. All students, including residents and non-residents, participate in all aspects of the school program.

**Title:** FOSTER FUNDAMENTAL MAGNET

**Location:** Foster Elementary, starting 1978-79 school year

**Grade Level:** K-6

**Participants:** Program includes resident students and non-resident students from schools having predominantly minority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students in the school are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	72	100	172	172	36.3%
Majority	303	-	303	303	
1980-81 Minority	69	105	174	174	36.3%
Majority	302	-	302	302	
1981-82 Minority	70	105	175	175	36.6%
Majority	303	-	303	303	

**Description:** The fundamental school program stresses a strong basic instructional program in reading, writing, spelling, speaking, and mathematics. Instruction in history and structure of government, as well as respect for authority, courtesy, and patriotism, are emphasized. Clearly defined standards of conduct and dress are established, to which parents are requested to agree.

Characteristics of a Fundamental School program are:

- Emphasis on basic skills
- Strict code of discipline
- Homework on a regular basis
- Requirements for dress and appearance
- Requirements for promotion
- Reporting pupil progress by letter grades, checklists, and conferences

The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

The Foster Fundamental Magnet is a mirror magnet. It provides an option for enrollment by minority students from minority-isolated and other schools that is otherwise not available to these students.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

**Program Organization:** The total school operates as a magnet. All classes, programs, and activities of the school are available equally to resident and non-resident students. Students are assigned to age-graded self-contained classrooms.

**Title:** HORTON INTERCULTURAL LANGUAGE MAGNET (SPANISH)

**Location:** Horton Elementary, starting 1978-79 school year

**Grade Level:** K-2

**Participants:** The program includes resident students and non-resident majority students from schools having predominantly majority student populations.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	39	-	39	433	82.8%
Majority	1	80	81	90	
1980-81 Minority	58	-	58	429	76.5%
Majority	2	120	122	132	
1981-82 Minority	77	-	77	435	71.5%
Majority	3	160	163	173	

**Description:** English-speaking students in this program develop oral proficiency and literacy in Spanish as well as English. During the entry year (kindergarten, first grade, or second grade) all instruction is in the Spanish language. As students progress through subsequent grade levels at Oak Park, instruction in English is introduced and gradually increased. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

**Program Organization:** The Intercultural Language program functions as a program within the school. Non-resident and resident students who enroll in this program will participate in age-graded, self-contained classrooms.

All students, both resident and non-resident, participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, are conducted in integrated groups.

Title: LINDBERGH CAREER AWARENESS MAGNET

Location: Lindbergh Elementary

Grade Level: K-6

Participants: Program includes resident students and approximately 120 non-resident minority students. A racial/ethnic balance has been achieved that approximates district percentages.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	199	120	319	319	34.0%
Majority	618	-	618	618	
1980-81 Minority	202	120	322	322	35.0%
Majority	598	-	598	598	
1981-82 Minority	204	120	324	324	36.0%
Majority	577	-	577	577	

Description: The Career Awareness program incorporates career education materials into the teaching of all curriculum areas. The program is based on the philosophy that the earlier students become aware of many career choices and their own interests, the better prepared they will be to make sound career decisions.

Lindbergh is the demonstration site for the district Elementary Career Awareness program. This program originated at Lindbergh, and career awareness materials were developed by the Lindbergh staff. Intensive efforts are made to demonstrate and disseminate the material to other teachers. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

The classroom teachers have been involved in intensive staff development, including a series of workshops regarding the infusion of career and self-awareness into the instructional program.

Another significant feature of this school is community involvement. Community people work with teachers and students in the classroom, present assemblies, and plan with the staff. Children take group field trips and are involved on an individual or small-group basis in community businesses and services.

**Program  
Organization:**

The individualized program is utilized in all classrooms and for all students throughout the school. Non-resident and resident students are assigned randomly to all classrooms. All students, including residents and non-residents, participate in all aspects of the school program.

**Title:** LONGFELLOW INTERCULTURAL LANGUAGE MAGNET (SPANISH)

**Location:** Longfellow Elementary

**Grade Level:** K-6

**Participants:** The school enrolls non-resident majority students from predominantly majority schools from within the area bounded by Interstate 8 on the south, Interstate 5 on the west, State 52 on the north, and State 163/Interstate 805 on the east, and minority students from minority-isolated and other schools.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	2	187	188	202	37.3%
Majority	38	173	212	339	
1980-81 Minority	2	189	189	202	38.4%
Majority	38	171	211	324	
1981-82 Minority	2	189	191	203	39.1%
Majority	38	179	209	316	

**Description:** English-speaking students in this program develop oral proficiency and literacy in Spanish as well as English. During the entry year (kindergarten or first grade) all instruction is conducted in the Spanish language. As students progress through subsequent grade levels, English is introduced and gradually increased. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

**Program Organization:** The Intercultural Language Program functions as a program within the school. Non-resident and resident students who enroll in this program participate in age-graded, self-contained classrooms.

All students, both resident and non-resident, participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, are conducted in integrated groups.

**Title:** LOWELL BILINGUAL MAGNET (SPANISH)  
**Location:** Lowell Elementary, starting 1978-79 school year  
**Grade Level:** K-2 (1978-79); K-6 (1979-80)  
**Participants:** The school includes resident students and non-resident majority students from schools having predominantly majority student populations.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	348	-	331	331	79.8%
Majority	4	80	84	84	
1980-81 Minority	333	-	317	317	75.3%
Majority	4	100	104	104	
1981-82 Minority	322	-	307	307	71.2%
Majority	4	120	124	124	

**Description:** The Bilingual Education Magnet emphasizes multicultural education and an instructional program which produces students fluent in two languages, English and Spanish. The program includes: (1) language and basic skills development in Spanish; (2) selected content area instruction in Spanish and English; (3) language and basic skills development in English; (4) development of awareness of customs and values of divergent cultures, including those of the languages taught.

In this program pupils learn the second language gradually, starting with relatively brief periods in the instructional day. This is the traditional approach to second-language learning.

In bilingual education classes the pupils enrolled are mixed linguistically: approximately half of the pupils speak Spanish as their primary or dominant language; the other half speak English. In addition to the teachers, pupils serve as language models for the pupils speaking the other language. The pupils natively speaking one language also acquire idiomatic language from the pupils speaking the other language. Also, the natural interaction of the pupils leads to cultural transmission on a pupil-to-pupil basis. This is in contrast with the Intercultural Language Magnet program, in which cultural and language transmission is the sole responsibility of the teachers. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

San Diego State University utilizes the magnet as a laboratory school for bilingual education. Cadet teachers seeking the new bilingual credential are involved in student teaching under the direct supervision of a team of university professors.

Students enrolled in the elementary program have the option to continue the program at the junior high school level.

**Program  
Organization:**

The total school operates as a magnet. Non-resident and resident students are assigned to a team of two teachers, one Spanish-speaking and the other English-speaking. Approximately half the time is spent with each teacher. Classes are age-graded.

All classes, programs, and activities are available equally to resident and non-resident students. The school operates on a single-track year-round schedule.

**Title:** OAK PARK INTERCULTURAL LANGUAGE MAGNET (SPANISH)

**Location:** Oak Park Elementary

**Grade Level:** 3-6

**Participants:** This enrolls approximately 500 students, of which 150 are non-residents. The program enrolls resident students, majority students from predominantly majority schools, and articulating students from the Horton Intercultural Language Program.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

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	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	42	-	42	241	46.7%
Majority	18	150	168	275	
1980-81 Minority	45	-	45	243	46.0%
Majority	18	160	178	285	
1981-82 Minority	48	-	48	234	44.8%
Majority	18	170	188	288	

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**Description:** English-speaking students in this program develop oral proficiency and literacy in Spanish as well as English. During the entry year (kindergarten or first grade) all instruction is conducted in the Spanish language. As students progress through subsequent grade levels, English is introduced and gradually increased. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

**Program Organization:** The Intercultural Language Program functions as a program within the school. Non-resident and resident students who enroll in this program participate in age-graded, self-contained classrooms

All students, both resident and non-resident, participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, are conducted in integrated groups.

**Title:** SILVER GATE MAGNET

**Location:** Silver Gate Elementary

**Grade Level:** K-6

**Participants:** The present population includes resident students and non-resident students from predominantly minority schools.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	26	180	206	206	30.5%
Majority	470	-	470	470	
1980-81 Minority	26	200	226	226	33.2%
Majority	455	-	455	455	
1981-82 Minority	24	200	224	224	33.2%
Majority	450	-	450	450	

**Description:** Silver Gate Elementary School was designated a model school beginning in 1967. The original objective of the model program was to improve the ethnic balance in a predominantly majority school and to provide minority students from predominantly minority schools with an optional program/school.

The educational program stresses individualized instruction having a low adult/pupil ratio and curriculum materials designed for that purpose. The curriculum is highly individualized. The program is designed to provide a teaching method that focuses on the individual student rather than on the class as a whole or a group of students within the class. Accordingly, instructional materials designed for individualized instructional programs are organized in a manner that permits each student to progress in accordance with his/her own abilities and interests. Teachers in this school are trained and experienced in this type of teaching-learning method. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

A heterogeneous mix of students is assigned to each classroom. This permits children having a range of abilities and needs to work together and help each other in flexible groupings. The ratio of adults to students is improved by utilizing teacher assistants and volunteers.

Formalized tests, teacher observations, and records of student work provide for continuous measurement of each child's progress and serve as a basis for the teacher and student to set objectives cooperatively, select materials, choose activities, and arrange for the necessary assistance in order to facilitate learning.

The individualized program is utilized in all classrooms and for all students throughout the school. Non-resident and resident students are assigned randomly to all classrooms. All students, including residents and non-residents, participate in all aspects of the school program.

Title: SPRECKELS BILINGUAL MAGNET (SPANISH)

Location: Spreckels Elementary, starting 1978-79 school year

Grade Level: K-6

Participants: The program includes resident students and non-resident minority students from schools having predominantly minority student populations.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	10	120	130	168	27.3%
Majority	138	-	158	447	
1980-81 Minority	13	150	163	198	30.7%
Majority	178	-	178	446	
1981-82 Minority	16	180	196	239	35.5%
Majority	200	-	200	435	

Description: The Bilingual Education Magnet program emphasizes multicultural education and an instructional program which produces students fluent in two languages, English and Spanish. The program includes: (1) language and basic skills development in Spanish; (2) selected content area instruction in Spanish and English; (3) language and basic skills development in English; (4) development of awareness of customs and values of divergent cultures, including those of languages taught.

In this program, pupils learn the second language gradually, starting with relatively brief periods in the instructional day. This is the traditional approach to second-language learning.

In bilingual education classes the pupils enrolled are mixed linguistically; approximately half of the pupils speak Spanish as their primary or dominant language; the other half speak English. In addition to the teachers, pupils serve as language models for the pupils speaking the other language. The pupils natively speaking one language also acquire idiomatic language from the pupils speaking the other language. Also, the natural interaction of the pupils leads to cultural transmission on a pupil-to-pupil basis. This is in contrast with the Intercultural Language Magnet program, in which cultural and language transmission is the sole responsibility of the teachers. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

The Spreckels Bilingual Magnet is a mirror magnet. It provides an option for minority students from minority-isolated and other schools that is otherwise not available to these students.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

**Program  
Organization:**

The bilingual program functions as a program within the school. Non-resident and resident students who participate in the program are assigned to a team of two teachers, one Spanish-speaking and the other English-speaking. Approximately half the time is spent with each teacher. Classes are age-graded.

All students, both resident and non-resident, participate in all regular activities of the school such as assemblies and other school-wide events. All students of the school play together on the playground, have lunch together, and have equal access to the special facilities of the school, including the media center. Specialized instruction and counseling, where appropriate, are conducted in integrated groups.

**Title:** VALENCIA PARK UNIVERSITY LAB SCHOOL MAGNET

**Location:** Valencia Park Elementary, starting 1978-79 school year

**Grade Level:** K-6

**Participants:** The program includes resident students and non-resident minority students from schools having predominantly minority student populations.

Projected enrollment in the magnet school program, including number of resident and non-resident students, is detailed below, as well as the enrollment and percentage of minority students in the total school.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	431	-	431	431	67.9%
Majority	29	175	204	204	
1980-81 Minority	437	-	437	437	65.6%
Majority	29	200	229	229	
1981-82 Minority	460	-	460	460	64.9%
Majority	29	220	249	249	

**Description:** This program establishes a model elementary school in conjunction with the School of Education at San Diego State University which is used for the training of new teachers and educational specialists. The classroom teachers are selected from applicants throughout the district and serve as the master teachers and models for teachers-in-training.

The curriculum gives a strong emphasis to the basic skill areas of reading, spelling, composition, handwriting, speaking, and mathematics. The social sciences of history, geography, and economics, along with the natural sciences and health, are regularly included in the curriculum so that students use their basic skills to acquire new facts, concepts, and information. Instruction is also provided in art, music, and physical education. The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

A student/adult ratio of 8:1 is achieved through the combined resources of the school, the university, and the community. This allows for a variety of small and individual instructional groupings.

A team of professors from San Diego State University is also housed at the school and directs and supervises the teacher education program as well as provides a resource to all staff members in the development of a strong, well-balanced instructional program.

Program  
Organization:

The total school operates as a magnet. All classes, programs, and activities are available equally to resident and non-resident students.

A variety of organizational patterns are utilized, including single-graded classes, multi-graded classes, self-contained rooms, and team teaching. Available to all students are the reading laboratory, mathematics laboratory, motor skills center, media center, library, and counseling center.

**Title:** WEBSTER FUNDAMENTAL MAGNET  
**Location:** Webster Elementary  
**Grade Level:** K-6  
**Participants:** Program includes students and non-minority students who come from schools having predominantly majority student populations.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	270	-	270	270	57.4%
Majority	10	190	200	200	
1980-81 Minority	270	-	265	265	53.8%
Majority	10	218	228	228	
1981-82 Minority	274	-	264	264	50.4%
Majority	10	250	260	260	

**Description:** The fundamental school program stresses a strong basic instructional program in reading, writing, spelling, speaking, and mathematics. Instruction in history and structure of government, as well as respect for authority, courtesy, and patriotism, are emphasized. Clearly defined standards of conduct and dress are established, to which parents are requested to agree.

Characteristics of a Fundamental School program are:

- Emphasis on basic skills
- Strict code of discipline
- Homework on a regular basis
- Requirements for dress and appearance
- Requirements for promotion
- Reporting pupil progress by letter grades, checklists, and conferences

The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students enrolled in this elementary program have the option to continue the program at the junior high school level.

**Program  
Organization:**

The total school operates as a magnet. All classes, programs, and activities of the school are available equally to resident and non-resident students. Students are assigned to age-graded, self-contained classrooms.

## New Learning Centers

**Title:** MUSIC/ART/BASIC SKILLS LEARNING CENTER

**Location:** Fletcher Elementary, starting 1979-80 school year

**Grade Level:** 4-6

**Participants:** Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominately minority student populations. Students attending magnet schools will not be eligible for participation.

	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1979-80 Minority	28	286	40	354	39.3%
Majority	62	14	470	546	
1980-81 Minority	28	284	40	352	39.1%
Majority	62	16	470	548	
1981-82 Minority	28	284	40	352	39.1%
Majority	62	16	470	548	

**Description:** The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics, and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Fletcher during the first semester and subsequently attend the Kennedy Science/Physical Education/Health Learning Center for the second semester. Likewise, students attending Kennedy will attend the Fletcher Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program**

**Organization:**

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

**Title:** MUSIC/ART/BASIC SKILLS LEARNING CENTER

**Location:** Freese Elementary, starting 1979-80 school year

**Grade Level:** 4-6

**Participants:** Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will not be eligible for participation.

	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1979-80 Minority	244	0	110	354	39.3%
Majority	56	0	490	546	
1980-81 Minority	244	0	108	352	39.1%
Majority	56	0	492	548	
1981-82 Minority	244	0	108	352	39.1%
Majority	56	0	492	548	

**Description:** The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics, and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Freese during the first semester and subsequently attend a Science/Physical Education/Health Learning Center at Grant for the second semester. Likewise, students attending Grant will attend the Freese Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program Organization:** Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority

student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

**Title:** SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

**Location:** Grant Elementary, starting 1979-80 school year

**Grade Level:** 4-6

**Participants:** Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will not be eligible for participation.

	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1979-80 Minority	14	286	54	354	39.4%
Majority	136	14	396	546	
1980-81 Minority	14	285	54	353	39.2%
Majority	136	15	396	547	
1981-82 Minority	14	285	54	353	39.2%
Majority	136	15	396	547	

**Description:** The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include studies of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics, and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Grant during the first semester and subsequently attend the Freese Music/Art Learning Center for the second semester. Likewise, students attending Freese will attend the Grant Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program Organization:** Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may

request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

**Title:** SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

**Location:** Kennedy Elementary, starting 1979-80 school year

**Grade Level:** 4-6

**Participants:** Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will not be eligible for participation.

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	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1979-80 Minority	29	0	59	354	39.4%
Majority	-	0	541	546	
1980-81 Minority	29	0	58	353	39.2%
Majority	-	0	542	547	
1981-82 Majority	29	0	58	353	39.2%
Minority	-	0	542	547	

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**Description:** The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include studies of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Students' experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics, and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Kennedy during the first semester and subsequently attend the Fletcher Learning Center for the second semester. Likewise, students attending Fletcher will attend the Kennedy Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program Organization:** Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that

their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

## Continuing Learning Centers

**Title:** SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

**Location:** Carver Elementary, 1978-79

**Grade Level:** 4-6

**Participants:** Classroom groups of students will be assigned from schools having predominantly minority student populations. Students participating in magnet school programs will not be eligible for participation.

	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially Isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1979-80 Minority	27	285	41	353	39.2%
Majority	63	15	469	547	
1980-81 Minority	27	284	41	352	39.1%
Majority	63	16	469	548	
1981-82 Minority	27	284	41	352	39.1%
Majority	63	16	469	548	

**Description:** The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include studies of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics, and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Carver School is a neutral site since it has an ethnically balanced student population. The program will be initiated at Carver during the spring semester, 1979.

In subsequent years students assigned to participate in this program will attend Carver during the first semester and the Stockton Music/Art Learning Center for the second semester. Likewise, students attending Stockton will attend the Carver Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program Organization:** Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Title: SCIENCE/PHYSICAL EDUCATION/HEALTH LEARNING CENTER

Location: Chollas Elementary, starting 1978-79 school year

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will not be eligible for participation.

	<u>Resident Students in Program</u>	<u>Non-Resident Students from Racially isolated Schools in Program</u>	<u>Non-Resident Students from Predominantly Majority Schools in Program</u>	<u>Total Students in Program</u>	<u>% Minority Students in Program</u>
1979-80 Minority	297	0	68	365	40.6%
Majority	3	0	532	535	
1980-81 Minority	294	0	68	362	40.2%
Majority	3	0	535	538	
1981-82 Minority	289	0	68	357	39.7%
Majority	3	0	540	543	

Description: The curriculum content will be developed around science/physical education/health and basic skill areas of reading and math.

The science portion of the program will include studies of the physical and life sciences which focus on energy and the environment. Physical science will include study in the areas of motion, energy sources, and electricity. The life science program will stress studies of marine, freshwater, and urban ecology.

Student experiences in physical education/health will be conducted by specialist teachers for the regular course of study and provide additional experiences in dance, gymnastics, and physical fitness. Special emphasis will be placed on the health aspects of physical activity.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Chollas during the first semester and subsequently attend the Grantville Music/Art Learning Center for the second semester. Likewise, students attending Grantville will attend the Chollas Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program  
Organization:**

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student-enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Grantville Elementary

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly majority student populations and from schools having predominantly minority student populations. Students attending magnet schools will not be eligible for participation.

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		Resident Students in <u>Program</u>	Non-Resident Students from Racially Isolated Schools in <u>Program</u>	Non-Resident Students from Predominantly Majority Schools in <u>Program</u>	Total Students in <u>Program</u>	% Minority Students in <u>Program</u>
1979-80	Minority	0	284	51	351	39.1%
	Majority	0	16	498	548	
1980-81	Minority	0	283	51	351	39.0%
	Majority	0	17	498	549	
1981-82	Minority	0	283	51	351	39.0%
	Majority	0	17	498	549	

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Description: The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics, and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

Students assigned to participate in this program will attend Grantville during the first semester and subsequently attend the Chollas Science/Physical Education/Health Learning Center for the second semester. Likewise, students attending Chollas will attend the Grantville

Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program**

**Organization:**

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

Title: MUSIC/ART/BASIC SKILLS LEARNING CENTER

Location: Stockton Elementary, 1978-79

Grade Level: 4-6

Participants: Classroom groups of students will be assigned from schools having predominantly minority student populations. Students participating in magnet school programs will not be eligible for participation.

	Resident Students in Program	Non-Resident Students from Racially Isolated Schools in Program	Non-Resident Students from Predominantly Majority Schools in Program	Total Students in Program	% Minority Students in Program
1979-80 Minority	203	85	65	353	39.2%
Majority	7	5	535	547	
1980-81 Minority	203	85	64	352	39.1%
Majority	7	5	536	548	
1981-82 Minority	203	85	64	352	39.1%
Majority	7	5	536	548	

Description: The curriculum content will be developed around in-depth experiences in music/art and the basic skill areas of reading and math.

The music portion of the program will include study of the concepts of rhythm, melody, harmony, form, tempo, dynamics, and tone color through the skillful use of singing, listening, movement, playing instruments, music reading, and multiethnic and creative original music.

The art portion of the program will include study of the concepts of line, color, shape/form, texture, and pattern through perception, expression, aesthetic judgment, and art heritage. Drawing, painting, printmaking, sculpture, and fabric designing will be among the activities used to develop the students' art skills and understanding.

Students will continue to receive basic skills instruction in reading and math while attending the learning center.

The program will be initiated at Stockton during the spring semester, 1979.

In subsequent years students assigned to participate in this program will attend Stockton during the first semester and Carver Science/Physical Education/Health Learning Center for the second semester. Likewise, students attending Carver will attend the Stockton Learning Center for the second semester. At the end of the year all 1800 students will have participated in both the music/art center and the science/physical education/health center.

**Program  
Organization:**

Each day 180 students selected from one of the minority-isolated elementary schools and from one or more schools having largely majority student enrollments will be assigned to the program. Parents may request that their children be removed from the program. Students will be involved on a continuing basis one day each week with a total of 900 students included during the week.

## Additional Integration Programs and Activities

- Title** BALBOA PARK PROGRAM
- Location:** Balboa Park
- Grade Level:** 5
- Participants:** Elementary schools which have predominantly minority student populations participate on an annual basis, while schools with largely majority student populations are involved every other year. Approximately 1,150 minority students from minority-isolated schools participated this year. About 4,100 total students were involved this year. Fifth-grade children participate in exchange visits with other fifth-graders from companion schools.
- Description:** The Balboa Park Program is designed to utilize the park and its facilities as an educational resource center and to bring together children of different ethnic, social, and economic backgrounds for common educational, cultural, and social experiences.
- The San Diego Zoo, Natural History Museum, Museum of Man, Fine Arts Gallery, Timken Art Gallery, Reuben H. Fleet Science Center, Aerospace Museum, Hall of Champions, Botanical Gardens, San Diego City Nursery, and the natural areas of the park are used as classrooms.
- The program follows a three-week sequence of activities. Included are:
- Integrated instructional and human relations programs at the participating schools during the week prior to the in-park experience to prepare students, both academically and personally, for a rewarding experience
  - Educational, cultural, and social experiences at Balboa Park during the second week of the program
  - Integrated follow-up programs at participating schools to complete program projects and reports and to evaluate experiences in the week following the in-park sessions
  - Joint planning by participating teachers; involvement of parent volunteers; debriefing meetings or assemblies attended by parents and staff; and additional supportive programs which include children from companion schools

**Title:** OUTDOOR EDUCATION PROGRAM

**Location:** Camps Cuyamaca, Fox, and Palomar

**Grade Levels:** 6

**Participants:** All grade 6 students are eligible to participate.

**Description:** The program provides a natural outdoor laboratory at a mountain camp where students spend one week together in a totally new environment. Respect for nature, self-reliance, and conservation of natural resources are taught as first-hand experiences, while the social setting of the camp provides a climate where friendships, understanding, and respect for others can be furthered.

The student populations at the school camps are integrated through the scheduling together of schools having a predominantly majority population and those having a predominantly minority population. In many instances the same schools that participate in the Balboa Park program at grade 5 attend camp together.

The program follows a four-week sequence of activities. Included are:

- Integrated instructional and human relations programs at the participating schools during the two weeks prior to the camp experiences in order to prepare students, both academically and personally, for a rewarding experience
- Educational and social experiences at camp during the third week of the program
- Integrated follow-up programs at participating schools to complete program project and report, to evaluate experiences, and to present assemblies in the week following the in-camp experience
- Joint planning by participating teachers; involvement of parent volunteers; debriefing meetings or assemblies attended by parents and staff; and additional supportive programs which include children from companion schools

**Title:** BEALE INDOCHINESE CENTER

**Location:** Beale Elementary, starting 1979-80 school year

**Grade Level:** K-6

**Participants:** Elementary level non- and limited-English-speaking Indochinese students whose primary languages are Vietnamese, Laotian, or Cambodian, as well as monolingual English-speaking students

**Description:** The program provides bilingual instruction to Indochinese students in math, social studies, and reading. Instruction in English as a second language is also provided by monolingual English-speaking teachers on a daily basis. All students in the school participate and receive instruction in a wide range of cultural content.

The curriculum meets the requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

## Elementary Voluntary Pairing and Clustering

- Location:** Various schools
- Grade Level:** K-6
- Participants:** Elementary schools having minority-isolated, predominantly minority, and predominantly majority student populations.
- Description:** Paired schools are two schools having ethnically imbalanced student bodies. One minority-isolated or predominantly minority school is paired with a school having a predominantly majority student population. Clustered schools are three or more schools having ethnically imbalanced student bodies. One minority-isolated or predominantly minority school is clustered with two or more schools having predominantly majority student populations. Paired and clustered elementary school groupings are identical with the Voluntary Ethnic Enrollment Program (VEEP) allied school patterns.

Students from the paired and clustered groupings will be brought together to share educational experiences. The experiences will be planned for varying lengths of time and will be conducted both on- and off-campus. These may vary from one-day shared multicultural activities to exchange programs where students from different campuses share full-time educational programs. The long-range expectation is student enrollment or exchange on a full-time basis.

Each minority-isolated school not having a magnet program will participate in pairing/clustering activities. Students in grades 1-3 from Burbank, Mead, Balboa, Emerson, and Logan along with the appropriate schools within the pairs/clusters will be provided the opportunity to participate in full-time pupil exchanges during the course of the school year. The length of full-time participation will vary among the schools as plans are developed by the pairing/clustering schools.

### Planning Grants

Grants of five hundred dollars (\$500) will be made to each school in a paired/clustered grouping whose staff and community undertake the planning and piloting of a program of integrated learning experiences. In the case of minority-isolated or predominantly minority schools working in a cluster, an additional two hundred fifty dollars (\$250) will be given to support activities planned with each school in excess of one within the cluster. Application and approval will be required through the Elementary Schools Division for funding.

Funds may be used for joint planning activities such as:

- Student transportation
- Parent transportation
- Conference attendance
- Employment of resource persons and staff
- Staff, parent, and student preparation

The funds may also be used to defray the cost of student pilot exchange activities such as:

- Classroom exchange
- Assemblies
- Student transportation
- Joint units of study

This grant is for the primary purpose of providing schools with resources to initiate or continue integrated learning experiences.

#### Reciprocal Pupil Enrollment Grants

Pairs or clusters of schools may apply for additional grants if they have students participating in the Voluntary Ethnic Enrollment Program. Schools receiving the students may qualify for \$100 per pupil to help meet special programmatic needs. To obtain this funding there must be full-time student enrollment from both the majority and minority schools involved. An application must be submitted and approved.

#### Review and Selection of Program Applications

Applications will be submitted to the Elementary Schools Division. A committee will select those programs which have merit. The committee will be guided by the following criteria:

- The program should have positive impact on the school curriculum and instructional program.
- The program should have potential for generating positive multicultural and learning experiences.
- The cost of the program should be compatible with existing resources.
- Provisions should be made for the ongoing evaluation of the program.
- The program should have potential for being replicated in other schools.
- The program should improve significantly the racial balance of the schools.

#### Planning and Steering Committees

There will be broad participation and involvement of parents, staff, and students in the planning process. A School Planning Committee will be formed at each participating school consisting of the principal, teacher representatives, classified staff representatives, and parent representatives. This committee will perform the following tasks:

- Develop the program in conjunction with the other school planning committees.
- Plan and carry out information meetings for the parents and members of the local school communities.

-Provide opportunities for the parents of participating students to give input to the planning, implementation, and evaluation of the program.

-Assist the school staff with any problems or needs which may arise.

The school committees of each pair or cluster of applicant schools will jointly form a steering committee to coordinate and work out problems arising from local school planning. This steering committee will include representatives from the school planning committee of each participating school.

The steering committee will be concerned with the following:

-Providing a forum for discussion

-Generating ideas relative to the unique instructional needs of the participating student groups

-Serving as liaison between the schools and communities' expectations of the program

### Eligible Schools

Ninety-four elementary schools are eligible to participate in the program during the 1979-80 school year. This includes 14 of the 18 elementary schools identified as minority-isolated, 15 predominantly minority schools, and 63 predominantly majority schools. All of these schools are in VEEP allied patterns. The allied school patterns will constitute the paired and clustered groupings.

### Integrated Learning Experience

Paired/clustered schools will be scheduled when possible to participate together in integrated learning experiences such as the Music/Art/Basic Skills Learning Center, Science/Physical Education/Health Learning Center, Balboa Park Program, and Outdoor Education Program. Students in paired/clustered groupings will attend integrated learning experience programs together in addition to especially planned pairing and clustering activities.

## Burbank Primary School Project Partnership

**Location:** Burbank Elementary, starting 1979-80 school year

**Grade Level:** Pre-K and K

**Participants:** Resident students of the Burbank attendance area eligible for kindergarten and pre-kindergarten level classes and their parents

**Description:** The purpose of this project is to reduce the effects of minority group isolation by improving student preparation for school learning experiences through the involvement of parents and teachers in a partnership. The proposed program reduces class size at the kindergarten level and provides a preschool experience for all four-year-old students prior to their entry into kindergarten. The main thrust of the project is to develop a strong parent education program that provides opportunities for parents to develop skills in nurturing the growth and development of their young children. Counseling services and parent education classes will be conducted at the school site.

**Program Organization:** The teacher staffing formula will be enriched so that enrollment in kindergarten classes will be approximately 20-22 students. Additional pre-kindergarten classes will be organized to provide the opportunity for four-year-old children in the Burbank attendance area to participate in a pre-kindergarten program. Enrollment in these classes will be approximately 17 students. A pre-kindergarten program is currently offered at Burbank; however, program requirements do not allow all students to participate.

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

During the second semester the instructional day will be extended at kindergarten to provide additional time for instruction in basic skills.

## Integration Activities at the Remaining Minority-Isolated Schools

### Selected Minority-Isolated Schools

Magnet school programs are not currently scheduled for Balboa, Burbank, Logan, and Mead elementary schools. By 1979-80 these schools, with the exception of Burbank and Mead, which are primary schools, will have students participating in the various learning centers. In addition to learning center experiences, students from these schools will be encouraged to take advantage of the other integrated programs available to them. More specifically:

Elementary Learning Centers. The Learning Center Programs in music/art and science/physical education/health will be implemented at eight school locations in 1979-80. Students from Balboa and Logan will have an opportunity to participate at grades 4, 5, and 6 in the Learning Center Programs. All students in grades 4, 5, and 6 from minority-isolated schools who are not a part of a magnet program will also be offered the opportunity to participate. Burbank is a primary school with students articulating to Logan Elementary for subsequent years and will be included at the appropriate grades. Mead is also a primary school articulating to Chollas Elementary School.

Magnet Schools. Students will continue to have the option to enroll in any of the new and continuing magnet school programs located at schools having predominantly majority student enrollments. Recruitment activities will be directed to provide complete information to parents regarding the school options available to their students.

Voluntary Ethnic Enrollment Program. The Voluntary Ethnic Enrollment Program will provide one option for parents desiring to enroll their children in the allied school designated for their particular resident school. Information regarding the VEEP program will be provided to parents in the spring semester.

Educational Enrichment. Current Compensatory Education programs to provide supplementary instruction to students with specific achievement deficiencies will be continued in each of the four elementary schools.

Fifth- and Sixth-Grade Integration Activities. Both the fifth-grade Balboa Park Program and the sixth-grade Outdoor Education Program will continue to include students from Balboa and Logan each year. Burbank and Mead are not included since they are primary schools. Students will participate at Logan and Chollas when they become fifth- and sixth-graders.

ISOLATED SCHOOLS HAVING MAGNET PROGRAMS

SCHOOL	1976-77		1977-78			1978-79			1979-80			1980-81			1981-82		
	Minority Enrollment	%	Minority Enrollment	Non-Resident %	Non-Resident	Minority Enrollment	Non-Resident %	Non-Resident	Minority Enrollment	Non-Resident %	Non-Resident	Minority Enrollment	Non-Resident %	Non-Resident	Minority Enrollment	Non-Resident %	Non-Resident
WEBSTER	292	98.6	WEBSTER FUNDAMENTAL MAGNET														
			267	72.5	98	454	58.6	188	470	57.4	200	493	53.8	228	524	50.4	260
HORTON	438	96.9	HORTON INTERCULTURAL LANGUAGE MAGNET														
			397	98.0	--	489	91.0	44	523	82.8	90	561	76.5	132	608	71.5	173
LOWELL	412	98.3	LOWELL BILINGUAL MAGNET														
			395	97.8	--	485	96.3	18	415	79.8	84	421	75.3	104	431	71.2	124
VALENCIA PARK	409	97.6	VALENCIA PARK UNIVERSITY LAB SCHOOL MAGNET														
			407	96.9	--	618	72.6	169	635	67.9	204	666	65.6	229	709	64.9	249
BAKER	515	98.8	BAKER UNIVERSITY LAB SCHOOL MAGNET														
			481	97.3	--	514	98.6	--	566	88.2	67	605	84.0	97	632	79.9	127
FULTON	296	98.7	FULTON ACADEMICS AND ATHLETICS MAGNET														
			285	99.3	--	255	98.8	--	325	71.4	93	355	65.4	123	386	56.2	169
JOHNSON	275	99.6	JOHNSON ACADEMIC ACADEMY MAGNET														
			254	97.2	--	251	99.2	--	279	77.8	62	297	69.0	92	327	62.7	122
KNOX	463	98.1	KNOX INTERCULTURAL LANGUAGE MAGNET														
			427	97.7	--	366	97.3	--	411	83.0	70	430	79.1	90	447	75.4	110
SHERMAN	914	90.0	SHERMAN INDIVIDUALIZED INSTRUCTION MAGNET														
			893	91.1	--	1009	91.4	--	1103	86.5	149	1236	85.2	183	1358	82.7	235
EMERSON	498	98.8	EMERSON UNIVERSITY LAB SCHOOL MAGNET														
			530	97.8	--	552	97.7	--	541	96.7	--	699	85.5	75	760	79.6	125

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## Summary of Secondary School Integration Programs

Listed below is a summary of the 1979-80 amendments to the secondary integration plan identified in the San Diego Plan for Racial Integration, 1978-82, as amended. Detailed information on these amendments may be found in the succeeding pages.

### NEW PROGRAMS

These programs will be added to the San Diego Plan for Racial Integration for 1979-80.

1. Project Lincoln (page 73), grades 9-12, at Lincoln
2. Center for Medicine/Health (page 75), grades 11-12, at Lincoln
3. Center for Communications and Commerce (page 76), grades 10-12, at San Diego
4. Center for Industry (page 77), grades 10-12, at Kearny
5. Center for Business and Office Management (page 78), grades 10-12, at Crawford
6. Center for Marketing, Graphics, and Management (page 79), grades 10-12, at Mission Bay

### CONTINUING PROGRAMS

1. Center for Science, Math, and Computer Technology (page 80), grades 7-11, at Gompers. Projected total student enrollment has been adjusted downward. This center has been expanded to include grades 7 and 8 for 1979-80. Grade level adjustments are due to interest in program and continuity between K-6 and 7-12 magnets. Applications approved as of May 23, 1979, total 296.
2. Center for Urban Studies (page 82), grades 9-12, at Morse. Projected student enrollment has been adjusted downward in accordance with actual enrollments during 1978-79.
3. Fundamental School Program (page 84), grades 7-9, at O'Farrell. Projected student enrollment has been adjusted downward in accordance with actual enrollments during 1978-79.
4. Muir Alternative Magnet (page 86), grades K-12, no changes.
5. School of Creative and Performing Arts (page 88), grades 4-9, at Roosevelt. Projected student enrollment has been adjusted upward in accordance with actual enrollments during 1978-79 and applications received and approved for this program.
6. Secondary Bilingual Centers (page 90), grades 7-9, at Collier; (page 90) grades 10-11, at Point Loma. Projected student enrollment has been adjusted upward in accordance with actual enrollments during 1978-79 and applications received and approved for this program. Grade levels for 1979-80 are adjusted to 10-11. Current 10th-grade students will continue into the 11th grade, and a new group of 10th-grade students will be added. The delay of moving into 12th grade for the year 1979-80 was necessary to have adequate time for program material development, staff development, and attainment of student skills. There is no change in projected student enrollment.

7. Secondary Instructional Exchange Program (page 92), grades 7-9. Projected student participation has been adjusted downward because of impact of other junior high magnet programs, i.e., Gompers and Roosevelt. Only variations of the model used with O'Farrell-Hale Junior High Schools during 1978-79 school year will be implemented.
8. Secondary Intercultural Language Programs (page 93), grades 7-8, at Memorial; (page 93) grade 10, at San Diego (The latter program will begin in 1981-82.). Projected student enrollment has been adjusted downward in accordance with actual enrollments during 1978-79.
9. Wright Brothers Career High School (page 95), grades 9-12, no changes.

#### DELETIONS

These programs will not be offered during the summer of 1979 due to elimination of regular summer school programs.

1. Summer Career Exploration Program
2. Summer Local Government Studies Program
3. Summer Urban Exchange Program

## New Programs

**Title:** PROJECT LINCOLN - PRIDE IN EXCELLENCE

**Location:** Lincoln High School, starting 1979-80 school year

**Grade Level:** 9-12

**Participants:** All Lincoln High School students

**Description:** Project Lincoln is specifically designed to meet the individual educational needs of every Lincoln student. Results from several assessments such as a recently completed survey of the total school program, categorical program reports, and accreditation study and recommendations will be used as the basis for the total program designed for 1979-80. Administrators, teachers, counselors, paraprofessionals, and other staff members will work together as well as with students, parents, and community to design programs and methods to meet individual needs. All students will be helped to improve their basic skills competencies, develop their individual career plans, and participate in work experience and/or college preparatory activities commensurate with their personal goals and aspirations.

In addition, programs which will help students to develop pride in themselves and their school will be developed and implemented. The involvement of parents and community members will be greatly expanded. Specialized programs with employers, community agencies, and local universities will be developed to increase the educational options available to Lincoln students. A broad variety of programs and services will be coordinated in order to assure a student-oriented program of academic excellence.

Students will assist in program planning to enhance their decision-making skills and their capabilities to assume responsibility for their school and the quality of its educational program.

**Program Organization:** Successful implementation of the proposed program is largely dependent upon a broad-based level of educational leadership that incorporates the combined efforts and involvement of administrators, teachers, counselors, paraprofessionals, other staff members, students, their parents, and community members. A recently completed needs assessment has identified a number of student needs, teacher concerns, and staff recommendations that should serve as the basis for identifying viable objectives and the appropriate methods and strategies to implement the program.

The primary focus of the project is to increase student awareness of the value of education; in essence, the development of a pride of excellence in the attainment of personal and academic goals. Areas to be addressed would include the following:

1. Program planning and development
2. Staff development
3. Development and implementation of the Lincoln High School Master Plan
4. Continuance and expansion of student activities programs
5. Implementation of proposed guidance and counseling approaches identified in needs assessment
6. Increased emphasis upon the promotion of community/school relationships

**Title:** CENTER FOR MEDICINE/HEALTH

**Location:** Lincoln High School, starting 1979-80 school year

**Grade Level:** 11-12

**Participants:** The ethnic balance goal for this program is 65% majority and 35% minority. The long-range enrollment goal is 200 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	50	-	50	1,070	<del>94.7%</del>
Majority	-	50	50		
1980-81 Minority	75	-	75	1,104	92.6%
1981-82 Minority	100	-	100	1,085	90.1%

**Description:** The Center for Medicine/Health at Lincoln High School, in cooperation with the Center for Science/Math/Computers at Gompers, will emphasize preparation for careers in health and medical sciences. Enriched district offerings in science will be available, along with additional elective courses, such as introduction to health and medicine, medical applications, biomedical lab aide, exercise technician, and nursing assistant precertification. Students with a strong interest in the medical and health sciences, including preventive medicine, will participate in a program that includes working with professionals in local agencies, hospitals, research laboratories, universities, and other facilities. The curriculum has been designed to prepare students to meet college entrance requirements and to acquire skills for entry-level employment.

**Title:** CENTER FOR COMMUNICATIONS AND COMMERCE

**Location:** San Diego High School, starting 1979-80 school year

**Grade Level:** 10-12

**Participants:** The ethnic balance goal for this program is 65% majority and 35% minority. The long-range enrollment goal is 300 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	20	30	50	1,736	79.1%
Majority	20	30	50		
1980-81 Minority	30	50	80	1,732	77.5%
Majority	50	70	120		
1981-82 Minority	35	65	100	1,768	73.7%
Majority	65	135	200		

**Description:** This program will provide a wide variety of career-oriented offerings in the areas of media production, telecommunications, tourism, transportation, and international trade. Instruction will stress basic skill applications in language arts, math, science, and social studies competencies. The economic life of San Diego and the preparation of students for self-sufficiency in the American economic system will also be stressed. Program objectives will be accomplished through cooperation with downtown businesses, providing work experience, on-the-job training, and unique educational opportunities. Multicultural programs to help students function more effectively in San Diego's cosmopolitan community will be featured. In addition, opportunities will be provided for students to develop professional work habits and attitudes, including self-discipline, decision-making responsibility, and pride of accomplishment. The curriculum has been designed to prepare students to meet college entrance requirements and to acquire skills for entry-level employment.

Title: CENTER FOR INDUSTRY

Location: Kearny High School, starting 1979-80 school year

Grade Level: 10-12

Participants: The ethnic balance goal for this program is 65% majority and 35% minority. The long-range enrollment goal is 400 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer. Priority will be given to minority students from minority-isolated schools.

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	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>Minority Students in School</u>
1979-80 Minority	35	65	100	2,313	37.2%
Majority	115	85	200		
1980-81 Minority	40	80	120	2,220	37.5%
Majority	135	95	230		
1981-82 Minority	50	90	140	2,138	37.6%
Majority	150	110	260		

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Description: This new career center will enable students to develop skills using modern equipment and methods currently used in industry which are not available in traditional high school programs. Career-oriented offerings will be provided in such courses as auto tune-up, auto mechanics, machine shop, welding, and aviation technology. Students will be offered academic subjects geared to complement technical instruction in industrial areas. The curriculum has been designed to prepare students to meet college entrance requirements and to acquire skills for entry-level employment.

**Title:** CENTER FOR BUSINESS AND OFFICE MANAGEMENT

**Location:** Crawford High School, starting 1979-80 school year

**Grade Level:** 10-12

**Participants:** The ethnic balance goal for this program is 65% majority and 35% minority. The long-range enrollment goal is 300 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer. Priority will be given to minority students from minority-isolated schools.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	30	60	90	1,689	35.1%
Majority	100	70	170		
1980-81 Minority	30	70	100	1,576	35.6%
Majority	110	70	180		
1981-82 Minority	35	65	100	1,478	35.1%
Majority	115	85	200		

**Description:** This unique program is offered only at Crawford High School and is planned for students interested in careers in accounting, data processing, finance, insurance, library-clerical, secretarial, word processing, and clerical support occupations. The curriculum has been designed to prepare students to meet college entrance requirements and to acquire skills for entry-level employment.

**Title:** CENTER FOR MARKETING, GRAPHICS, AND MANAGEMENT

**Location:** Mission Bay High School, starting 1979-80 school year

**Grade Level:** 10-12

**Participants:** The ethnic balance goal for this program is 65% majority and 35% minority. The long-range enrollment goal is 300 students.

Preference will be given to students whose participation will improve the ethnic balance in the program and not adversely affect the ethnic balance at the school from which they transfer. Priority will be given to minority students from minority isolated schools.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	15	70	85	1,560	16.0%
Majority	100	65	165		
1980-81 Minority	15	80	95	1,581	16.3%
Majority	100	80	180		
1981-82 Minority	15	85	100	1,515	16.7%
Majority	100	100	200		

**Description:** The program offers both basic marketing and graphics career classes and advanced specialties in each area. Community business persons have helped develop relevant course curriculum with emphasis on attitudes, skills, and knowledge needed for successful employment and promotion. Individual career counseling contacts with the business community and work experience are available to students at each grade level. Students enrolled in the career center may also participate in the regular comprehensive program at Mission Bay to complete graduation and college requirements.

## Continuing Magnet Programs

**Title:** CENTER FOR ENCF. MATH, AND COMPUTER TECHNOLOGY  
(including San Diego State University Laboratory School)

**Location:** Gompers Secondary School

**Grade Level:** 1979-80 7-11  
1980-81 7-12  
1981-82 7-12

**Participants:** The ethnic balance goal for this program is 65% majority and 35% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 65% or more majority student population
2. Resident students currently enrolled at Gompers
3. Minority students from minority-isolated and imbalanced schools

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

		<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80	Minority	45	40	85	529	61.6%
	Majority	--	165	165		
1980-81	Minority	60	40	100	559	57.4%
	Majority	--	200	200		
1981-82	Minority	90	30	120	594	54.7%
	Majority	--	230	230		

**Description:** Students with a strong interest in the physical, biological, earth, and space sciences; mathematics; and computer sciences will participate in a program that includes working with professionals in the fields of science, mathematics, and computers. The district offerings in advanced science and mathematics will be available, along with additional elective courses not offered at other school sites, including geology, space science, and astronomy. Students will be given the opportunity for math/science/computer work experience with professionals in local agencies, industries, research laboratories, and other related facilities. Current concerns relating to energy and environment will be addressed, and the role of the computer in all

phases of research will be emphasized. Courses in language arts, social science, and practical arts will be designed for science-oriented students. Additional courses in computer science and technology will be offered. Graduates of the program will have gained attitudes, knowledge, and skills for success in their chosen careers. They will have the backgrounds for continuing success in further study in the fields of science, mathematics, and computers.

Elective courses in science, mathematics, and computer technology, such as Astronomy I and Space Science I, will be offered at the Gompers campus during the summer.

Students enrolled in the above program will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

#### San Diego State University Laboratory School

Students in the Gompers magnet will receive the benefits of the laboratory school services. College graduates in science, mathematics, and computer science as well as other subject fields will be available on a daily basis to give assistance to classroom teachers and students enrolled in the magnet program. These graduate students will assist in instruction, in laboratory work, in small-group work, and in working with individual students in areas of interest and need.

Program  
Organization:

This is a magnet program within the school. Most students participating in this program will be enrolled on a full-time basis. In addition, students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the program and then returning to their schools of geographical residence for one or more additional periods of instruction. A regular instructional program will be offered at Gompers for other resident students.

Title: CENTER FOR URBAN STUDIES

Location: Morse High School

Grade Level: 9-12

Participants: The ethnic balance goal for this program is 65% majority and 35% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 65% or more majority student population
2. Resident students currently enrolled at Morse
3. Minority students from minority-isolated and imbalanced schools

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	30	20	50	1,993	75.2%
Majority	20	80	100		
1980-81 Minority	30	30	70	2,235	74.5%
Majority	20	110	130		
1981-82 Minority	75	25	100	2,498	72.9%
Majority	25	175	200		

Description: The Center for Urban Studies offers students in grades 9-12 the opportunity to explore occupations which are closely related to and vitally important in modern society. The major areas of emphasis will include law and law enforcement, government, education, and social services. Students who have an interest in becoming attorneys, city managers, counselors, firefighters, police officers, politicians, probation officers, teachers, urban planners, or other public service occupations will be brought into close contact with professionals who work in these types of jobs in San Diego. On-the-job experience and internships will provide students with practical experience related to their chosen career goals.

Students entering the center will benefit from a strong academic program taught by a team of teachers who will stress leadership skills and career opportunities while utilizing resources throughout the city to make the courses more relevant to each learner.

Students will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Each student will have the opportunity to certify entry-level job skills prior to completion of the program. Students are ready for employment, for example, when they successfully complete the Child Development Aide, Recreation Aide, Protective Services/Security Guard, and/or Community Service/Law Enforcement programs.

Program  
Organization:

This is a magnet program within the school. Most students participating in this magnet program will be enrolled on a full-time basis. In addition, students will have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the magnet program and then returning to their schools of geographical residence for one or more periods of instruction. A regular instructional program will be offered at Morse for other 10th- through 12th-grade resident students.

Title: FUNDAMENTAL SCHOOL PROGRAM

Location: O'Farrell Junior High School

Grade Level: 7-9

Participants: The ethnic balance goal for this program is 65% majority and 35% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 65% or more majority student population
2. Resident students of O'Farrell area
3. Sixth-grade graduates of elementary fundamental schools

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

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	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	25	35	60	847	79.4%
Majority	25	65	90		
1980-81 Minority	50	70	120	1,090	76.1%
Majority	50	130	180		
1981-82 Minority	50	100	150	1,357	72.3%
Majority	75	225	300		

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Description: The program will emphasize a strong basic subjects instructional program with a focus on language arts, mathematics, and writing skills. Respect for authority, courtesy, and patriotism will be stressed. In addition, clearly defined standards of study, conduct, and dress will be maintained as agreed upon by program participants, their parents, and school personnel.

Students enrolled in the above program will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Program  
Organization:

This is a magnet program within the school. Participants will be in a full-day instructional program with teachers selected for the fundamental program. Elective courses selected by participants will be outside the program. A regular instructional program will be offered at O'Farrell for other seventh- through ninth-grade resident students.

Title: MUIR ALTERNATIVE MAGNET

Location: Muir Alternative School

Grade Level: K-12

Participants: Approximately 300 students have been selected from all schools within the district. The enrollment reflects the racial/ethnic balance of the total district and includes minority students from minority-isolated schools.

Projected student enrollment, number of resident and non-resident students, and the percentage of minority students are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	-	108	108	300	35%
Majority	-	192	192		
1980-81 Minority	-	108	108	300	35%
Majority	-	192	192	300	35%
1981-82 Minority	-	108	108	300	35%
Majority	-	192	192		

Description: Muir Alternative School has an open education philosophy. The program emphasizes individualized learning, student responsibility for learning, and flexible scheduling. Self-reliance, creativity, and leadership are promoted among its pupils. The curriculum is innovative and flexible, with students taking as much responsibility for choosing and planning their own learning programs as is possible for their maturity levels.

Secondary pupils participate in regular district course offerings which lead to high school graduation. They also may choose from a variety of courses which interest them, as well as provide them with a foundation for future careers and personal success.

Elementary pupils are taught basic skills in self-contained classrooms for a portion of each day. They have a choice of activities for the remainder of the day.

The curriculum meets the requirements of the State of California and the Elementary and Secondary Courses of Study of the San Diego City Schools as adopted each year by the Board of Education.

Students of all ages gain socially and academically through their interaction with each other. Students receive tutoring help from other students.

Students, staff, and parents share in making decisions related to school programs and activities. Consistent use is made of community resources.

Program  
Organization:

The entire school participates in the programs described above. Each grade level has a heterogeneous and balanced racial/ethnic and male/female population. All students are eligible to participate in all aspects of the school program.

Title: SCHOOL OF CREATIVE AND PERFORMING ARTS

Location: Roosevelt Junior High School Campus

Grade Level: 4-7 (1979-80), 4-12 (1981-82)

Participants: The program will include minority students from schools having predominantly minority student populations and majority students from schools having predominantly majority student populations.

Projected enrollment in the magnet school program is detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	-	-	125	125	35%
1979-80 Majority	-	-	235	235	
1980-81 Minority	-	-	137	137	35%
1980-81 Majority	-	-	253	253	
1981-82 Minority	-	-	158	158	35%
1981-82 Majority	-	-	292	292	

Description: Elementary

This program for creative and performing arts is designed to meet the special needs of students with high interest and potential talent in the arts. The program provides the opportunity and encouragement to develop artistic skills, abilities, and appreciation while continuing a strong instructional program in the basic skills.

Fundamental to this concept is the belief that sound training and discipline in the arts also build the qualities of character, judgment, and insight important to good citizenship and a rewarding life in any vocation. The creative and performing arts program offers comprehensive study, beginning in the upper elementary grades in the visual arts, dance, theatre arts, and vocal and instrumental music.

The curriculum for the creative and performing arts program meets the basic requirements of the State of California and the Elementary Course of Study of the San Diego City Schools as adopted each year by the Board of Education. Included in instruction are the language arts, math, and the social sciences. Students are also programmed into one or more of the special activities each semester with the exception that students have some experience in each of the creative and performing arts areas upon completion of four years in this program. Elementary

students enrolled in the magnet program follow an extended day schedule. This program draws upon the artistic resources of the community.

### Secondary

This is a program for students with demonstrated abilities and/or strong interests in one or more of the arts. A well-planned curriculum combines basic academic studies with special emphasis on art, music, theatre arts, dance, and television/media. The program capitalizes on the student's special abilities in the arts and prepares each student to pursue further arts study in higher education, to enter an arts field directly, or to acquire a lasting appreciation for the arts, with the assurance of having received a sound basic high school education. Students will enroll in a sequence of courses in their area of specialization and in courses which will meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted by the Board of Education.

Performances and exhibits of student work are scheduled on a regular basis in the community and in the schools.

Unique aspects of the program include:

1. Comprehensive academic and arts curriculum
2. Extended time period for studio courses
3. Attendance at concerts, theatres, galleries, and shows
4. Visiting artists, musicians, performers
5. Increased exposure to community resources
6. Occupational courses to prepare students for employment or advanced technical training
7. Advanced placement in the arts
8. Internship with area professionals
9. Total staff involvement in the arts

Program  
Organization:

Secondary participants are in the program a minimum of 240 minutes daily, with option to be full-day students. Secondary participants will have option of returning to geographic school of residence to participate in athletics or other courses they may desire.



**Description:**

The Secondary Bilingual Centers are designed to provide an integrated bilingual learning environment for secondary school students at two sites. Non-resident limited-English-speaking minority students will join fluent English-speaking students at the Collier and Point Loma Bilingual Centers. The instructional programs at both centers will:

1. Develop primary language skills.
2. Develop other basic skills and subject matters in a language understandable to the students.
3. Develop second-language skills (English for limited-English-speaking students, and Spanish for English-speaking students).
4. Develop in each student an understanding, respect, and appreciation for customs and values of the cultures associated with the languages taught.

**Program  
Organization:**

A typical LES non-resident student at these centers would enroll as a full-time student in classes such as: English as a Second Language (one or two periods); Spanish for Native Speakers (in combination with FES students of Spanish); a bilingual class in social studies, physical education, and/or NJROTC; and two other electives based on the student's career or educational interests.

A typical FES resident student at these centers would enroll in classes such as: English; Spanish (in combination with LES students taking Spanish for Native Speakers); a bilingual class in social studies, physical education, and/or NJROTC; and two other electives based on the student's career or educational interests.

**Title:** SECONDARY INSTRUCTIONAL EXCHANGE PROGRAM

**Location:** Racially isolated or imbalanced junior high schools are aligned with majority junior high schools to form instructional exchange groups.

**Grade Level:** 7-9

**Participants:** Instructional exchange groups consisting of a minimum of 25 students from each school participate in the Secondary Instructional Exchange Program (1977-78 Hale-O'Farrell model).

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	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80	-	-	200	-	35%
1980-81	-	-	200	-	35%
1981-82	-	-	200	-	35%

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**Description:** This school staff-designed model of the Secondary Instructional Exchange Program within a school brings together groups of students from allied schools into a single group for common instructional programs for a portion of the school day throughout the school year. The exchange groups meet together as composite classes, part of the time at one of the schools of the pair and part of the time at the other school. Such programs benefit students from both schools by allowing them to share learning experiences. This model can be adapted to various content areas. Within this model a variety of activities and programs can be undertaken. These programs foster a comfortable climate between parents and students of the two communities represented in the exchange. Parents may request that their children be removed from the program.

**Title:** SECONDARY INTERCULTURAL LANGUAGE PROGRAM (SPANISH)

**Location:** Memorial Junior High School, starting 1978-79 school year; San Diego High School, starting 1981-82 school year

**Grade Level:** 7 (1979-79), 7-8 (1979-80), 7-9 (1980-81), 7-10 (1981-82))

Grades 11 and 12 will be added as students progress annually after 1981-82.

**Participants:** The ethnic balance goal for this program is 55% majority and 35% minority. In the final selection of applicants, consideration will be given to the following:

1. Sixth-grade graduates of elementary Intercultural Language Schools
2. Sixth-grade majority student graduates of the Title VI Bilingual Education project (Title VII is a federally funded demonstration project for bilingual education. It has involved approximately 554 students at five elementary schools. The participants in the project include limited-English-speaking as well as fluent English-speaking students.)
3. Majority students from schools with 65% or more majority student population
4. Resident students currently enrolled at Memorial
5. Minority students from minority-isolated and imbalanced schools

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>*Total Students in School</u>	<u>% Minority Students in School</u>
<u>Junior High</u>					
1979-80 Minority	15	15	30	1,024	90.3%
Majority	5	65	70		
1980-81 Minority	20	25	45	1,041	87.2%
Majority	5	100	105		
1981-82 Minority	25	35	60	1,116	84.9%
Majority	5	135	140		

\*Includes students in Center for Communications and Commerce and Secondary Intercultural Language Program

### Senior High

1979-80	Minority	-	-	-	1,736	79.1%
	Majority	-	-	-		
1980-81	Minority	-	-	-	1,732	77.5%
	Majority	-	-	-		
1981-82	Minority	15	5	20	1,768	73.7%
	Majority	5	25	30		

**Description:** This program is designed to extend the elementary Intercultural Language Schools and the ESEA Title VII Bilingual Program into the secondary school. The entry-level program is designed for seventh-grade students with no previous second-language instruction. Instruction and experiences are provided in two languages in specified subject areas. The program was initiated at the seventh grade in 1978 with additional grade levels added in subsequent years.

In 1978-79 the program was designed for seventh-grade students and had a strong emphasis on basic skills included in the following content areas:

1. Spanish language development
2. English language development
3. Selected subjects taught in Spanish (i.e., music, art, physical education, mathematics, and science)
4. Selected subjects taught in English (i.e., language arts, social studies, and practical arts)

Students meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

**Program Organization:** This is a magnet program within the schools. Participants are in a full-day program at the school. They spend three or four hours of instruction within the language program, with the remainder of instructional time scheduled in other subjects regularly offered at the school. A regular instructional program is offered at San Diego and Memorial for other resident students, with grades 7-9 at Memorial and with grades 10-12 at San Diego.

Title: WRIGHT BROTHERS CAREER HIGH SCHOOL

Location: Wright Brothers High School

Grade Level: 9-12

Participants: The ethnic balance goal for this program is 65% majority, 35% minority. In the final selection of applicants, consideration will be given to the following:

1. Majority students from schools with 65% or more majority student population
2. Minority students from minority-isolated and imbalanced schools

Projected student enrollment and ethnic balance within the program, as well as the total number of students and percentage of minority students in the total school, are detailed below.

	<u>Resident Students in Program</u>	<u>Non-Resident Students in Program</u>	<u>Total Students in Program</u>	<u>Total Students in School</u>	<u>% Minority Students in School</u>
1979-80 Minority	-	112	112	112	35%
1979-80 Majority	-	208	208	208	
1980-81 Minority	-	112	112	112	35%
1980-81 Majority	-	208	208	208	
1981-82 Minority	-	112	112	112	35%
1981-82 Majority	-	208	208	208	

Description: Wright Brothers is in its fifth year as a career-oriented school with special emphasis in three areas: each student has an educational plan leading towards a high school diploma; each student is enrolled in a career-oriented cluster designed to develop a salable skill; and each student must complete at least one semester of successful work experience.

This program is designed to equip each participant with a salable occupation skill in such areas as urban agriculture, construction and industry, applied marketing occupations, and food service careers.

In addition to development of occupational skills, participants receive regular ongoing instruction in basic skills of language arts and mathematics and meet the basic requirements of the State of California and the Secondary Course of Study of the San Diego City Schools as adopted each year by the Board of Education.

Program  
Organization:

Most students participating in this total school program enrolled on a full-time basis. In addition, students have the option of attending two-hour Regional Occupational Programs at this site or enrolling for a minimum day in the magnet programs and then returning to their school of geographical residence for one or more additional periods of instruction.

ENROLLMENT SUMMARY OF  
MINORITY-ISOLATED-SECONDARY-SCHOOLS-  
1976 - 1982

SCHOOL PROGRAMS	ACTUAL ENROLLMENT 1976-77			ACTUAL ENROLLMENT 1977-78			ACTUAL ENROLLMENT 1978-79			PROJECTED ENROLLMENT 1979-80			PROJECTED ENROLLMENT 1980-81			PROJECTED ENROLLMENT 1981-82		
	Minority Enrollment	% Minority of School	Nonresident Students	Minority Enrollment	% Minority of School	Nonresident Students	Minority Enrollment	% Minority of School	Nonresident Students	Minority Enrollment	% Minority of School	Nonresident Students	Minority Enrollment	% Minority of School	Nonresident Students	Minority Enrollment	% Minority of School	Nonresident Students
GOMPERS Math/Science/Computer University Lab School	727	99.2	----	593	97.8	----	408	90.0	49	326	61.6	205	321	57.4	240	325	54.7	260
MEMORIAL Intercultural Language Program	1076	97.2	----	1054	98.5	----	955	97.0	18	925	90.3	80	908	87.2	125	947	84.9	170
G'FARRELL Fundamental School Program	884	87.0	----	756	86.9	----	698	86.0	37	673	79.4	100	830	76.1	200	981	72.3	325
LINCOLN Medicine/Health	841	98.5	----	876	98.8	----	1154	99.3	----	1013	91.7	50	1022	92.6	75	978	90.1	100
MORSE Center for Urban Studies	1378	76.0	----	1473	78.7	----	1378	79.0	40	1498	75.2	100	1666	74.5	140	1820	72.9	200
*SAN DIEGO Communications and Commerce Intercultural Language Program	1399	78.4	----	1494	82.5	----	1349	80.2	----	1374	79.1	60	1343	77.5	120	1303	73.7	230

\*Not a court-identified minority isolated school.

**IV. VOLUNTARY ETHNIC ENROLLMENT PROGRAMS—  
ELEMENTARY AND SECONDARY**

## Voluntary Ethnic Enrollment Programs—Elementary and Secondary

**Location:** Elementary and secondary schools

**Grade Level:** K-12

**Participants:** Any pupil enrolled in an ethnically imbalanced school in which the minority or majority student population is overrepresented may enroll in an allied school in which that same minority or majority student population is underrepresented.

	<u>Elementary</u>	<u>Secondary</u>	<u>Total</u>
1979-80	435	3,150	3,585
1980-81	690	3,200	3,890
1981-82	945	3,250	4,195

**Description:** This program provides for the assignment of each school to an allied school pattern. Each allied school area contains a minority-imbalanced school and one or more majority-imbalanced schools. Students who are assigned to one of the imbalanced schools as their geographic school of residence and are themselves members of an overrepresented ethnic group at that school may enroll in another school in that allied school area. Transportation is provided.

**Program Organization:** The program operates at participating elementary and secondary schools during the regular school year. Increased counseling, guidance, instructional improvement programs, and services are provided to support VEEP.

Student recruitment activities will include informational letters to parents on the Voluntary Ethnic Enrollment Program and enrollment procedures, school visits by counselors and administrators of receiving schools to present VEEP to students, district-conducted staff workshops, and district-arranged parent visits at receiving schools in the allied pattern. Special recruitment efforts will be directed at the elementary grade levels. Ongoing integration recruitment programs involving use of local media and major activities of the Community Relations Division will include emphasis on the Voluntary Ethnic Enrollment Program.

The program is coordinated by the Community Relations Division in cooperation with the Guidance Department, Transportation Unit, and Elementary, Secondary, and Programs Divisions.

**V. RACE/HUMAN RELATIONS PROGRAM**

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## Race/Human Relations Program

**Location:** All elementary and secondary schools, children's centers, support sites, and county school camps (Outdoor Education Program)

**Grade Level:** K-12

**Description:** The Race/Human Relations Program builds positive relationships and attitudes of understanding and acceptance among students of diverse races and cultures. The goal is to assist students, staff, and parents in demonstrating positive attitudes and behaviors through involvement in program activities designed to create a receptive atmosphere for all races in all schools. Activities and experiences help participants build feelings of self-worth, acceptance, and respect; develop an appreciation of the similarities and differences of others; and acknowledge the roles and contributions of diverse cultural groups in America.

Each school establishes and maintains a program designed to promote a climate of acceptance and cooperation. Opportunities are provided for comfortable social and intellectual interaction. Students are encouraged to develop individual talents and capabilities and increase their understanding of diverse races and cultures.

The program is being modified to provide specific time requirements for participation of each district staff member and student.

### Program Needs

In September 1977 each school and site conducted a needs assessment. The priority needs identified were communication, interpersonal/inter-racial and intergroup relations, cultural awareness, self-concept, climate of acceptance in schools, and parent and community involvement.

### Individual School Plans

Each school and site has developed an individual plan for race/human relations based on identified needs. Plans are updated and revised as necessary.

Individual school programs involve all students and staff and encourage participation of parents and community members. Program implementation includes, but is not limited to, activities such as:

Development of Self-Image. Developing self-image and understanding differences and similarities in others is stressed in peer counseling experiences and instruction in communication skills.

Development of Positive School Climate. A positive school climate is promoted through the use of school-prepared materials which describe accomplishments of students and staff.

Personal and Group Relations. Staff, students, and parents participate in experiences which build harmonious personal and group relationships. Groups may be combined in various ways to develop an understanding of power organizations, effects of racial identity on individual and group attitudes, negative effects of stereotyping, and development of self-concept by members of diverse groups in a multiracial society.

Enrichment of Existing Programs. Existing programs such as Balboa Park and Outdoor Education are enriched by incorporating pen pal exchanges and sports activities at participating schools.

Orientation for Students in the Voluntary Ethnic Enrollment Program. Orientation programs such as the Newcomers Club or Buddy System assist VEEP transfer students at the receiving schools.

Parent/Community Involvement. Parents and community members are invited to visit classrooms at individual schools to observe race/human relations materials used in the instructional program. In addition, workshops and coffee gatherings are held to disseminate information regarding integration programs.

The main thrust of race/human relations is individual, and school site programs are accomplished, in part, through the services of race/human relations facilitators--specially trained certificated personnel assigned to assist all district schools. Facilitator services include:

Coordinating inservice education programs designed to strengthen intergroup relations among all staff, parents, and students;

Interpreting new developments, techniques, and programs in the field of intergroup relations to staff and community groups;

Providing technical skills and planning strategies to individual school and site staffs to enable them to evaluate, update, and expand their race/human relations programs (Training of community aides is emphasized.);

Providing specific support techniques to race/human relations school committees for development of programs consistent with school goals and objectives;

Providing inservice training which emphasizes social issues for student, staff, and parent groups.

### Instructional Programs

Instructional programs in grades K-12 are offered to accompany the Race/Human Relations Program. These programs increase student understanding of group similarities and differences with plans and materials to help students develop positive attitudes toward themselves and others.

For most subject areas such as art, music, language arts, mathematics, and science, specific teacher resource guides have been developed to

assist teachers in providing a multicultural perspective to their course offerings. In other subject areas such as industrial arts, physical education, and typing, the multicultural perspective is provided mainly through the interaction of teachers and students of various races and backgrounds. In addition, classroom instructional programs are being supplemented by activities such as traveling assemblies, multicultural exhibits, and school resource centers.

Resource Services. Subject-area curriculum specialists, in coordination with the specialist in multicultural education, Community Relations Division, are responsible for the development and implementation of instructional programs to accompany the Race/Human Relations Program. Curriculum specialists and their resource staffs perform the following functions:

- Examine the curriculum and identify ways to enhance race/human relations perspectives;
- Initiate and supervise curriculum development;
- Identify and acquire appropriate instructional materials;
- Implement curriculum through appropriate communications with the operating divisions to ensure effective use of new curriculum and materials;
- Evaluate effectiveness of instructional programs which accompany race/human relations, and initiate revisions as necessary;
- Assist schools in implementing their individual school plans for race/human relations.

Staff Development. In order to implement the instructional goals of this program effectively, extensive staff development activities for classified and certificated staff are being conducted. Staff development efforts include but are not limited to the following:

- Implementation of instructional programs. Teachers are being trained in the classroom use of new curriculum and materials developed as part of the district Race/Human Relations Program.
- Interpersonal and intergroup relations. Training is being provided for staff to assist in developing an understanding of interpersonal and intergroup relationships.
- Problem-solving. Staff members are being trained in problem-solving and conflict resolution techniques. Training includes methods for anticipating and neutralizing potential conflicts. Strategies are also being presented for crisis intervention.
- The individual. Workshops focus on the development of individual values. Participants explore their own values to effect positive

changes in areas such as identity development and goal-setting.

-Communication. Staff involvement in group dynamics is geared toward achieving group effectiveness through increasing personal understandings of group process.

Parent Involvement. Efforts are being undertaken by each school and by the district as a whole to inform parents of interpersonal, interracial, and intergroup programs being conducted in the schools. Parents and other community members may participate in both school and district programs. Schools tailor activities to meet the needs of individual parents and parent groups, and encourage involvement of community agencies in building widespread support for interpersonal/intergroup programs in the schools.

Curriculum Development. Curriculum is being developed in all subject areas so that race/human relations become an integral part of the district's instructional programs.

Materials Acquisition. One of the outcomes of curriculum development is the identification of effective instructional materials which help implement the goals and objectives of proposed programs. During the 1978-79 school year additional instructional materials including both books and audiovisual materials have been acquired at all grade levels to support specific instructional programs in appropriate subject areas. Materials are for classroom use and support of school multicultural resource centers and exhibits.

**VL ORAL COMMUNICATION INSTRUCTION**

## Oral Communication Instruction

Location:	<u>Elementary</u>	<u>Secondary</u>
	1979-80      17 schools	1979-80      21 schools
	1980-81      24 schools	1980-81      39 schools
	1981-82      48 schools	1981-82      39 schools

Grade Level: K-12

Participants:	<u>Total Students</u>	<u>Number of Students</u>
	1979-80      3,840	38
	1980-81      7,680	63
	1981-82      15,360	87

**Description:** The English language arts education program in San Diego City Schools develops language competencies which enable students to communicate through speaking, listening, reading, and writing. This component stresses oral communication instruction of students in grades K-12. Through staff development activities, teachers develop methods to teach essential oral communication skills.

Students come to school with speech patterns already developed that may differ from the speech of the wider community. Caution must be taken in the attempt to assist students in acquiring alternate language patterns because if a student's home language is rejected, in essence, the home culture is being denied. Rejection of a student's home language may be a significant negative factor in the development of that student's self-image and consequent success in school. Teachers, therefore, need to develop techniques that are sensitive to attitudes toward language in order to assist students who have been isolated from the majority community in developing language patterns that communicate more effectively across cultures. Effective teaching of other speech patterns can be a lengthy process, since students spend approximately six hours each day at school and the remainder of the time in their home and community environments.

Instructional goals for participating classrooms include the development of the student's awareness of oral language patterns and student mastery of speech patterns in order to provide success in careers and further education. Students receive instruction in oral communication daily and engage in other oral communication activities as an integral part of the elementary curriculum and the secondary language arts curriculum.

The Oral Communication Instruction component for 1979-80 will provide language instruction for 3,840 students in 38 schools, grades K-12. The program is based upon the following assumptions:

1. All students' language patterns must be valued by students and teachers alike, but experience in standard English must be provided.

2. Classroom environment should promote and stimulate oral language development.
3. Students need to learn to speak in a variety of situations (one-to-one, small-group, large-group) and to a number of audiences (peers, job supervisors, teachers).
4. Oral skills lead to the ability to conceptualize. Student talk is basic to learning, so classrooms must provide opportunities for it.
5. Ongoing evaluation by self, teacher, and others is necessary to improve oral communication skills.
6. Oral language activities should be incorporated throughout the curriculum, in all subject areas.

Strategies for expanding the Oral Communication Instruction program will include doubling the student population in 1979-80, 1980-81, and 1981-82. Concurrently, program materials and staff inservice will provide for district-wide dissemination.

Program Organization: Instruction in oral communication is a part of the student's regular classroom instructional program.

**VII. COMMUNITY AWARENESS AND PROGRAM PUBLICITY**

## Community Awareness and Program Publicity, 1979-80

In support of the district's goals as outlined in its integration plan for the 1979-80 school year, the district expanded its public awareness and recruitment efforts through the use of major media. Based on the successful acceptance of the concepts of the district's voluntary integration plan in the 1978-79 school year, the public information and awareness campaign was developed to inform and explain the expansion of the integration plan with the emphasis on the theme, "It's Working!" Our major goal in the media campaign conducted during March, April, May, and June 1979 was to communicate to students, parents, staff, and the general public that the voluntary integration plan based upon sound educational logic was succeeding with more benefits through programs of quality accruing to individual students and the total community.

In pursuit of that goal, 15 metropolitan and suburban newspapers carried three basic 1,050 line ads, most of them with color, for a total of 48 times, reaching a circulation of 757,700. One of the newspaper ads with a message directed more particularly to secondary students was placed in 15 high school newspapers.

In addition, two television stations broadcast 90 10-second and 30-second announcements featuring many students currently enrolled in district integration programs expressing their own personal feelings with respect to the success and the quality of the program in which they were enrolled. The messages reached 92% of television homes in San Diego 10.9 times. The audio message in the television announcements was broadcast on eight radio stations 160 times during the week of spring vacation. A total of 20 billboards strategically located throughout the community carried the district's logo and expanded theme, "Voluntary Integration. Better Education By Choice. It's Working!" A second television campaign on two stations is under development at the present time to be carried during the month of June with direct emphasis on recruitment.

For the 1979-80 recruitment period the district employed the services of an advertising agency to upgrade the brochures and pamphlets and to coordinate use of the district's integration theme through illustrations and editorial content launched during the major media campaign. To that end, 28,000 pamphlets for two new Secondary Schools Division integration programs were produced. In the Elementary Schools Division 24 new individual program pamphlets have been or are in various stages of publication. Other publications include 11,000 pamphlets for the Voluntary Ethnic Enrollment Program and 141,000 summaries for the 1978-82 integration plan. Also, 1,200 posters duplicating the three separate newspaper ads were distributed in quantity for posting at all schools and work locations; 10,000 campaign buttons were distributed throughout the district. Seventy thousand new, large, fully illustrated brochures describing all elementary school integration programs and options and including an application form were produced for distribution to students and parents at school and during area informational meetings.

Student recruitment and community awareness activities continued uninterrupted throughout the 1978-79 school year. Plans by the Elementary Schools Division (Attachment A) and the Secondary Schools Division (Attachment B) summarize the extensive efforts made by these operating divisions to prepare for and take advantage of the major media campaign of community awareness and recruitment described above.

SAN DIEGO CITY SCHOOLS  
Elementary Schools Division

Attachment A

ELEMENTARY INTEGRATION PROGRAM  
1978-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
1	To strengthen existing integration programs	<ul style="list-style-type: none"> <li>-Visit each magnet on regularly scheduled basis to evaluate, support and determine needs</li> <li>-Provide ongoing inservice activities for staff</li> <li>-Make available district resources</li> <li>-Identify outside resources that could improve program</li> <li>-Release staff to attend conferences and to observe other teachers and programs</li> <li>-Give recognition for accomplishments</li> <li>-Analyze results of achievement tests and surveys of attitudes</li> <li>-Modify curriculum</li> <li>-Prepare ESAA application grant in response to needs</li> </ul>	<p>Elem. Director</p> <p>Craig, Bennett, Site Principal, Regional Director</p> <p>Site Principal Regional Director</p> <p>Isacc, Site Principal.</p> <p>Craig, Bennett Site Principal</p> <p>Hess, Craig Site Principal</p>	<p>Continuing</p> <p>Continuing</p> <p>Oct. - Nov.</p>
2	To plan magnet programs that will be implemented in 1979-80	<ul style="list-style-type: none"> <li>-Form steering committee for each type of new magnet program</li> <li>-Form site committees if the magnet has mirror magnets</li> <li>-Determine philosophy and goals</li> <li>-Give direction to ESAA grant applications</li> </ul>	<p>Craig, Bennett, Site Principal</p> <p>Site Principal</p> <p>Steering Comm.</p>	<p>October</p> <p>November</p> <p>Oct. - Nov.</p>

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SAN DIEGO CITY SCHOOLS  
Elementary Schools Division

ELEMENTARY INTEGRATION PROGRAM  
1978-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
<p style="text-align: center;">111 3</p>	<p>To prepare materials to use in publicity and recruitment for elementary integration programs (including existing magnets)</p>	<p>-Devise curriculum framework</p>	<p>Steering Comm., Specialists, and Selected Teachers</p>	<p>Dec. - Aug.</p>
		<p>-Recommend budget</p>	<p>Steering Comm.</p>	<p>Dec. - Jan.</p>
		<p>-Name criteria for staff selection</p>	<p></p>	<p>Jan. - Feb.</p>
		<p>-Determine need for equipment, materials, and supplies, and submit orders</p>	<p>Steering Comm. Specialist, and Selected Teachers</p>	<p>Mar. - June</p>
		<p>-Plan pre-school workshops</p>	<p>Bennett, Specialist Site Principals</p>	<p>May - Aug.</p>
		<p>-Revise current pamphlets describing individual school programs</p>	<p>Craig, Bennett, Jefferis, Site Principal</p>	<p>Nov. - Jan.</p>
		<p>-Develop brochure describing all elementary integration programs and application form</p>	<p>Craig, Bennett Jefferis</p>	<p>Nov. - Jan.</p>
		<p>-Prepare slide set with accompanying script and tape describing elementary integration programs</p>	<p></p>	<p>Nov. - Jan.</p>
		<p>-Prepare transparencies with accompanying script describing elementary integration programs</p>	<p></p>	<p>Nov. - Jan.</p>
		<p>-Prepare releases for news media</p>	<p>Jefferis</p>	<p>Feb. - Sept.</p>
<p>-Prepare posters showing enrollment choices</p>	<p>Craig, Bennett, Jefferis</p>	<p>Nov. - Jan.</p>		
<p>-Prepare suggested materials for use at all schools</p>	<p></p>	<p></p>		

SAN DIEGO CITY SCHOOLS  
Elementary Schools Division

ELEMENTARY INTEGRATION PROGRAM  
1975-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
4	To train staff in publicity/recruitment activities	<ul style="list-style-type: none"> <li>-Utilize parents at existing magnets to assist in publicity/recruitment</li> <li>-Present new programs and review existing programs at Elementary Administrators Conference in order to train administrators</li> <li>-Conduct staff meeting to relay information to staff</li> <li>-Conduct series of workshops to train secretarial/ clerical staffs of schools and departments</li> </ul>	<ul style="list-style-type: none"> <li>Site Principal</li> <li>Craig, Bennett, Site Principals Regional Director</li> <li>Site Principals</li> <li>Site Principals Division Heads Assign</li> </ul>	<ul style="list-style-type: none"> <li>Feb. - June</li> <li>Jan. - Feb.</li> <li>February</li> </ul>
5	To carry out publicity/recruitment at magnet school sites	<ul style="list-style-type: none"> <li>-Identify and train community aides</li> <li>-Develop detailed materials to explain magnet school program (brochures)</li> <li>-Provide for individual parent inquiries</li> <li>-Arrange for visiting groups (of limited value for new magnets)</li> <li>-Solicit invitation to appear before groups of parents</li> <li>-Make presentations at other schools and for community organizations</li> <li>-Train parent volunteers or older students to serve as tour guides around the school (of limited value for new magnets)</li> </ul>	<ul style="list-style-type: none"> <li>Craig, Site Prin.</li> <li>Craig, Bennett, Jefferis, Site Principals</li> <li>Site Principal</li> </ul>	<ul style="list-style-type: none"> <li>Feb. - Mar.</li> <li>Nov. - Jan.</li> <li>Mar. - Sept.</li> <li>Mar. - June</li> <li>Mar. - June</li> </ul>

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SAN DIEGO CITY SCHOOLS  
Elementary Schools' Division

ELEMENTARY INTEGRATION PROGRAM  
1978-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
6	To promote VEEP	<ul style="list-style-type: none"> <li>-Make parents aware of VEEP including allied schools and pupil eligibility</li> <li>-Help parents/students become acquainted with allied school</li> <li>-Use pair/cluster grants to promote participation in VEEP</li> <li>-Invite parents to let their children participate in VEEP (letters, contact by community aide, etc.)</li> </ul>	Johnson, Craig Site Principal of Sending & Receiving Schools	<ul style="list-style-type: none"> <li>Feb. - June</li> <li>Apr. - June</li> <li>Oct. - June</li> <li>Apr. - Aug.</li> </ul>
7	To assist predominantly majority and minority schools in their publicity/recruitment efforts	<ul style="list-style-type: none"> <li>-Have each school maintain log of publicity/recruitment efforts</li> <li>-Provide up-to-date information to schools</li> <li>-Provide publicity/recruitment materials</li> <li>-Furnish sample letters, news articles, etc.</li> <li>-Assist with staff, parent, and community meetings</li> </ul>	<ul style="list-style-type: none"> <li>Site Principal</li> <li>Craig</li> <li>Craig, Bennett</li> </ul>	<ul style="list-style-type: none"> <li>Feb. - June</li> <li>Continuing</li> <li>Feb. - June</li> </ul>
8	To provide information to parents, students and staff regarding elementary integration programs	<ul style="list-style-type: none"> <li>-Provide tours of magnet schools</li> <li>-Schedule demonstration/observation at magnet schools</li> <li>-Provide speakers at parent/community meetings</li> </ul>	Craig, Site Principals	Feb. - June

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SAN DIEGO CITY SCHOOLS  
Elementary Schools Division

ELEMENTARY INTEGRATION PROGRAM  
1978-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
9	To recruit students for elementary integration programs	<ul style="list-style-type: none"> <li>-Distribute and display pamphlets, brochures and posters</li> <li>-Community aide at each school to make direct contact with each parent</li> <li>-Prepare letters to parents inviting participation in integration programs</li> <li>-Distribute brochures to all students (teachers to teach lessons prior to sending brochures home)</li> <li>-Provide lesson plans</li> <li>-Collect recommendations for student participation in magnet programs and prepare and send letter of invitation</li> <li>-Community aides contact parents, furnish information, and assist in submitting student applications</li> <li>-Students will be recruited during new student registration</li> </ul>	<ul style="list-style-type: none"> <li>Craig</li> <li>Site Principals</li> <li>Bennett</li> <li>Craig,</li> <li>Site Principal</li> <li>Site Principal</li> </ul>	<ul style="list-style-type: none"> <li>Aug. - Sept.</li> <li>March</li> <li>February</li> <li>Apr. - May</li> <li>Mar. - June</li> <li>September</li> </ul>
10	To process student applications for elementary integration programs	<ul style="list-style-type: none"> <li>-Review priorities for assigning applicants to magnets and revise</li> <li>-Determine number of continuing students by ethnicity at each existing magnet</li> <li>-Determine number of continuing students at schools where new programs are being started</li> <li>-Determine enrollment needs in order to meet goals</li> </ul>	<ul style="list-style-type: none"> <li>Craig</li> </ul>	<ul style="list-style-type: none"> <li>Continuing</li> </ul>

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SAN DIEGO CITY SCHOOLS  
Elementary Schools Division

ELEMENTARY INTEGRATION PROGRAM  
1973-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
13	To provide curriculum materials.	<ul style="list-style-type: none"> <li>-Identify needs and resources</li> <li>-Select writers</li> <li>-Develop outline</li> <li>-Conduct curriculum writing workshop</li> <li>-Duplicate and distribute guides</li> </ul>	Bennett Steering committees Site Principals Specialists  Selected Teachers  Bennett Specialists  Bennett	Feb. - June   June June - July August
14	To orient new students and their parents to magnet school/program	<ul style="list-style-type: none"> <li>-Arrange visitation days at magnet schools</li> <li>-Hold meeting(s) at magnet schools to explain program and show facilities</li> <li>-Provide get-acquainted opportunities for students/parents</li> <li>-Conduct parent/student orientation meeting at magnet schools during week preceding school opening</li> <li>-Have curriculum orientation for parents early in school year</li> </ul>	-----Magnet School Principals-----	Apr. - June Apr. - June Apr. - Sept. Sept. Sept. - Oct.
15	To provide data and support to transportation	<ul style="list-style-type: none"> <li>-Check accuracy of names and addresses of magnet school students on data sheets</li> <li>-Furnish transportation office with accurate names and addresses of continuing magnet students</li> </ul>	Craig, Site Principals  Craig	May - Sept. <div style="text-align: right; border: 1px solid black; width: 40px; height: 40px; margin-left: auto; margin-top: 10px;">127</div>

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SAN DIEGO CITY SCHOOLS  
Elementary Schools Division

ELEMENTARY-INTEGRATION-PROGRAM  
1973-79

ITEM NO.	GOAL	ACTIVITIES	PERSONNEL SUPPORT	TIMELINE
117		<ul style="list-style-type: none"> <li>-Furnish transportation office with names and addresses of new magnet students</li> <li>-Identify and train aides</li> <li>-Replenish bus activity kits</li> <li>-Furnish bus identification signs</li> <li>-Furnish pupil identification tags</li> <li>-Coordinate school and transportation schedules</li> </ul>	4	July - Sept.

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SUMMARY OF RECRUITMENT ACTIVITIES  
FOR SECONDARY MAGNETS/CAREER CENTERS  
SEPTEMBER 1978 - JUNE 1979

Throughout the school year, Secondary Schools Division's magnet and career center staff members have been actively recruiting students for district integration programs. Recruitment activities during the year were of two types: 1) presentations for students in their schools, and 2) presentations of a more general nature for parents, staff members, and school communities.

Recruiting drives were conducted in nearly all secondary schools, and in many sixth-grade elementary classes as well, to present magnet and career center options to eligible students. Six Community Aides and Ellie Vance visited 28 junior and senior high schools, and the sixth grades of 94 elementary schools, with presentations about magnet and career centers. Students were given program descriptions and information sheets to indicate interest in specific programs. Completed interest sheets were later forwarded to magnet or career center coordinators for follow-up contacts. Many students expressed an interest in more than one program.

In addition to these general presentations, more specific recruiting drives were conducted at many elementary and secondary schools by individual magnet program or career center representatives. Students who indicated interest in a career area on their Career Planning Inventories were invited to attend on-site presentations by the magnet or career center specializing in that area. Also, selected classes which might have interested students were addressed by the corresponding magnet school. Of special note are student and parent tours of magnet and career center facilities conducted by individual schools and by Secondary Schools Division during the year. These were particularly successful in generating support for integration programs.

Applications continue to come in to all programs. A summary of enrollment within secondary integration programs is as follows:

<u>Magnet/Career Center</u>	<u>1978-79</u>	<u>As of</u>	<u>Approved Applications 1979-80 as of 4/17/79</u>
Bilingual Center - Collier	26	4/79	101
Bilingual Center - Pt. Loma	22	4/79	73
Center for Business and Office Management	218	1/79	
Center for Communications and Commerce	--	N/A	
Center for Industry	265	2/79	
Center for Marketing, Graphics, and Management	323	1/79	
Center for Medicine/Health/Computers	--	N/A	
Center for Science/Math/Computers	82	4/79	272
Center for Urban Studies	71	4/79	37
Fundamental School	97	4/79	109
Intercultural Language Program	23	4/79	45
Muir Alternative School	143 (7-12)	4/79	
School of Creative and Performing Arts	46 (7)	4/79	373 (4-9)
Wright Brothers Career High School	268	4/79	

Secondary Schools Division also conducted a variety of informational presentations for PTA Nights, School Open Houses, educational conferences and curriculum fairs at different schools, using promotional literature and slide/tape shows.

A workshop on magnet and career center options was conducted for all high school and junior high counselors, involving displays by each program and discussion of student eligibility and procedures for magnet enrollment. Education Center and site administrators received briefings and information on recruitment efforts during the year.

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## Other Integration Programs

- Title:** EMERGENCY SCHOOL AID ACT (ESAA)
- Locations:** Sixty-six district schools are funded under ESAA Basic Grants and Pilot Projects for a total of \$3,881,614\* for 1979-80. Individual schools are identified in each program description.
- Grade Level:** K-12
- Participants:** Selected elementary and secondary students in schools throughout the district, and district staff are identified in each program description. Student participants total approximately 57,000 overall.
- Description:** Emergency School Aid Act (ESAA) funds are available to school districts implementing court-ordered or voluntary desegregation plans. ESAA funds are provided to: (1) assist in meeting needs relating to desegregation efforts for both students and faculty; (2) assist in eliminating or reducing minority group isolation in both elementary and secondary schools; and (3) assist in overcoming the educational disadvantages of minority group isolation. All ESAA funds are intended to supplement and not supplant district desegregation efforts.

San Diego City Schools has received ESAA funds for the 1979-80 school year based upon programs in the San Diego Plan for Racial Integration. Programs have been funded under two sections of the act as follows:

1. Basic Grants. Basic Grants proposals are designed: (a) to meet special needs incident to the elimination of minority group segregation among students and faculty; and (b) to encourage the voluntary reduction or elimination of minority group isolation.

Schools in the Basic Grants application receive students enrolled in the district's Voluntary Ethnic Enrollment Program (VEEP) or one of the district's magnet programs. Approximately 55,453 students participate in three or more components of the ESAA Basic Grants proposal.

Staff development activities are based upon needs of students affected by integration programs. Other staff development activities are based upon needs resulting from the ethnic transfer of staff that has been required to balance school faculties. The 1979-80 Basic Grants award total is \$3,459,194.

2. Pilot Projects. Pilot Project proposals are designed to aid students in overcoming the educational disadvantages of minority group isolation. These programs are available to approximately 1,548 students attending schools where more than 50% of the students are minority. The 1979-80 Pilot Projects Grant award total is \$422,420.

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\*These funds are in addition to the monies budgeted by the district for the Plan for Racial Integration.

ESAA applications pending as of June 1, 1979, include:

1. Magnet School Projects. Magnet School Projects are designed to assist districts in the planning and operation of magnet school programs. Each magnet program must achieve an ethnic balance within 60 days of implementation. Foster Fundamental School, Longfellow Intercultural Language Program, Green Academics and Athletics Magnet Program, and the School of Creative and Performing Arts are included in this application. Approximately 2,500 students will be enrolled in these magnet programs. The application total is \$844,914.
2. Special Projects. This application provides additional counseling support to 29 secondary schools in an effort to meet special student concerns related to attendance and discipline. The application total is \$624,014.
3. Preimplementation Program. This provides support to new or expanded magnet programs in implementing new or expanded programs. The application total is \$100,000.

In preparing the ESAA programs for 1979-80, care has been taken to assure the compatibility of district ESAA projects with the district's integration plan. In all cases, ESAA activities supplement basic district efforts and enrich the district integration program.

The ESAA District Advisory Committee as well as site parents, community, and staff members are involved in ESAA planning. This effort is continued throughout the implementation of the project.

Race/human relations, multicultural education, guidance, and basic skills improvement are included in all ESAA proposals and are approached in a variety of ways for students affected by magnet programs or the Voluntary Ethnic Enrollment Program. Evaluation plans are included in each component. Procedures for monitoring and accountability have been designed and are included in the application.

Title: COMPENSATORY EDUCATION

Location: Adams Edison \*Knox \*Valencia Park  
Audubon Emerson Lee Washington  
\*Baker Encanto Linda Vista \*Webster  
\*Balboa Euclid \*Logan Bell  
Birney \*Freese \*Lowell \*Gompers  
Boone \*Fulton Marshall \*Memorial  
Brooklyn Hamilton \*Mead Montgomery  
\*Burbank Hancock Miller \*O'Farrell  
Carson Hickman Oak Park Roosevelt  
Central \*Horton Perry Wilson  
Chesterton \*Johnson Rowan \*Lincoln  
\*Chollas Keiller \*Sherman \*Morse  
Darnall \*Kennedy \*Stockton San Diego  
Dewey

\*Court-designated racially isolated schools

Grade Level: K-12

Participants: Schools qualify for compensatory programs if they serve large numbers of children from low-income families and/or if they serve large numbers of low-achieving students. Students who are the lowest achieving in the qualifying schools are eligible to participate in these programs. Performance in reading and mathematics on standardized tests and language needs are generally used as criteria for qualifying pupils. These programs provide service for 21,591 project participants.

Description: Compensatory education is a term used to describe programs which provide supplementary instructional and counseling services to low-achieving students. These services, which are funded through special grants from federal, state, or local sources, are always in addition to the basic educational program. A total budget of \$10,509,832 supports the 1978-79 overall program.

#### Program Content

The program focus is on reading, language, mathematics instruction, and programs for limited- and non-English-speaking students. Staff development, parent involvement, and multicultural education activities support the development of basic skills. In some schools, services include labs and clinics where students receive additional and specialized instruction from a reading or math specialist, paraprofessional assistance to give individual help in the classroom, tutorial centers, and extra counseling. Staff and parents participate in regular training activities through conferences and workshops. San Diego City Schools has programs operating under Elementary and Secondary Education Act (ESEA) Title I, the state-funded Educationally Disadvantaged Youth Program, Project Follow-Through, Teacher Corps, Indian Education, New Careers, Miller-Unruh Reading Act, and state-funded Reading Demonstration Program.

**Provision of Compensatory Education Services to Students  
Participating in Plan for Racial Integration**

1. Since funds for compensatory education are generally limited to those schools meeting either state or federal criteria for this program, supplementary instructional and counseling services are provided through the Emergency School Aid Act to students participating in magnet programs or VEEP in non-compensatory education schools.
2. Students are eligible for program services if they achieve below the median in reading and/or mathematics. Those students who meet these criteria and who elect to attend a school which receives compensatory education funds will be eligible for service.
3. Project Follow-Through is operative in 39 classrooms at 7 schools. The program is focused on primary classrooms in schools of greatest need. Individual students do not carry program eligibility from school to school. There are certain requirements with regard to class makeup. At least 50% of each class must be students who have had preschool or Headstart experience; 90% of the students must meet poverty criteria as defined in federal regulations. Students presently participating in Project Follow-Through who elect to attend non-Follow-Through schools do not receive project services. Non-Follow-Through students who elect to attend project schools receive project services if they meet eligibility criteria.
4. Guidelines for program participation undergo annual review to determine their appropriateness for offering equal educational opportunity and compliance with current regulations.
5. The implementation of any or all such proposals is contingent upon availability of funds.

**Title:** TEACHER-INITIATED PROJECTS TO SUPPORT  
THE SAN DIEGO PLAN FOR RACIAL INTEGRATION

**Grade Level:** K-12

**Participants:** As defined in individual program applications

**Description:** Teachers are encouraged to undertake or design innovative programs which support programs outlined in the San Diego Plan for Racial Integration. To qualify for selection and implementation, teacher-initiated projects must be designed to: (1) produce reasonable and feasible progress in the reduction of racial isolation in schools and the harmful effects of such isolation by involving parents, students, staff, and community in the San Diego Plan; and (2) provide a quality education which offers students the opportunities to realize development of their talents and aspirations for personal fulfillment as contributing members of society.

This program provides a system to suggest changes in instructional methods, curriculum materials, or student activities for improving the effectiveness of existing integration programs or for preparing other programs included in the district's integration plan for 1979-82.

Proposals submitted by teachers will be reviewed by a representative committee, and plans which are supportive of the San Diego Plan for Racial Integration and reflect the guidelines above will be considered for funding.

**Title:** SITE-INITIATED PROJECTS TO SUPPORT  
THE SAN DIEGO PLAN FOR RACIAL INTEGRATION

**Location:** District-wide

**Grade Level:** K-12

**Participants:** As defined in individual program applications

**Description:** Site administrators and other district support personnel are encouraged to undertake or design innovative programs which support the programs outlined in the San Diego Plan for Racial Integration. To qualify for selection and implementation, site-initiated projects must be designed to: (1) produce reasonable and feasible progress in the reduction of racial isolation in schools and the harmful effects of such isolation by involving parents, students, staff, and community in the San Diego Plan; and (2) provide a quality education which offers students the opportunities to realize development of their talents and aspirations for personal fulfillment as contributing members of society.

This program provides a system to suggest changes in instructional methods, curriculum materials, or student activities for improving the effectiveness of existing integration programs or for preparing other programs included in the district's integration plan for 1978-82.

Proposals submitted will be reviewed by a representative committee, and plans which are supportive of the San Diego Plan for Racial Integration and reflect the guidelines above will be considered for funding.