

REPORT ON ELEMENTARY SCHOOL MAGNETS EXISTING IN COURT  
DESIGNATED MINORITY ISOLATED SCHOOLS

	<u>TOTAL ENROLLED</u>	<u>MINORITY</u>	<u>MAJORITY</u>
<u>FULTON (Academics &amp; Athletics)</u> Comments: Exceptional Principal and staff; Good plant and extended day program.	500	337	163
<u>JOHNSON (Academic Academy)</u> Comments: Very good community involvement and basic education, time on task program.	375	250	125
<u>WEBSTER (Fundamental School)</u> Comments: Very good staff and strong parent and community support.	500	260	240
<u>VALENCIA PARK (SDSU Univ. Lab)</u> Comments: Good plant and location, SDSU Lab, 20% reduction from last year in majority enrollment.	722	589	133
<u>BAKER (University Lab)</u> Comments: Very poor geographical location.	515	462	53
<u>EMERSON (Fundamental School)</u> Comments: Poor geographical location. Transitional lab program.	722	636	86
<u>HORTON (Intercultural Language)</u> School within a school Comments: K-3 magnet, hard to make program work. Slight impact on total school.	500	19	53
<u>KNOX (Intercultural Language)</u> School within a school. Comments: French magnet is not a strong magnet. Slight impact on total school.	420	34	40
<u>LOWELL (Bilingual)</u> Comments: Very poor geographical location and poor physical plant.	388	348	40
<u>SHERMAN (Individualized Instruction)</u> School within a school. Comments: 4-6 magnet, Benchley extension; This is a very large school and magnet can make only a slight impact on enrollment.	1,049	43	14

NOTE: In school year 1981-82 Chollas and Grant Elementary Schools will become Math/Science magnets. These schools will operate as total magnet schools.

January 19, 1981

To: Integration Task Force  
From: John A. Cavanagh  
Schools: Morse High School  
Memorial Junior High School

The following report relates to my visits at Morse High School. As a general rule, the educational atmosphere is very good. The students and staff seem to get along very well. The condition on the campus is one of worthwhile activities. Of course there are exceptions but that is not unusual. I would say that there is a distinct possibility that many of the students that are now taking advantage of the VEEP programs could soon elect to return to Morse High School and not have to make that long drive every day. I get this attitude from both students and parents. It could have an effect on the facility at Morse. Add to this the students that are slated to attend Morse from O'Farrel (250+ students) and a possible group of 9th. graders that would opt to attend Morse as a 4 year H.S. rather than to go to another 3 year J.H.S., there is a distinct possibility of a very crowded campus. The Principal is aware of this but does not really know what is going to happen.

Another area of concern is the possibility of a "Brain Drain" or "Leadership Drain" that has come about as a result of the VEEP program. No one has really looked into this but there is a great possibility that this is one reason that schools that send a number of students to other schools may suffer and continue to be rated in the lowest quartile in the district. The loss of leaders and students who qualify for the seminar or gifted programs is being felt by these schools. I would recommend that a survey be conducted to see what is happening at the 23 minority isolated schools.

Mr. Frey, Principal, is putting together a "Cluster Program" that will assist the gifted students in preparing for the CEEB College Entrance Examination Board that could give students who score in the top 60% advanced placement in most of the Universities in the country.

I have the feeling that a great deal of planning is going on at the administrative division without local school involvement. This is very difficult to prove. Some subtle investigating has led me to believe this. This is district wide.

It is my opinion that 90% of the teachers and administrators do not have a good handle on what might happen to them and their jobs if the court does not feel the schools are doing all they can to meet the courts mandates. This is serious. Teachers in the Los Angeles City Schools with as much as 20 years service had to be laid off due to the problems relating to the integration plans. The administration at the local school should be given much more backing in moving staff that do not fit into the goals of the Principal. The teachers associations should take a leadership roll in this. In many cases the Principals hands are tied. He needs to be responsible for the education on his campus but he cannot be held accountable unless he has control. Judge Welsh needs to address this problem in a very serious way. The School District must also tell it as it is and not try to avoid making waves in the community. The community needs to be informed.

I have made a crusade during the past two months in trying to get at what "Quality Education" is and how it is evaluated. All I can say is "Wow". Opinions of educators and parents are very varied and not at all similar. Most people are unable to identify specific methods or criteria. Many educators are very unhappy with the system currently used by the San Diego School District but are unwilling to complain or make suggestions because they say it is useless to try. I only found one educator that stood up for the CTBS test which is currently being used by the district. The Task Force should investigate this topic since it is at the heart of the problem regarding low test scores and lack of real learning by the students. With three great universities close by I believe an evaluation and suggested solutions can be readily suggested.

Vocational Education opportunities do not meet the needs of most high school youth. The series of articles in the San Diego Union spell this out loud and clear. They began on January 4, 1981. Absolutely must reading for every educator, parent, business man and anyone interested in finding out why we have such a high youth unemployment rate. Also why the future of the cities is at stake. The schools must play a major part in solving this social problem. Perhaps the schools should only be involved with the basics and let private schools or business and industry take over this vital roll. Something must be done about operating the schools for the students needs and not the needs of the district.

The Aviation/Aerospace Magnet held its first advisory committee meeting in December. A lot of work is in store but the local school staff are eager to have this program running next year.

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Memorial Junior High School campus is very pleasant and seems to be well administered. They have a goal of improving attendance and tardies and it seems to be working. They have not met their intended goal but a 12% improvement is excellent.

The local school has opened a Career Center to help students find what their potential interests are so that they can plan for their future. The Career Aide has been very creative in planning a series of programs during the lunch hour that has attracted a rather large number of students. What is nice about this is that the students go on their own.

The school has also started a program to handle students who come to school tardy. They are sent to the Career Center and are kept there until the start of the next period so that they will not disrupt class. A fine example of protecting the learning atmosphere for the students who have arrived on time. The tardy student must also make up lost time after school. This has tended to cut down on tardies.

The staff had their first Race/Human Relations program of the year. They did roll playing in preparation for putting on a similar program in their classes. I haven't seen any programs as yet in the classrooms. The staff went on a "Walk Through The Community" and visited local businesses and had a first hand look at the area around their school. Most of the teachers were very

pleased and many were surprised at what they saw. Many of them visited the local ethnic and public agencies that service the Hispanic people in the community.

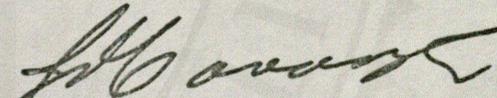
Memorial also has the problem with the "Brain Drain", they think. No one has done anything about checking this out but when you have over 900 students who would normally go to Memorial going to other schools this must have an effect on the achievement scores and leadership students at Memorial. They would also have a serious problem if those students decided that the education they are seeking is available at Memorial.

The Magnet program is progressing satisfactorily. They held an orientation program last week for students from Longfellow Elementary school in anticipation of their signing up for the program at Memorial. They will also have a similar program for students who will be going to San Diego High School next year.

I would say discipline at Memorial is very good. No loitering or students wandering around. Fewer students have been suspended this year. A reduction of 60% over last year.

The Large number of students needing assistance in learning English is a challenge. The turnover of students is also a problem. I also feel something should be done about evaluating the physical plant in the room 250 area. It was planned for another use than which it is now being used.

I would be happy to discuss additional topics if any of the Task Force members are interested.

  
John A. Cavanagh  
1-436-3939

Emmerson Elementary SchoolI. GENERAL OBSERVATIONS

The observations included in this report are the result of work done during three visits of two hours each during the month of October 1980. Methods of observation included meetings with site Principal, District Counselor, several teachers as well as classroom visitation and playground observation.

Emmerson School has about 692 students as reported by the Principal. Of that number 74 are majority students with another 50 originally registered but failing to attend. The ethnic make up is 53% Hispanic, 44% Black, and 3% White. Staff is 50% Hispanic due to need for bi-lingual classes. The school uses the Distar and AGP programs and draws its majority students from three schools that have a large number of military families.

II. POSITIVE OBSERVATIONS

1. Classrooms seem to operate well with students in harmony with each other.
2. PE classes take the opportunity to play multicultural activities.
3. Media Center has excellent materials for multicultural education.
4. Teachers enjoy teaching in this setting, although I cannot indicate if this is because of integrated setting or use of Distar and AGP.
5. There doesn't seem to be any problems between majority/minority children nor between Black/Hispanic children.

III. NEGATIVE OBSERVATIONS

1. The low number of majority students is a definite drawback. Few majority children were seen playing on the playground even after their busses arrived at the sight and low number reduces contacts for minority children.
2. To enlarge their majority student population the school must recruit out some more of their minority students but parents don't want to do this because of the good educational opportunities available at Emmerson. Thus in this instance it appears that quality education and integration efforts are working at odds with each other (point made by Principal).
3. Emmerson had to close their math/reading labs to make room for more classrooms but are not allowed to add more bungalows for more space.
4. Little affective education is offered by District Counselor's office when this can be effective in multicultural setting. There are no classroom lessons offered by counselor on human relationships nor does counselor have an aide. Both would be desirable for the program.
5. There appears to be some difficulties between Mexican-American students and students identified as Mexican.

#### IV. RESPONSES TO SPECIFIC CONCERNS

1. Impact of Magnet on School and Community: The impact on the school appears good, what little there is of it due to the small number of majority students that attend Emmerson. No comment on impact on community due to lack of contact
2. Relationship of Integration to Education: They are, as mentioned before, in conflict here due to the limits placed on how they draw their majority students. This is the number one problem and if it could be solved this site would be an excellent integration effort. But 74 out of 692 is not good integration.
3. Future of Magnet: The people at the school seem to be sold on the educational program and it appears to be successful. With the addition of more majority students and more in-class affective education the program would be, in my opinion, a good educational and integration effort.

Lincoln High Center for Medicine and HealthI. GENERAL OBSERVATIONS

The observations included in this report are the result of work done during three visits of two hours each during the month of October 1980. Methods of observation included meetings with site principal, Vice-Principal and Resource teacher for Medicine and Health Center, teachers in center, classroom observation, and a small amount of discussion with students

Lincoln High School has about 1000 students of which only 2 are majority students, as reported by site principal, while Center has about 100 students of which 39 are majority students. Figures, as I understand it, are estimates.

Attached are two proposals by staff to further develop magnet at Lincoln to provide more comprehensive education and more creative integration programming.

II. POSITIVE OBSERVATIONS

- 1: Teachers are very positive about program
2. Students stressed there is "no fear" this year at being on this campus as opposed to last year
3. Students indicate they enjoy integrated relationships
4. Classroom behavior of students seems to bear out above comments as a high level of trust is displayed in classroom activity - integration not a hinderance to education in this situation
5. Instructors, facilities, equipment, and work experience program all seem excellent
6. Provides a necessary educational opportunities

III. NEGATIVE OBSERVATIONS

1. There does not seem to be any significant interrelationship between site school and Center and it is obvious that the Center cannot integrate Lincoln by itself
2. ROP sponsored classes, with their open enrollment policies, make it impossible to maintain racial balance in those classes
3. Two-hours per day program does not allow for integrating with site school nor for youth at the Center to network with one another
4. This program competes with programs at other schools and by doing so reduces its effectiveness as an integration tool(see programs at Kearney, Hoover, Crawford)
5. Students from Mission Bay and Clairemont only come every-other-day, thus making it hard to recruit from those schools
6. A full scale magnet program would allow for a better educational/integration effort at this school

#### IV. RESPONSES TO SPECIFIC CONCERNS

1. Impact on School and Community: it is my observation that the Center has little impact on Lincoln High School and its community due mainly to the built-in problem of the students only being on campus for two hours per day and the fact that it is not a fully developed magnet. I suspect that it could have large impact if those two facts were changed
2. Relationship of Integration to Education: I was pleasantly suprised to find a good relationship in this area. The students seem to work well together, the faculty enjoys teaching in this setting and there is good interaction among all involved in the program. For those involved it seems to be a significant learning and integration experience. Of course one could question, once again, if two hours per day is enough time.
3. Future of Magnet: My tentative conclusion is that, with certain changes, the magnet is a valuable and necessary component of both the integration effort and educational experience in the district. The people responsible for the program want to upgrade the program and extend it beyond the two hour problem and if that is done I believe the magnet out to be kept in the district. But kept as it is the Center ultimately does not provide a significant enough integration experience.

Draft of Proposed Curriculum for  
Medical Magnet Program at Lincoln  
High Center for Medicine and Health

Grade 9	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. English 1</li> <li>2. Math</li> <li>3. General Science 3(Biology)</li> <li>4. Foreign Language</li> <li>5. Elective(Fine/Practical Arts)</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. English 2</li> <li>2. Math</li> <li>3. General Science 4(Chemistry)</li> <li>4. Foreign Language</li> <li>5. Elective(Fine/Practical Arts)</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>
Grade 10	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. Medical Biology</li> <li>2. Math</li> <li>3. Foreign Language</li> <li>4. English 3</li> <li>5. Social Studies Elective</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. Medical Biology</li> <li>2. Math</li> <li>3. Foreign Language</li> <li>4. English 4</li> <li>5. Social Studies Elective</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>
Grade 11	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. U.S. History 1</li> <li>2. American Lit.</li> <li>3. Elective</li> <li>4. Math</li> <li>5. CHEMISTRY, COLLEGE CREDIT</li> <li>6. CHEMISTRY, COLLEGE CREDIT</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. U.S. History 2</li> <li>2. American Lit. Elective</li> <li>3. Elective</li> <li>4. Math</li> <li>5. CHEMISTRY, COLLEGE CREDIT</li> <li>6. CHEMISTRY, COLLEGE CREDIT</li> <li>7. Extended day option</li> </ol>
Grade 12	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. American Government 1</li> <li>2. MATH, CALCULUS COLLEGE CREDIT</li> <li>3. Two hour senior</li> <li>4. option.*</li> <li>5. Medical English</li> <li>6. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. PSYCHOLOGY, COLLEGE CREDIT</li> <li>2. MATH, CALCULUS COLLEGE CREDIT</li> <li>3. Two hour senior</li> <li>4. option.*</li> <li>5. Medical English</li> <li>6. Extended day option</li> </ol>

Summer School and Extended Day Options:

- a) Driver Training
- b) Pre-Chemistry Seminar
- c) Pre-Physics Seminar
- d) Pre-Calculus Seminar
- e) Hospital and Related Health Career Internships
- f) Basic Skills Seminar; Writing, Math, etc.
- g) Medical English

\* TWO HOUR SENIOR OPTIONS

1. PHYSICS, COLLEGE CREDIT
2. ANATOMY AND PHYSIOLOGY, COLLEGE CREDIT
3. Medical Internship

Draft of Proposed Curriculum for the  
Nursing Mobility Program at the Lincoln  
High Center for Medicine and Health

Grade 9	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. English 1</li> <li>2. Math</li> <li>3. General Science 3(Biology)</li> <li>4. Foreign Language</li> <li>5. Elective(Fine/Practical Arts)</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. English 1</li> <li>2. Math</li> <li>3. General Science 4(Chemistry)</li> <li>4. Foreign Language</li> <li>5. Elective(Fine/Practical Arts)</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>
Grade 10	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. Medical Biology</li> <li>2. Math</li> <li>3. English 3</li> <li>4. Social Studies Elect.</li> <li>5. Elective</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. Medical Biology</li> <li>2. Math</li> <li>3. English 4</li> <li>4. Social Studies Elect.</li> <li>5. Elective</li> <li>6. P.E.</li> <li>7. Extended day option</li> </ol>
Grade 11	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. U.S. History 1</li> <li>2. American Literature</li> <li>3. Medical English</li> <li>4. Math and Chem. for Nurses ?</li> <li>5. HUMAN ANATOMY AND PHYS.,</li> <li>6. COLLEGE CREDIT</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. U.S. History 2</li> <li>2. American Lit. Elective</li> <li>3. Medical English</li> <li>4. Math and Chem. for Nurses ?</li> <li>5. HUMAN ANATOMY AND PHYS.</li> <li>6. COLLEGE CREDIT</li> <li>7. Extended day option</li> </ol>
Grade 12	Semester one	Semester two
	<ol style="list-style-type: none"> <li>1. American Government 1</li> <li>2. COMMUNITY COLLEGE</li> <li>3. NURSING SESSION I</li> <li>4. COLLEGE CREDIT</li> <li>5. "</li> <li>6. "</li> <li>7. Extended day option</li> </ol>	<ol style="list-style-type: none"> <li>1. PSYCHOLOGY, COLLEGE CREDIT.</li> <li>2. COMMUNITY COLLEGE</li> <li>3. NURSING SESSION II</li> <li>4. COLLEGE CREDIT</li> <li>5. "</li> <li>6. "</li> <li>7. Extended day option</li> </ol>

(Nursing student receives Nurses Aide Certificate at this point, and has the option of taking Sessions III, IV and V and Community College. This will prepare the student for the L.V.N. Boards given in March. Student may continue in program another year and receive the R.N. degree.)

Summer School and Extended Day Options:

- a) Driver Training
- b) Basic Skills Seminar; Writing, Math, etc
- c) Medical English
- d) Hospital and Related Health Career Internships
- e) Pre-Anatomy and Physiology Seminar
- f) Math and Chemistry for Nurses

January 16, 1981 -

Compress up-date Status quo.

Notes -

Approach to school from gymnasium is along a canyon - no  
housing on one side - fenced sidewalk on other. Narrow,  
asphalt broken, concrete glass, debris, etc.

School property appears well-maintained. Cement work being  
done on K-pre-school play area.

Office staff courteous, warm, helpful - minority - majority  
Principal and asst. had prepared folders with needed  
materials for my visit. Seemed eager for discussion and  
answered questions honestly.

Bulletin boards show evidence of R/HR efforts

PTA - Non-functioning this year.

Functioning SAC.

Magnet not up to district projections - Reason?

Parents of magnet should be ambassadors/sellers of program  
but do not seem to be!

Administrative staff has been stable and on board for past  
3 yrs. 4 teachers have to be reassigned to other schools  
this yr - Reason?

School was repainted last yr. A painter stated entire school  
has changed for better. Children are happier.

Effort is made to point up positives for and with students

Inst. stud. govt. Elections held to coincide with federal  
elections.

Citizen of month award assembly - Community ethnic role.  
model visits school.  
Classes start 8:25 Breakfast served. Children play quietly  
on play gr. before classes.  
Wed - short day - 20 min variance on bus arrival for <sup>home</sup> tray.  
Pattern for lunch seating changed to assume mingling of all children.

1-13-81. Rm 2 - Magnet 2nd grade - Teacher white - male & Female TA.  
20 stud - 7 minority - 4 hispanics, 3 blacks - Ea. stud. asst. by adult.  
split in half for practice in metric meas. Teacher seems gently  
kind. genuine respect for one another. Teacher stopped class  
to discuss noise. Rm. seems well equipped. (Happy faces) <sup>dissem</sup>  
d'over leg stud displayed.

Play-ground - Play ground black-topped equipped jungle-gym, swings, <sup>etc</sup>  
of 3 large stud & adults, 1 white child was seen.  
Rm 2 - Magnet K-1 absent.

1/15/81 - Rm 6 - Resident 2nd gd. Teacher - absent Fc white. TA Black Fc  
26 students - all minority - 10 boys. Rm is full of beautiful learning  
tools -

Reading circle - children come from every corner of room.  
T.A. tutored hispanic child (here - interrupted several times  
to answer stud. questions. Rm. somewhat noisy - some reading  
aloud.

cust. very precise - Teacher uses almost constant positive re-  
inforcement - "good", "ok", "yes", etc - Has eyes for entire Rm. -  
when in circle. Disciplines quietly but firmly. all stud.  
called up and encouraged.

3 stud. seem restless, behavior problem.  
attire: No diff. in Magnet & Resident. All appear neat & clean.  
good work displayed for all except 5

Booth

LINCOLN CENTER for Medicine and HealthI. General Observations

THE OBSERVATIONS in THIS Report ARE THE RESULT of work done during five visits to Lincoln High School in November, December and January. METHODS of OBSERVATION included MEETINGS with TEACHERS and Administrative staff, CLASSROOM VISITS and ATTENDANCE AT AN OPEN HOUSE for PARENTS.

II. ITEMS OF NOTE

1. LINCOLN OPEN HOUSE WAS HELD on 11/17/80 AND INCLUDED PARTICIPATION by THE CAREER CENTER. A SLIDE PRESENTATION WAS GIVEN, CLASSROOMS WERE OPEN AND STUDENTS gave DEMONSTRATIONS of SKILLS LEARNED. SEVERAL "MAGNET" PARENTS ATTENDED.
2. FIELD WORK HAS BEGUN for STUDENTS in NURSING CLASS. THIS "ON THE JOB" TRAINING SEEMS to be quite effective AS BOTH AN EDUCATIONAL TOOL AND INTEGRATION EXPERIENCE.
3. DEVELOPMENT of PROGRAM HAS OCCUPIED STAFF TIME in THIS OBSERVATION PERIOD. STAFF IS PUSHING for THE CAREER CENTER to EXPAND to A MAGNET PROGRAM WITH CLASSES OFFERED for <sup>THE</sup> TECHNICAL ~~LEVEL~~ AND PROFESSIONAL LEVELS AS WELL AS THE CURRENT ENTRY LEVEL. A PROPOSAL WILL SOON GO TO THE BOARD REGARDING THIS AND COULD ONLY HELP INTEGRATION EFFORTS.
4. A TRIP to DALLAS WAS TAKEN BY MAI WISENBERG to study THEIR MEDICINE AND HEALTH MAGNET. THEY HAVE 5th GRADE STUDENTS IN MAGNET (65% MINORITY), GREAT FACILITIES, RETIRED DOCTORS on STAFF AND ~~many~~ <sup>Solid</sup> CLASSROOM WORK for ALL STUDENTS. THEY ARE CONVINCED, MAI REPORTS, THAT THIS TYPE of CENTER IS AN EXCELLENT

educational program but will not work as an integration ~~program~~ <sup>Tool</sup> unless it offers a comprehensive multi-level program.

- 5. Advisory Committees, made up of a large ~~of~~ cross-section of the community, seem to be operating and aiding in the development of the program but not necessarily the integration effect.
- 6. Nurse Mobility Program, using the resources of the community colleges, will be operating next year.
- 7. Several semester classes are now ending and recruitment is in process for 2nd semester classes. This is very difficult and will result in drop in enrollment. (can only be done at lunch!)
- 8. Recruitment for fall '81 classes will begin in March
- 9. Both Zoo and Sea World now participate in program
- 10. A parent called from La Jolla this past week - lot of all!

III. Closing Comments

- 1. STAFF seems to have identified a way to fully develop program and hopefully aid integration.
- 2. RECRUITMENT difficulties seem to be on the increase
- 3. There is still little impact on Lincoln by the center

LOWELL ELEMENTARY SCHOOLI. GENERAL OBSERVATIONS

THE OBSERVATIONS INCLUDED IN THIS REPORT WERE GATHERED THROUGH FOUR VISITS TO LOWELL SCHOOL IN DECEMBER 1980. METHODS OF OBSERVATION INCLUDED MEETINGS WITH THE ADMINISTRATIVE STAFF, DISTRICT COUNSELOR, STAFF AND PERSONAL OBSERVATIONS.

LOWELL SCHOOL HAS APPROX. 500 STUDENTS OF WHICH 93% ARE HISPANIC. OF THESE STUDENTS 38 PARTICIPATE IN THE BILINGUAL MAGNET (INC. 10 WITH HISPANIC SURNAMES). THE STAFF HAS APPROX 50 HISPANICS AND 10 ANGLOS. THE PROGRAM INCLUDES NUMEROUS "TITLE" PROGRAMS, ACP (BUSING DISTRICT), VET AND A YEAR-ROUND SETTING IN ADDITION TO THE BILINGUAL MAGNET.

II. POSITIVE OBSERVATIONS

1. A WELL-RUN BREAKFAST PROGRAM IS OPERATING.
2. DISCIPLINE IS STRESSED AT LOWELL (E.G. NO GRAFFITI, NO "GANG DRESS" ALLOWED)
3. PARENTS ARE STRONG SUPPORTERS OF THE SCHOOL - GOOD OWNERSHIP
4. EXCELLENT, BILINGUAL COUNSELOR STAFF.
5. NO SERIOUS RACIAL PROBLEMS FOR KIDS BEING Bussed IN.
6. SOME ANGLLO PARENTS HELP OUT IN CLASS ON OCCASION (BUT NOT OFTEN ENOUGH)
7. ALL MEETINGS ARE FULLY BILINGUAL
8. SCHOOL PUBLICATIONS ARE WELL DONE - USED FOR RECRUITMENT.
9. PRESENT "CITIZEN OF THE MONTH" AWARDED <sup>WITH</sup> WHICH BOTH HISPANIC AND ANGLLO STUDENTS HAVE BEEN HONORED

## II. NEGATIVE OBSERVATIONS

1. All complain about the fact that there is not one permanent building on the site - All BUNGALOS.
2. TERRIBLY UNATTRACTIVE site which might contribute to RECRUITMENT DIFFICULTIES.
3. MAGNET PROGRAM OPERATING WELL BELOW CAPACITY.
4. BUS SITUATION IS A PROBLEM - PRINCIPAL CLAIMS 15 KIDS LIST DUE TO BUS PROBLEMS.
5. CONFLICT EXISTS BETWEEN ACP PROGRAM AND DESIRE OF COUNSELORS TO OFFER AFFECTIVE ED REGARDING INTEGRATION.
6. TEACHERS DO NOT SEEM "INTO" INTEGRATION EFFORT
7. COMPETITION FROM SIMILAR PROGRAM AT SPRECKLES IS SERIOUS PROBLEM DUE TO BETTER FACILITIES, LOCATION, REPUTATION, ETC.
8. SOME PARENTS CONCERNED WITH COMBINATION CLASSES - ALL CLASSES AT LOWELL ARE COMBINATION.
9. MAGNET WOULD APPPEAR TO GAIN BY BEING AT LOWELL BUT DOESN'T AFFECT SCHOOL DUE TO SMALL NUMBERS ATTENDING.

## III. Closing Comments

FEW, IF ANY, CONCLUSIONS CAN BE DRAWN FROM ONLY FOUR VISITS REGARDING IMPACT OF MAGNET, RELATIONSHIPS OF EDUCATION TO INTEGRATION OR FUTURE OF MAGNET. MORE VISITS WILL NEED TO BE MADE FOR COHERENT OBSERVATIONS TO BE MADE.

# O'Garrell Jr High.

The school is getting ready for the move of S.C.P.A. yet the campus is still orderly.

There is still more co-operation of teachers as well as the students. More concern for the students has taken place this year at O'Garrell Jr High School.

Beverly Story  
Monitor.

# Knox Elementary School

I have finally had the opportunity to visit the upper grade classes at Knox Elementary School. I am very elated in what I saw, heard and experienced.

I visited Mrs. Arberry's class in Room 13<sup>#</sup> and students were working the math problems at the blackboard. Mrs. Arberry is teaching the A. G. P. and she feels that it is working well for the children. She has great classroom participation from all of her students. You can also tell, by observing her class that she really enjoys her job. These are upper grade students and they are not a part of the French Magnet.

The next room was 14 and this was a combined 5-6 grade. Homework was being assigned when I entered the classroom. Mrs. Gullen is the instructor and this is a completely

minority class this period. She teaches math not according to the students age, but more to where the students achievement level is at the present time.

Mrs Gullens students were very co-operative this period. After class was dismissed for recess I was able to talk with her.

Quote: I sometimes need more time to cover a concept. At times major concepts are expected to be covered in one lesson with little chance to practice what has been taught.

I want to explain what I meant by the term "this period" up above.

The upper-grade level children not enrolled in the French-magnet classes are changing classes every hour with different instructors. They are doing just like a jr-high school!

Hats Off - Room B-5# Mrs Carrie Lee. Mrs Lee to me is

a teachers, teacher. She had a integrated class-room and it is an language class. The class had been given an assignment to write business letters to a company. This had been done and the students were reading their letters to the class. The students were given an opportunity to make open-corrections as well as Mrs Lee. All criticism was taken very, very well. Her students are really open with her and still she is given great respect. She is a very young teacher <sup>yet</sup> and strong in her classroom teaching.

Beverly Story  
Monitor

# Valencia Park Elementary.

Valencia Park has been having meetings about the year around school. At the present time I don't know if this has been accepted or not.

I'm been on the school site and present Wednesday afternoon at the Country-store. The children are really learning the workings of a store. There were so many children to work from each upper-level classroom.

The school (total) should be used as a model for the district.

Beverly Story  
Monitor

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Webster Fundamental Magnet & Oak Park Intercultural Language

The Webster Fundamental Magnet appears to be a successful program. Total enrollment is 480 with a majority student attendance of 219. 194 are bused in and the other 15 are residents of the school vicinity. I understand that prior to the magnet program the enrollment stood at about 300 with a 99% minority attendance.

The school community was consulted before the program was placed at Webster. Parents overwhelmingly endorsed a basic skills program. The staff was selected on the basis of their strong committment to the program.

In addition to stressing basic skills a detailed dress and discipline code is clearly spelled out and adhered to. The staff also is expected to follow the dress code.

Parent involvement is expected, mainly through the homework policy. All grades from K on are assigned homework 4x a week which has to be checked by a parent daily. I was told that at least 85% of the parents cooperate. In the classes I have observed so far, the students were attentive, well behaved and totally involved with their activities. The teachers appear to be very supportive and as a matter of course, expect the best effort from their students. Good behavior is recognized and once a month the best citizen from each class is honored. Another strong component of the program is the Student-Counselling Center program. This as well as as further classroom monitoring I will report on later.

The principal told me that currently there is a waiting list for 1st and 2nd grades. He feels however, that the present enrollment is the optimum number for the school.

All the classes I have observed appeared to be racially balanced.

I wonder whether some not so successful elementary magnet programs would not fare better if they were changed to fundamental skills magnets. From my observations at Johnson's Academic Academy and the Webster program seem to appeal strongly to both majority and minority parents. I feel it is due to these programs that these schools have integrated successfully.

The Oak Park Intercultural Language Magnet (Spanish) is a school within a school. Total enrollment is about 600 including 3 learning disability classes (30 students) and 24 pre-K children. The magnet section has 199 students, 110 are majority and 27 of the last number live in the school area.

A note of interest; there are 114 majority students in the resident school ( total 344 ) some are bused in by special permits.

The ILP (Intercultural Language Program) is twofold. One is the total immersion, attended by students that have participated in the program since K, 1st or 2nd grade. There are a total of 96 students in this component grades 2-6.

The other part is the "50-50" program. In this section there are 103 students grades 3-6.

Aside from two meetings with the principal, I have so far spent most of the time monitoring the 4 50-50 classes and talking to teachers. I have great concerns about this part of the program.

Following the guidelines of the "Montreal" prototype all 50-50 students spend  $2\frac{1}{2}$  hrs. daily in studies in Spanish and the other  $2\frac{1}{2}$  hrs. in English language studies. Two teachers team teach for two classes, one all the Spanish portions and the other the English. All students switch classrooms after each  $2\frac{1}{2}$  hr. segment.

During the Spanish portion the teacher has to cover math, science, social studies, arts and crafts and music all in Spanish only. If a student is a first year Spanish student, no written language is allowed, all stress is placed on oral communication. 2nd year students are allowed to use worksheets. Math word problems only are covered during the English portion.

I found the first year Spanish portion a frustrating experience. For instance, during a social studies segment the teacher spent most of the time trying to get her students to understand what she was talking about. The class was very unruly and inattentive. Much time had to be spent on getting the students' attention. I felt a certain frustration in the students also. A second year Spanish class had some Spanish comprehension but again a lot of time was spent on discipline. At no time did I find an entire class in attendance. A portion was always pulled out to the reading labs, counselling center etc. In consequence the same instruction has to be repeated for the absent students another time. At the end of the segment at least 10 min. were needed for the students to switch classes. It seems that a lot of time is wasted.

The teachers' comments echo my concerns. While they feel that the 50-50 is a worthwhile program for new students ( and gives parents more options) they also offered some critiques. Foremost was that  $2\frac{1}{2}$ hrs. are inadequate for all the subjects they have to cover during Spanish. The various pull-outs are time consuming and disruptive. Not enough material, especially textbooks is made available to them.

After further monitoring I will discuss the efficacy of the 50-50 program with the principal and resource teachers.

None of the teachers were aware about a possible shift of the program to Horton. All wanted to continue with this program especially if they

could continue working under the current principal, Mr. Wilson. All had high praise for him. Interestingly, all 50-50 teachers said they would prefer to teach a total immersion class.

At this time, according to Mr. Wilson, the program will continue as is at Oak Park for the following school year. He is aware about possible future changes, however at present no plans or preparations are being made.

Another area of concern to me is that very few students from the total program opt to continue the ILP program at Memorial Jr.Hi. I was told that parents do not like Memorial's location, school environment and that in general it has a bad reputation. I wonder if the main benefit of this program to students entering a Jr.Hi. upon graduation is a greater facility in a foreign language class, as has been suggested to me.

Next I plan to check the total immersion component and the resident program. (In addition to further 50-50 visits)

I was told that there is no friction or conflict between the resident and magnet schools since every resident student has the option of entering the magnet program.

Wester Elementary 1-9-81

Talked with Principal yesterday - and made appt.

I walked from 47<sup>th</sup> St → Elymmer address - Children who walk from this direction must pass an unfenced section of open canyon on broken asphalt, narrow walk, no houses or cross street and walk beside a hi-toned industry which appears teaming with activity and use of a ball horn or loud speaker - which is noisy. Walk was strewn with debris; a dead animal and emesis.

School property appeared well-maintained in direct contrast to the approach.

Secretarial staff seemed warm, courteous - Bulletin Bds had a variety of racially different children pictured as good citizens. 1 Bulletin Bd featured Hamaker - Principal & Asst. courteous - answered questions honestly -

PTA - not functioning. Altho it has in past - Last yr's officers call Bd meetings when necessary. Winter fashion show is being planned.

Spanish primary magnet is not to District prejudice with a 2:1 majority minority ratio. Reason? Parents of magnet should be ambassadors/sellers of program but do not seem to be. Teachers lounge contained a R/O/B Bulletin Bd with pictures and plan for this yr.

Administrative staff has been stable on board for past 3 yrs - 4 teachers chose to be re-assigned to other schools this year - 2 reasons.



Office Personnel - Conferences etc & Family - Family  
3 Teachers - 2 read children who read & returned in school  
after long absence - seemed eager to be helped & answered  
questions willingly.

1 - K-51 Room - 2nd Resident Teacher - F & W - TA B F 26 Children  
Room is full of beautiful Learning Aids - SS - Wall chart - All children  
displayed Martin Luther King SS - "I have a dream" poster.  
Rites of behavior - Days Men, assign. Health SS - 1999, and year end  
sp assign. listed Country chart - Books - Major Corp. for your mind SS  
Numbers printed & curved - letters displayed -  
Reading cassette - history post table - appropriate games -  
in room's steel - steel came from g. corner of room -  
often interrupted by questions from steel. steel did some reading & writing  
some steel read aloud & K's son. what, noisy  
Instructions are very precise - Almost constant positive reinforcement  
good, ok, yes, etc - No eyes for all room - when within circle -  
Disciplines quietly, but firmly. All students are called upon & encouraged  
& student's own very restless behavior problems -  
Attic - No difference in height & residence - All children appear  
neat & clean -  
good work displayed for all steel except 5 -  
Play ground - block top - good equipment. All minority  
with adult supervision - children playing with ball & hoola  
hoops - great fun.