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A Study of School Desegregation and Integration
in San Bernardino, California

A thesis submitted in partial satisfaction of the
requirements for the degree of Master of Arts
in Teaching Comparative Culture

by

Maria Nancy Rizzo De Felice

Committee in charge:

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The thesis of Maria Nancy Rizzo De Felice is approved:



George D. Roberts



Committee Chairman

University of California, Irvine

1978

DEDICATION

This thesis is dedicated to my son,
Jason Elliot Jackson
and to Professor I. Charles Igawa,
who introduced me to Comparative Culture.

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I wish to express my indebtedness to Dr. Neal Roberts, Superintendent of Desegregation and Integration, San Bernardino Unified School District, and his staff, for their help in compiling data for this thesis.

It is also important to mention here, Ms. Barbara Kaminski, Principal of Roosevelt Elementary School, and Mr. Mel Feuer, Principal, Parkside Elementary School, for involving me in discussions and decisions regarding desegregation at their respective sites. My participation in the development, implementation and evaluation of the magnet school programs has been most rewarding as a result of their dynamic leadership and personal commitment to quality education for all children in San Bernardino.

ABSTRACT OF THE THESIS

A study of School Desegregation and Integration
in San Bernardino, California

by

Maria Nancy Rizzo De Felice

Master of Arts in Teaching Comparative Culture

University of California, Irvine, 1978

Professor Joseph G. Jorgensen, Chairman

Problem Statement

✓ On June 27, 1972, mandatory desegregation and integration of the San Bernardino City Schools by September 1974 was ordered by Superior Court Judge Paul Egly. This decision came in response to a class action suit filed by the National Association for the Advancement of Colored People, alleging violation of Black Students' civil rights, as a result of segregated schools.

In September, 1976, the California Supreme Court upheld Judge Egly's decision and the Board of Education was forced to deal with mandatory integration of schools by the 1979-80 school year.

The school district then accelerated its involvement in the development of a voluntary plan which would bring the

ethnic and racial distributions within the limits set down by the courts.

Research Methods

Material for this thesis was obtained by this writer's attendance at and participation in the following meetings:

1. 23 Board of Education
2. 31 Planning Unit Advisory Council
3. 12 Magnet School
4. 44 Roosevelt Elementary, Planning for Integration
5. 6 Roosevelt Parent Advisory Group
6. 4 Roosevelt School Advisory Council
7. 9 San Bernardino Teacher's Association
8. 11 Parkside-Roosevelt Parent and Staff
9. 6 Planning Unit Disseminator

Data were collected from the minutes of San Bernardino Board of Education meetings, the Office of Desegregation, Integration, San Bernardino Unified School District, the research division of the local newspaper, the San Bernardino Sun Telegram, and the Public Library.

Personal interviews were conducted with 3 school administrators, one member of the present Board of Education, parents, students and teachers. Polls were conducted to assess the attitudes of students, parents and staff.

This recorder participated in all of the processes described in this thesis as an elementary classroom teacher,

in both predominately Anglo schools, from February, 1965 to June 1970, and Roosevelt Elementary, a minority school, from November, 1970 to the present time.

Roosevelt's attendance area population is roughly 60% Chicano, 35% Black, the remainder, "Other", and the school has generally maintained a total enrollment averaging 550 students. It is a school which receives federal and state monies, over and above district funding, since more than half of its population is identified eligible for ESEA, Title I, Senate Bill 90, and/or Bilingual Education projects.

Summary of Findings

The District's efforts to integrate schools voluntarily have not been achieved as of April 15, 1978. The School Board, which historically has been opposed to mandatory integration, in Spring of 1978, agreed to comply with Egly's decision to develop just such a plan effective 1979-80. This reversal in position reflects a general community acceptance of the court decision. There are still members of the community who continue to vehemently oppose integration. However, leadership from the Board has set the tone for compliance with the law.

Due to the tacit understanding that integration has become inevitable, parent involvement in planning and programming for voluntary movement has been high. Teachers and students feel that those experiences shared as a result

of voluntary efforts have been both rewarding and educationally worthwhile. Voluntary integration efforts have helped to change the climate of this community relative to mandatory integration.

In the final analysis, it has become abundantly clear to this community, that with or without resistance, school desegregation and integration is San Bernardino's reality.

INTRODUCTION

During the period 1950 to 1965, minimum effort was made on the part of the San Bernardino Board of Education to examine and adopt policies reflecting the needs of minority students. Beginning in January of 1950, various community groups banded together in an attempt to encourage Board consideration of a plan for integration developed by University of Redlands Professor Cruz Nevarez. Mr. M. Ciriza, spokesman for a Chicano Citizen's group, requested that the Board halt racial and ethnic isolation of Chicano students immediately and initiate efforts to explore and upgrade the quality of education taking place in city schools.

For the most part, problems in minority schools and integration, desegregation were not priorities for the Board during the 50's, although it listened attentively to community complaints.

In 1959, the first in a series of reluctant responses to the needs of minorities was made by the Board. A three school inservice study, focusing on the learning problems of minority students, and the improvement of teaching skills of those staffs working with minorities, was authorized.

In 1963, the District applied to the State of California and a pilot program was designated for schools with

funding from the McAteer Act, which appropriated \$2,000,000 for research, development and dissemination of information directed toward enhancing the teaching of disadvantaged minors. The project was designed to give early attention to deficiencies of experience, vocabulary and language patterns, by providing in the early grades, a school environment to compensate for lacks in pre-school years. The major thrust was to improve teacher understanding of factors in the lives of children who, because of social or ethnic differences, or the handicaps of poverty, might evidence learning difficulty in the traditional school setting.

Prior to September, 1965, a transportation policy in San Bernardino assured school bus service for any junior high student whose residence was one half mile or more away from the school of attendance. The Board found it necessary, due to budget problems, to extend that provision to a two mile limit as the criterion for free transportation to a junior high campus.

Extensive and vehement complaints were made to the Board regarding this decision, by groups of citizens who protested the move as discriminatorily directed at certain students, whose families' economic situations made it difficult, if not impossible, to provide transportation to school. Again, dissatisfaction with existing racial imbalance and low academic achievement in certain schools were voiced to the Board. After years of consistent but

unresolved appeals, a number of minority parents turned away from the Board in the direction of the community, calling for a boycott of minority schools.

In late September, "Freedom Schools" were organized and housed in storefronts and old buildings. As many as 500 students were taught by unemployed teachers and classroom aides who were sympathetic to the cause of integration and quality education. A.D.A. for those students was lost to the District until their return to classes on November 2, 1965. During that month, a coalition of representatives from the Political Action Group, NAACP, Community League of Mothers, and the Congress of Racial Equality, presented a list of fifteen recommendations directed at the elimination of de facto segregation, acceleration of recruitment and employment of minority persons, increased attention to the needs of minority students, positive steps to eliminate prejudice and the seeking of funds to restore transportation policy at least to its former level.

Press coverage of these developments made unresponsiveness politically impossible for the 1965 Board of Education in San Bernardino. A voluntary plan of transfer, Controlled Open Enrollment, was initiated, under which students from predominately Black and Chicano Franklin Junior High School could transfer to any other junior high, where space permitted. Controlled Open Enrollment became the Board's first response involving student movement, to demands for

elimination of racial and ethnic isolation.

Thus, the San Bernardino School Board had successfully managed to evade, or otherwise postpone the crucial decision or commitment to provide quality education to all students in San Bernardino, for fifteen years. Since then, the politics of evasion and unaccountability have prevailed until the Egly decision of 1972, which propelled an eventual and inevitable change in policy.

Changes in Board policy relative to integration and desegregation, were due to neither enlightenment nor commitment. Rather, the Board continued to maintain policies which characterized its contempt for, and rejection of, legitimate concern for the education of minority children. It was after the California Supreme Court upheld Egly's order in 1976, that the Board reluctantly began its search for acceptable voluntary programs. It was not until the Spring of 1978 that the Board of Education voted to comply with the court's directive, regarding development of a supplemental mandatory plan effective 1979-80, should voluntary efforts fail to racially and ethnically balance the city's public schools by that time.

Description of Thesis Format

Chapter One of this thesis details the events leading to Board adoption of a limited voluntary integration plan referred to as the Planning Unit.

Chapter Two is a description of the Planning Unit as applied in San Bernardino.

Chapter Three contains an evaluation of the Planning Unit.

Chapter Four explains and describes the second voluntary plan developed for San Bernardino, the Magnet School Concept. Included are descriptions of specific programs offered at Roosevelt and Parkside Elementary Schools.

Chapter Five describes implementation and evaluation of the Magnet School at Roosevelt and Parkside Elementary Schools.

Chapter Six contains a summary.

The Appendix contains data collected on implementation and evaluation of the Planning Unit.

Chapter 1

DEVELOPMENT OF AN INTEGRATION PLAN

In November of 1965, the California State Board of Education summoned the San Bernardino City Unified School Board to respond to registered complaints and discuss possible directions to be taken in desegregating schools and eliminating educational inequality within the district. The State Intergroup Relations office made its services available to the district at that time.

A ten member ad hoc citizens' advisory committee was established to examine existing conditions and make recommendations to the Board. The findings of this committee were both sophisticated and comprehensive:

"The majority of children of elementary school age in San Bernardino, attend what is in effect de facto segregated schools. This segregation, though not the result of law (de jure segregation) or design on the part of the School District, is nonetheless segregation. It becomes a stumbling block in the development of both a quality education program and healthy, democratic attitudes."

The committee found that among majorities of children in San Bernardino, racial fears, myths and stereotypes were perpetuated by racial isolation. Among minority students, hostility toward Anglos, feelings of rejection, negative self image, low achievement, high truancy and lack of parental interest and involvement, were all enhanced by segregation.

Twelve recommendations were made to the Board, the first of which urged a plan for total desegregation and integration of schools by January 1, 1967. The others involved acceleration and expansion of the district's present involvement in compensatory education and staff in-service programs relevant to integration. The committee called for an expansion of minority hiring practices along with the creation of a high level position, Director of Intergroup Relations. The committee also recognized the responsibility of community leaders in involving themselves in school curriculum, as well as the need for more minority parent participation in school affairs.

The committee concluded:

"The committee clearly recognizes that the problems which it has been asked by the School Board to study are not easy to solve, nor are the means by which they may be solved acceptable to all. It is imperative, nevertheless, that the solutions be approached by all segments of our community with patience and understanding--certainly without passion, prejudice, or rancor. It should be further realized that the responsibility for achieving quality education does not rest solely with the School Board. Rather, it rests with the whole community which must be prepared to assist the School Board in the ultimate solutions to these problems."

The findings of this committee motivated the Superintendent and members of the administrative staff to meet at length with specialists in the area of school desegregation. Conditions existing in the local district were

explored, including a history or enrollments relative to ethnic composition, as well as other district factors: characteristics of school buildings in use, particularly those not meeting earthquake safety standards; the geography of the district; transportation facilities; patterns of residence; and the opinions and suggestions of citizens.

During this time, Controlled Open Enrollment was continued, inservice education was expanded involving some 4,000 teacher hours being devoted outside of school time to study needs of and provision for students with special problems.

It is important to note here that Superintendent F. Eugene Mueller, according to a Sun Telegram account dated September 14, 1966, stated "Fourteen years of Compensatory Education in San Bernardino has failed to make a significant dent in underachievement by minority youngsters in school and desegregation won't do it either." His attitude was shared by the board and reflected in the ranks of his administration.

In March, 1967, the Board received from the Superintendent and adopted a comprehensive PLAN FOR DESEGREGATION AND INTEGRATION. In summary, this plan set forth ten guiding principles including limitations upon new building to promote acceptable desegregation, attention to special provisions for educationally disadvantaged youth, maintenance of neighborhood schools wherever possible, closure or

rehabilitation of schools not meeting earthquake standards, promotion of integration concepts within the community, racial and ethnic balance in the schools and CONTINUATION, EXPANSION AND PROMOTION of Controlled Open Enrollment. The plan provided for revision of certain school boundaries and assignment of students to reduce racial imbalance in schools including elementary, junior and senior high schools. The projection of the plan extended over several succeeding years.

In March, 1968, urgent recommendations were presented to the Board by the NAACP for immediate action. The Board reviewed those recommendations and concluded that they had already been approved in the Adopted Plan for Integration, the implementation of which would proceed according to schedule.

The Fall of 1968 was characterized by considerable student unrest and violent confrontations on high school campuses. Provisions for safety and student control were promptly instigated and steps were taken to involve parents, community leaders, students and teachers in studies of problems of behavior, attitudes and school procedures.

Early in 1970, F. Eugene Mueller retired and the newly appointed superintendent, George Caldwell, with Board approval, formed an advisory committee to review progress or lack of it in the area of desegregation and integration. This nine member committee made fourteen recommendations

to the Board after concluding that although some effort had been made, little had been accomplished.

During 1970-71, staffs of all schools were urged to develop recommendations for special programs to reduce racial isolation in the schools. Some 40 such recommendations were submitted to the Superintendent, a large number of which were implemented. During the summer of 1971 at Board direction, a task force of staff members developed three general plans to correct racial imbalance and remove conditions inhibiting integration. Some 150 meetings followed during which these plans were presented to, discussed and criticized by the community.

On March 16, 1972, the complete plan proposed for integration was presented by the Superintendent to the Board. The plan called for the forming of the district into Planning Units which comprised approximately the same ethnic and economic distribution as the District as a whole. Planning Unit members were to identify programs that would voluntarily involve students, staff and parents in integrated learning experiences. The Board adopted the Planning Unit approach to integration in April of 1972, calling for implementation during the school year of 1972-73.

Chapter 2

DESCRIPTION OF THE PLANNING UNITS

Planning Units consisted of groups of elementary schools which ultimately would feed into specific junior high schools and then to a single high school. Each Planning Unit was composed of three or four predominately majority schools and one or two predominately minority schools which were reflective of the racial and ethnic backgrounds of the school district population. Correlation between socioeconomic status and student achievement was recognized and paired schools reflected the socioeconomic patterns of the entire community.

The Superintendent named one of the principals from each unit as a team leader to act as coordinator of activities and plans for each group. He also named a member of the central office administration to act as liason for each group. The organization also included all other principals, staff representatives and parents from member schools participating on Planning Unit Advisory Councils,

Most of the Planning Units began their activities in the Spring of 1972. Six of the ten units requested and received funds from the Bureau of Intergroup Relations, State Department of Education, Sacramento, to provide planning time for the school staff and parents. Representatives from the Bureau of Intergroup Relations were involved

in securing funds and reacting to program plans.

Teachers in Planning Unit schools were directed to develop programs that would, as a first priority, promote and reinforce the basic educational program, and secondly, provide educationally provocative experiences that would attract voluntary movement between racially and ethnically different student groups in paired schools. A budget allowing for an average expenditure of \$3.50 per student was allocated for planning, supplies, transportation, field trips and special events.

Teachers attended an average of 2 Planning Unit meetings per week in addition to those required for normal school operation. Study units for periods of five to thirty days were developed that encompassed art, science, language development, music, dancing, sports, games, crafts, home economics, journalism, photography, foreign language, career education, humane education, outdoor education and leadership training. A mountain school for sixth graders was arranged and groups were combined for carnivals, swim parties, playdays, concerts, choral programs, holiday productions, festivals and art shows.

During Planning Unit periods, students boarded buses at their home schools, visited paired schools as part of the instructional day and returned to their home schools in time for dismissal.

A schedule of the numbers of weeks devoted to Planning

Unit exchanges for the years 1973 through 1977, appears in Appendix A.

The Administration encouraged the staff to participate in inservice staff development programs aimed at increasing understanding among people of different racial, ethnic and cultural groups. Programs such as MOSAIC, a series of video tapes dealing with ethnic awareness, were offered as a means of obtaining credit for salary advancement.

The most popular of all the Planning Unit activities was the sixth grade mountain school. Students lived, worked, played, ate and slept together in an integrated setting for four days and three nights in mountain camps. Planning such an experience involved several hundred hours of teacher time. Since teachers attended the mountain school as instructors as well as chaperones, the mountain school meant being away from their own families for the entire period of the camp experience. Mountain school teachers received no remunerations for the additional hours spent at the camp, although classroom aides who attended received compensatory released time from classroom duties.

Teachers welcomed the opportunity to use their creative talents to develop interesting and unusual curricula that would expose students to integrated learning experiences they might not ordinarily encounter in elementary school. On the other hand, while on site administrators expressed concern for sound programs and individual student

performance, it soon became clear to all employees that the greatest area of interest on the part of Central Administration was in numbers of students moving to other schools in order to improve racial balance.

Chapter 3

EVALUATION OF THE PLANNING UNITS

1975-6

Evidence of Racial and Ethnic Mix

It was expected that the student population at a school would reflect racial and ethnic percentages of 15% Black, 22% Spanish surnamed and 63% other, during the Planning Unit exchanges. Students were coded ethnically for research purposes and data were collected regarding ethnic identity of students who participated in the exchange. The data in Appendix B, pages 50-56 indicate the degree of ethnic participation during Planning Unit exchanges. In general, the data show that ethnic balance was improved during the Planning Unit exchanges but did not achieve the expected percentages.

Evidence of Socioeconomic Mix

Statistics showing the extent to which pupil populations within each Planning Unit included students from diverse socioeconomic backgrounds are based on 1970 census data. Socioeconomic status variables were determined for each school based on median cost of housing in the attendance area. The variables ranged from Level 1, with a median housing value of \$8,514 to Level 10, with a median

housing value of \$25,971. Appendix C pages 57-65 shows the socioeconomic statuses of students involved in Planning Unit exchanges. Generally, the data indicate that socioeconomic balance improved during the Planning Unit exchanges.

Teachers' Perceptions of Planning Unit Exchanges

Teachers perceived the Planning Unit as being disruptive of the "regular" instructional program (63%) as evidenced by their responses to a questionnaire (Appendix D, page 66). Sixty eight percent of the respondents felt that the students had a worthwhile educational experience while 52% expressed recognition of friendly relationships developed by students with their peers during Planning Unit exchanges. Seventy two percent of the teachers felt that students cooperated with each other during integrated activities. Of the 407 regular elementary teachers involved in the exchange, 87% responded to the questionnaire.

Students' Perceptions of Planning Unit Activities

The extent to which students viewed unit activities as interesting and valuable was assessed by questionnaire and is reported in Appendix E, pages 67 through 70. Data were collected for primary and upper grades and are separated into categories of students who volunteered to leave their home school and students who did not volunteer to move.

Eleven thousand, five hundred and eighty two students responded to the questionnaire.

In general, primary students who participated in Planning Unit activities on another school campus, indicated they enjoyed working with students from other schools (71%), learned interesting things (79%), made new friends (75%), and would like to participate again, depending upon the program (80%). Primary students who did not move responded to the same questions as follows: enjoyed working with students from other schools (63%), learned interesting things (76%), made new friends (68%), would like to participate again depending upon the program (59%).

Responses for upper grade students who moved to another campus were as follows: enjoyed working with students from other schools (64%), learned interesting things (82%), made new friends (72%), would like to participate again, depending upon the program (73%). Students who remained in their neighborhood schools responded in this manner: enjoyed working with students from other schools (59%), learned interesting things (74%), made new friends (58%), would like to participate again depending upon the program (53%).

Sixth grade students who participated in the mountain school, indicated responses to the questionnaire that were overwhelmingly positive and enthusiastic. Data are reported in Appendix E, pages 67-70.

Parents' Perceptions of Planning Unit Exchange.

In general, the data shown in Appendix F, page 71 indicate that parents whose children volunteered to participate in activities at a school other than their own neighborhood school were positive and supportive. They said that their children had worthwhile educational experiences during Planning Unit activities (72%) and that new friendships resulted (60%). The majority of the parents (66%) indicated that the Planning Unit program was a worthy addition to the school program and 72% would volunteer their children to participate in a similar program next year.

Those parents whose children did not volunteer to leave their neighborhood school reported mixed opinions on all four sample questions. In comparison to those parents whose children volunteered to participate, they viewed the program less positively. Thirty nine percent agreed that their children had worthwhile educational experiences during Planning Unit activities and 36% felt that new friendships resulted. Thirty five percent felt that the program was not worth including as part of the regular instructional program, while 38% indicated they would not let their children participate in a Planning Unit type program next year.

A total of 4,786 parent questionnaires were completed.

In addition to the questionnaire, evaluation of exchanges were made by parents and community members who participated in the exchange program as interested observers. Three expressed opinions follow.

"The Planning Unit concept is not the answer to society's problem of segregation but after being involved with this concept for the past four years, I feel it is a step in the right direction. Being on the Observer Team for two years has given me the opportunity to see gradual, yet positive interaction among students where previously I saw mistrust and even contempt. Yes, there are negative things occurring but I prefer to look to the positive. The voluntary program will continue in this district, I hope, because I feel it is the true measure of the community's willingness to change."

s/Donnie W. Schmidt

"These past few months of working as an "observer" have been interesting and rewarding. The people involved with the program seem sincerely concerned and involved. The personnel at the schools we visited were helpful and interested in this project. Regarding the students themselves--playground activities seemed quite normal. On the whole, there was a good mixture of races on playground equipment and playing team and individual games. Unless a school was 90% one race, I could not distinguish the visitors from regular students--that's how good the playground mixture was."

s/Christine Kinne

"I feel that the children who participate in the Planning Unit half-day program are wasting too much time on the bus rather than in the classrooms. Aside from that, they seem to mix and get along with each other very well. Going to the mountain was great. I think, if possible, that all schools should try to participate in this program because it not only gives the student some responsibility, it is also a great experience for him."

s/Patricia Gomez

These are typical reactions expressed by the Observer Team.

Results of Planning Unit Activity

Planning Units in San Bernardino were effective to the degree that they gave students, parents and teachers an opportunity to experience voluntary integration to a moderate degree. They engendered within the community a feeling that each ethnic group had made significant inroads toward total integration. Planning Units provided the opportunity for parents to face each other at countless meetings, to discover that some of the concerns held by one racial or ethnic group were shared by others and that perhaps together, groups could work out some solutions that would benefit all children in San Bernardino. Feelings were vented by people of all racial and ethnic groups regarding busing, quality education, school breakfast programs, extra curricular activities, confidence in teachers and administrators as well as members of the Board of Education, constitutional rights and other issues too numerous to list here.

The opinion of Ms. Valinda Smith, offered in a personal interview after a Board of Education meeting in May, 1975, typifies reactions of parents frequently heard at Planning Unit sessions. "I speak as a Black mother who is concerned that her daughter will be accepted as a human being with a great deal to offer this world, wherever she goes to school. I don't like the idea of her riding across town on a bus,

where getting to her in an emergency would put a real burden on me. On the other hand, I want Michelle to learn what life in this country is all about. She might as well learn to face these things in school where there are people there who are trained to help her cope with the real world. That means that whoever her teacher is, she better know what's happening. I have confidence that our problems in this town will work out. We just all need to be patient and most of all, to think clearly about just what it is that we are doing with the lives of our kids."

Members of all communities became involved in an effort to avoid mandatory integration, and in so doing, made possible the kind of communication necessary for successful total integration of San Bernardino Schools.

On June 27, 1972, Superior Court Judge Paul Egly, in a minute order resulting from a class action suit filed by the NAACP, charged the District with the responsibility of preventing and eliminating racial and ethnic imbalance in pupil enrollment in San Bernardino Schools. A chronological account of actions relative to this decision follows here.

CHRONOLOGICAL ACCOUNT OF EVENTS PROCEEDING
AFTER JUNE 27

- JUNE 27, 1972 - EGLY ENTERED MINUTE ORDER WHICH FOUND THAT THE ACTION WAS A PROPER CLASS ACTION AND THAT THERE EXISTED SEGREGATED SCHOOLS WITH- IN THE SBCUSD CONTRARY TO CONSTITUTIONAL LAW AND REQUIRED THE DISTRICT PREPARE AND SUBMIT A PLAN
- MAY, 1973 - INTENDED DECISION FILED - MANDATED THAT A PORTION OF THE CHILD'S EDUCATIONAL DAY BE SPENT AT ANOTHER SCHOOL IN AN INTEGRATED SETTING, CALLED FOR ULTIMATE DESEGREGATION BY SEPTEMBER, 1974.
- JULY, 1973 - REITERATED INTENDED DECISION
- AUGUST, 1973 - BOARD VOTED TO APPEAL DECISION
- SEPTEMBER, 1973 FINAL ORDER ISSUED
- MARCH, 1975 - APPEAL DECISION HANDED DOWN BY FOURTH DISTRICT COURT OF APPEALS RULING IN THE SCHOOL DISTRICT'S FAVOR, REVERSING THE ORIGINAL COURT ORDER.
- APRIL, 1975 - NAACP REQUESTED REVIEW OF APPEALS COURT DECISION
- JANUARY, 1976 - STATE SUPREME COURT HEARD APPEAL
- JUNE 28, 1976 - COURT HANDED DOWN ITS DECISION UPHOLDING EGLY'S FINDINGS

SEPTEMBER, 1977 - EGLY MANDATED ACCELERATION OF PLANNING
UNIT PROGRAMS, DEVELOPMENT OF A VOLUNTARY
PLAN TO BE OPERATIONAL BY FEBRUARY 1978
AND A MANDATORY PLAN OPERATIONAL BY SCHOOL
YEAR 1979-80.

Chapter 4

THE MAGNET SCHOOL CONCEPT

Following the June 1976 Decision of the California Supreme Court upholding Egly's original order, the Board of Education looked to school district administrators for programs that would prevent mandatory integration in San Bernardino. The Board's position was a statement of full commitment to a voluntary plan only, and a decision to table the court's directive for development of a mandatory plan in addition to voluntary proposals, insisting that such a plan, and further court involvement would not be necessary.

Once again, committees of parents, teachers, administrators and specialists in the field of desegregation, integration, were formed to examine programs. This series of meetings culminated in the recommendation to the board that the Magnet School Concept be utilized as an approach toward total voluntary integration.

As presented to the Board, Magnet Programs were to be composed of special curriculum interests which provided student options for a desired learning experience; in the process, racially balanced enrollment would occur. Students would select a desirable program consistent with their interests instead of transferring to another campus where the traditional mode of learning is maintained, for the sole

purpose of integration. In the Magnet School Concept, a racially balanced enrollment would be naturally attained because of soundness of curriculum designs and the feasibility of learning through positive, experimental approaches, an educational setting which everyone seeks.

Several types of magnets were proposed, among them, extended day programs, grade level schools, fine arts schools, foreign language and bilingual schools, science and math centered schools, Vanguard mentally gifted minor schools and a host of others of equal value. Teachers were once again released from classroom duties to plan. Majority and minority schools identified in the court order as segregated, paired in Cluster groups. Packages were put together in the form of brochures and sent home with students in December, 1977. Students and parents were asked to examine them with an eye toward second semester enrollments. Teachers visited paired schools to explain programs to students and conducted parent teacher meetings to answer questions and respond to criticisms regarding program designs.

The Roosevelt Parkside Magnet

The ethnic distribution at Roosevelt Elementary is predominately minority (refer to Abstract of Thesis, p. ix). The staff is ethnically distributed in this manner: Anglo Classroom Teachers, 11, 4 of whom are male; two of the

five Chicano teachers are male and there are two female Blacks. There is an instructional aide in every room, the majority of whom are minority women, mainly Chicano. In addition there is a bilingual tutor in each of the 5 bilingual classrooms along with the regular aide. There are 2 English as a second language teachers, one, a Chicana, the other a male Anglo. The three physically handicapped rehabilitation counselors are all female and Anglo, there is one Black female counselor, and there are two Chicana Bilingual Resource Room aides. Roosevelt has two Anglo Resource Teachers, both female, whose main responsibility is to supervise the reading and math resource centers and the 3 Anglo, Chicana and Black female aides assigned to them. The principal and secretary are both female and Anglo. There is a Chicana community aide and a Chicana parent activity coordinator, both of whom have resided in the immediate community most of their lives. The library is maintained by both a male and female Anglo aide, and most of the support staff, eg., nurse, attendance counselor, speech and hearing specialists and psychometrist, are all Anglo and mainly women.

The staff as a whole, is considered to be competent and committed to sound educational principles.

Free breakfast and lunch is served to the majority of the students daily, along with a mid-morning milk break. All of the children who live in Roosevelt's neighborhood

walk to school, less than one half of their families are buying their homes and the mean educational achievement level of parents in the community is Grade 9.

Parkside Elementary has roughly the same number of classroom teachers, one Black female and two Chicana females. There are four male and 8 female Anglos, and prior to the Magnet School, there were only two instructional aides whom all of the teachers shared in the upper grades, while the early childhood classrooms were staffed with Anglo female classroom assistants. The PHRC tutors, LDG teacher, and support personnel are all shared with Roosevelt. There is one female Anglo secretary, one female Anglo resource teacher and an Anglo male principal. The staff is considered to be competent and committed to sound educational principles.

Virtually all of the Parkside students walk to school and fewer than one fifth receive subsidized lunch funding. Most Parkside families are home owners, have graduated from high school and attained at least two years of college. Prior to the Magnet Program, there was no breakfast program and no mid morning milk break at Parkside School.

Roosevelt and Parkside teachers elected to locate primary classrooms at the Parkside site and upper grades at Roosevelt. Below, the Magnet Program utilized this past semester at the two schools is presented, with detailed descriptions to demonstrate the nature of the concept which has been adopted.

BILINGUAL--GRADE 1

The first grade bilingual classroom will emphasize reading, oral and written language, spelling, and math skills. Science, social studies, multi-cultural education, health, and physical education will be important aspects of the program. The children will also be introduced to art and music and participate in drama through plays, skits, and puppet shows.

Embracing the regular curriculum will be a bilingual program using basic conversational Spanish as the second language. With consideration taken of each child's previous experience with the language, the program will be tailored to meet his or her needs. The bilingual program will be an addition to and a complement for the other areas of study.

Each child in the program will have an excellent opportunity to receive a basic, well-rounded education while learning another language. The program will be an enriching experience for all children.

BILINGUAL--GRADE 2

Since knowledge of two languages can enhance a child's learning, the second grade class will have an individualized program in bilingual education, stressing the basic subjects of:

reading, writing, oral language
math, science, social studies
health, safety, physical education
music and art.

A language tutor using specialized aids will assist those children who are just beginning Spanish, while those who already know the language will attempt projects at their level.

Multicultural social studies projects will complement the bilingual program with experiences in drama, other languages, arts and crafts, and foods.

The teacher will also stress special objectives as needed.

BILINGUAL--GRADE 3

The third grade bilingual program will emphasize the basic reading, writing, and math skills. Language instruction in Spanish will be consistent with the programs planned for the first and second grade bilingual classrooms.

An afternoon plan for multicultural experiences will include instruction in science, social studies, music, art, health, and physical education. Field trips which enhance the multicultural topics will be included in the afternoon program.

Individualized instruction will meet the wide variety of needs and skill levels in the third grade bilingual classroom.

Rationale

Primary bilingual classes were developed for the Parkside site with two major goals in mind. First, to attract the primary minority students who had been enrolled at Roosevelt to the Parkside site, and secondly as a mechanism to interest Parkside students who had the ability to learn a second language and whose parents recognized the educational worth of bilingual instruction. Grades one and two are being taught by former Roosevelt teachers who transferred with the majority of their former Roosevelt students; this was another incentive for student movement. The third grade teacher is new to the district.

Strong emphasis is placed on multi-cultural approaches in each of these programs, corresponding with the desire on the part of the teachers to instill an appreciation for and

understanding of the cultures and backgrounds of incoming minority students, as well as students already enrolled at Parkside.

PERSONALIZED LEARNING--GRADES 1 AND 2

Personalized learning is the focus of the first and second grade self-contained classroom, with the program designed to meet individual needs and various learning styles. Whether the child learns by seeing, hearing, or writing, the class will give him/her an opportunity to learn with his/her own approach. Basic concepts will be taught individually or in small groups with mastery of skills required for advancement in math and reading.

Afternoons will be spent studying language arts, social studies, science, and music, with the emphasis on the learner's positive self-concept. Additionally, the multicultural component of Early Childhood Education will assist the child in building positive concepts of self-worth and self-esteem.

YOU AND YOUR WORLD--GRADES 2 AND 3

The Early Childhood Education Basic Individualized Program in the areas of reading, language arts, spelling, math, health, and physical education will be followed by the teaching team. A planned homework project involving parent participation, monitored by teachers, will enhance learning in the above areas.

The last period of each day, children will rotate between the team members. Four days a week will be devoted to a unit of study, "Environment, Culture, and You." This unit will include science, multicultural, drama (written and produced), music, and art. Field trips will be included as appropriate for unit study.

To insure maximum growth and acceptable classroom behavior, a special incentive activity period will be set aside on Fridays. This hour will include participation in cooking, arts and crafts, and motor skill activities.

Rationale

Personalized Learning and You and Your World, Grades one through three, contain provisions to allow students to progress at their own rates, while reinforcing positive self-image techniques are utilized by teachers to instill self confidence and recognition of the value of the individual. Both programs center afternoon projects around multi-cultural activities, aimed at acceptance and recognition of self and tolerance and appreciation for other people's differences. Children who function best in a warm, nurturous, accepting school environment, were sought out by this program design.

COMPETENCY BASED PROGRAM--GRADES 1 AND 2

A team-teaching approach will be utilized in this program with some of the children working in mathematics with one teacher, while the others study basic reading skills with another. Each day after recess break, the children will rotate to the other teacher.

Basic concepts will be presented on an individual or small group basis. In this competency based program, mastery of the skills is required for advancement.

I am Unique, a multicultural unit, will emphasize language skills, science, music, and art in the afternoon program.

Special interest units will be taught on an occasional basis to these children in this Early Childhood Educational Program.

BASIC EDUCATION--GRADES 1 AND 2

The primary and most essential goal of the instructional program is to provide quality education for all children by improving the basic skills of each child. Special emphasis is given to reading, writing, listening, speaking, thinking, and mathematics skills in the morning hours with the homeroom teacher.

One hour each afternoon will be devoted to rotating five-week units featuring the services of all three teachers. Topics of understanding and appreciating written work in poetry and prose, basic knowledge of food and nutrition, and exploring career opportunities will be used to enrich the quality, sensitivity, and tone of a child's life style.

Rationale

Morning sessions of the Competency Based Program and Basic Education are designed with heavy emphasis on skill mastery. This program introduces competency based education to youngsters while at the same time, through afternoon activities, growth in the effective areas is encouraged through a multicultural career oriented curriculum. This program is intended to attract highly motivated students and high achievers as well as those who need to develop these particular skills.

HISTORY OF MAN IN SPACE--GRADE 4

In the fourth grade classroom, students will receive an individualized instructional program in the basic academic areas of reading, writing, spelling, and mathematics during the morning session.

The afternoon session will be devoted to an in-depth study of space exploration. The historical aspect of flight will be viewed through man's earliest attempts to conquer space. From mythology to modern day space accomplishments, students will study the frontier of space. Opportunities to build models of various space vehicles as well as a field trip to an airport are planned.

Rationale

This program is designed to attract high achievers, capitalizing on the appeal of space exploration, and recent science fiction film successes.

In addition to this, the drawing card of building a space model is intended to be personally gratifying to the student as well as to develop intellectual, physical and artistic skills.

GOOD BASIC EDUCATION--GRADES 4 AND 5

Using a triad (three teachers) concept, a strong program is planned for 4-5 graders. The fundamental skills of reading, writing, and arithmetic--the basic skills of learning what are necessary for our childrens' success in school--will be at the heart of the program. The morning program will be devoted to these areas in the following manner:

- In reading: the Ginn 720 Program
 will be used with library
 enrichment.
- In writing: grammar and literature
 will be presented,
- In arithmetic; various strands covered at
 this level including oper-
 ations, sets, problem solving,
 geometry, and graphing, will
 be stressed.

Following this basic skills program in the morning, the student will take part in an afternoon program emphasizing a flexible tool.

1) Studies in general science and biological science will be offered stressing the scientific method as an exploratory tool. Rocketry, flying machines, space, volcanoes, earthquakes, and life cycles are among the many topics to be covered.

2) Units in social studies from a modern perspective will begin with an extensive study of "Star Wars."

3) A third aspect will be to expose students to bilingual, bicultural studies. The unit will include the study of Spanish and Spanish culture--through music, art, folk dancing, and field trips.

Rationale

This program capitalizes on the popularity of "Star Wars," Bilingual Education in a Bilingual community and science and biology, taught by a triad of teachers rotating students in six week time blocks. The program seems to have something for every one. Although it is sound, the program will be discontinued for the following school year for reasons delineated later in this paper.

CONSUMER EDUCATION PROGRAM--GRADE 5

Students in the fifth grade program will receive individualized instruction in the basic skills of reading, language, and math.

A special enrichment consumer program is planned to give the students an opportunity to become aware of their need to handle finances wisely.

An exploration of the various ways finances are acquired and an in-depth study of how wise financing affects personal security, will be made.

Consumer education will focus on theories of food, clothing, shelter, and transportation.

Rationale

This program places heavy emphasis on skills necessary for survival in a capitalistic system, where the problem of handling one's money is essential and common to people in all walks of life. This program is intended to instill interest in students from all economic strata within the magnet.

T.V. GUIDE TO LANGUAGE ARTS-GRADES 5-6

During the morning session students will receive an individualized instructional program in the basic academic areas of reading, writing and spelling skills as well as mathematics.

The afternoon program will be built around the weekly T.V. Guide as a text.

Reading, spelling and language will be reinforced, while current events, selective viewing, advertising techniques, scheduling, political observation, elements of drama, script writing and acting will be covered.

It is expected that students will write and produce their own T.V. show and attend two video taping sessions at one of the studios in Los Angeles.

Rationale

The T.V. Guide has become the most widely circulated magazine in the United States. People of all ages, races and nationalities, refer to it daily, including pre-school tots in search of their favorite cartoon shows. Television is the "great American-cultural equalizer." This program utilizes something that is common to the experience of all children in pointing out how truly "alike" we are in modern day America, while at the same time sophisticates students in academic, social, cultural and intellectual selection processes.

ROOSEVELT SPORTS AND INDIVIDUAL DEVELOPMENT--
GRADES 5 AND 6

Students will receive a strong basic program that will include math, reading, social studies, and science. Also included in this will be bilingual instruction with a strong multicultural emphasis.

The enrichment program will include the teaching of sports fundamentals involving team play, as well as individual achievement, correct nutrition, physical development, and personal well-being.

Activities will include an obstacle course "Challenge of the Stars," monthly field trips to sports events, banquets, films, and special speakers. There will be in-class special projects involving the construction of equipment, cooking, sewing school jackets, and publishing of a sports bulletin.

The program will culminate in a mini-olympics in which the student participates in his/her specialized event. All activities will be co-ed, and groupings will be according to abilities.

The program is planned to build individual as well as team pride and awareness skills necessary to function in society.

Rationale

This heavily athletic program is designed to attract those youngsters whose interest in sports often interferes with their concentration and effort in the traditional school setting. The added attraction of a Bilingual program arouses the interest and enthusiasm of parents as well.

OUTDOOR LEARNING AND FINE ARTS PROGRAM--
GRADES 5 AND 6

Students will receive personalized instruction in the basic skills (i.e., reading, writing, arithmetic, spelling, etc.) and have the opportunity to participate in a special enrichment program.

The enrichment program will include a four-day/three-night mountain camp experience. Activities will include ecology, nature studies, science, art, music, dance, human relations, and recreational sports. Classroom study and other field trips and activities will also be included.

The program will further include participation in a multimedia theatrical experience or a fun-level square dance experience, each to include the making of props, sets, and/or costumes. These activities are planned to build an awareness of the world in which we live, and an appreciation of nature. Students will be provided opportunities that go far beyond the limits of the regular classroom.

Rationale

Outdoor learning translates to "mountain school" and multi-media theatrical experience translates into "a student production of the "WIZ". This program continues to be the most attractive of all the magnets.

Chapter 5

IMPLEMENTATION AND EVALUATION OF THE PARKSIDE- ROOSEVELT MAGNET PROGRAM

This magnet, begun in February, 1978, is to be embellished and enriched during school year 1978-79 and has been accepted by the Board of Education as the ultimate mandatory plan for the two schools involved, for the 1979-80 school year. Egly's decision to begin the voluntary magnet at mid-year was not welcomed by anyone involved in this entire process. The logistics of such a transition were at the very least, complicated.

The personnel office assigned four of Roosevelt's primary teachers to staff positions at Parkside, and 3 Parkside teachers to Roosevelt, effective three days prior to the beginning of Magnet Activity. Students were told their teachers, desks, books, classroom equipment and furniture would be moved to the receiving school, en masse. They were encouraged to join in the exodus. Since teachers utilized those three days to set up new classrooms and plan for the ensuing semester, substitute teachers had to be supplied to several classrooms on approximately the same days. San Bernardino's supply of substitute teachers is not extensive. It was also during these three days that warehouse crews were charged with the responsibility of moving furniture from one site to another, as a result of

the grade level transfers. These factors resulted in classrooms full of students in some schools, with no teachers, no desks, no books, no furniture and no academic program. Classes were hurriedly grouped together and under the principal's supervision, shown a series of films in school cafeterias.

The bus company arranged stops in all attendance areas that appeared to accomodate the needs of most students. An effort had to be made to provide children with a dry place to wait for buses due to the inclement weather plaguing San Bernardino.

In order to insure that services available at a student's former school would be offered at the new school, it became necessary for the District to expand many programs, such as Breakfast at School, which previously had been funded for only identified poverty schools. Emergency integration funds were made available through the federal government and new job classifications were defined in order to implement these programs. Field trips once again became an affordable educational tool to enhance classroom instruction, and as a consequence, classified ads appeared in the local newspapers seeking candidates for positions as school bus drivers. Class size was reduced from 32 to 27 students in the upper grades, creating a few teaching positions within the district which were difficult to fill at mid-year.

Areas of Concern

Since the program initially was to be voluntary, the option of not participating had to be left open to parents and students. This necessitated a traditional grade one through six school with a higher student population per class at each site, that was not eligible to participate in magnet activities nor funding. There soon evolved two separate and unequal schools within the school. In some magnet classrooms, as few as 15 students were allowed to remain enrolled, with one teacher and one classroom aide providing for individual needs at a ratio of one to seven, every teacher's dream. Many students registered in and attended the magnet school for a few days and then dropped out returning to their former schools for reasons known only to them and their parents.

Many teachers were not happy about leaving schools and starting what amounted to new and different classes almost overnight. Some resisted their transfers, and petitioned the San Bernardino Teacher's Association to intervene on their behalf, all to no avail.

Parents, teachers, administrators and students felt that to move in the middle of the school year was a disruption of the total education process that threatened continuity and in some cases might invalidate state test results.

In an attempt to encourage parents, and reassure them

as to the stability of the educational process, a commitment was made to them by the principals at both sites. Parents were told that wherever possible, students would be allowed to remain with their former teachers if they followed that teacher to the integrated school. This commitment produced two results. At both sites, a large number of students moved with their teachers. Secondly, a segregated situation within an integrated school was created.

No inservice of introduced staff at the predominately minority site was initiated to familiarize them with the particular needs of Roosevelt youngsters, aside from brief communication among teachers regarding individual children. Such was also the case at the predominately Anglo site.

The need for activities of a school-community nature was not considered by either staff. The students at both sites demonstrated a need for a "school spirit" orientated social program.

Curriculum was not developed for classroom instruction regarding the nature and significance of student commitment and participation in the integration program. Students were simply transported to their new school sites and the basic instructional program was continued minimally, if at all, with regard to instruction in and reinforcement of, such a historical and innovative attempt at human interaction.

Implementation for 1978-79

The February implementation of the Magnet School attracted 66 Anglo students who remained at Roosevelt and 122 minorities who remained at Parkside, bringing Parkside's ethnic numbers within the limits set down by the court. Roosevelt, however, needs to attract more Anglo students if racial balance is to be achieved. The basic magnet program for Roosevelt will be offered again for the next school year, with one major change.

Dr. Neal Roberts, Superintendent, Desegregation and Integration, Mr. Mel Feuer and Ms. Barbara Kaminski, recommended to the Board of Education that a Vanguard Gifted Program be located at the Roosevelt site. It was noted that this program was highly regarded by Parkside parents of gifted students, many of whom expressed an intention to enroll their children at other minority sites where Vanguard is operational. Roosevelt staff was informed of Board acceptance of the proposal, after the fact. The faculty requested a meeting with Dr. Roberts during which members expressed a majority opinion that Vanguard was unwelcome. The decision was protested for several reasons, among them, teacher concerns that the existing problem of a segregated school in an integrated setting would become even more pronounced and the fact that three teachers selected for Vanguard classes were new to Roosevelt since the magnet began. This was somewhat

demoralizing to veteran Roosevelt teachers who have encountered general, though unsubstantiated public opinion, that teachers of minority students in segregated schools were somewhat less competent than others in the district. A selection of one veteran Roosevelt teacher would have been more supportive, in the staff's opinion. Other concerns involved removal of brighter children from regular classrooms, leaving less positive role models for low achievers and that the staff had not been included in planning discussions and/or decisions regarding Vanguard.

Dr. Roberts felt there was some validity to each of these arguments. However, he stated that the Vanguard program was one which Parkside parents were insisting should be made available to their gifted children in the fall. His opinion was that Roosevelt would lose Anglo students to Vanguard if it were placed at another site. It became clear to the staff that the Vanguard program would be functional at Roosevelt in Fall of 1978.

Two of the teachers in a fourth grade magnet at Roosevelt were asked to teach the Vanguard class, and one has been assigned to another Vanguard in a different minority school.

Vanguard and a developing fifth-sixth grade multicultural program are the only anticipated changes for the Roosevelt Parkside Magnet School Program for fall, 1978.

Chapter 6

ANALYSIS

Classroom situations are assumed to be entities that require no thorough evaluation as regards their content. For example, teachers' values play a vital role in the learning process, particularly in the structured classroom where transmission of information rather than exchange of ideas takes place. In spite of the fact that children are a captive audience, no demands are made upon classroom teachers requiring re-evaluation as to their pedagogical orientations, or even the content of information they transmit.

Innovation in education requires constant re-evaluation of structure of information and teacher orientation and/or attitudes. Without staff values clarification, teachers may wittingly or unwittingly transmit bias, as the authenticated knowledge which cannot be challenged.

Since teachers' attitudes on different stratifications of the social system, eg., race, class, gender, age, etc., may play a vital role in the educational process, the Magnet School concept must be implemented with a clear understanding that teacher training-retraining must occur, consistent with the innovative spirit with which San Bernardino has attempted to resolve the integration issue. Teachers, with limited understanding as to their own relative position in social stratification systems, eg., Black, female, aging,

etc., may imply delimitation in their capacity to understand children with varied backgrounds.

Universalistic and culturally relativistic disposition in this culturally heterogeneous society must prevail in the pedagogical orientation of classroom teachers. However monolithic it may appear on the surface, each classroom is full of children whose lives are varied and diverse. Without systematic re-examination of preparedness of all classroom teachers in regard to their principles of education relative to the growth of each child, which is implicitly contained in the Magnet School Concept, integration in San Bernardino may not produce its intended outcome. Should the Board of Education not take steps in this direction, it may succeed in maintaining the segregation pattern it so strongly attempted to perpetuate through decades of inaction. Without contemplating the possibility, segregated classrooms in an integrated school may ultimately become the answer the Board of Education has been seeking all along.

In the end, all children in San Bernardino are being denied the skills they so desperately need to acquire in order for them to function productively in this culturally pluralistic world.

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APPENDIX A

During Planning Unit movement listed below, 100% of the elementary students were involved in the integration activities.

	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>Proposed 1976-77</u>
Planning Unit I				
Sub. A	3 wks/1/2 da	2 wks/full	2 wks/full	2 wks/full
Sub. B	6 wks/1/2 da	4 wks/1/2 da	2 wks/full	2 wks/full
Sub. C	2 wks/full	4 wks/1/2 da	4 wks/1/2 da	2 wks/full
Planning Unit II	2 wks/2/3 da	3 wks/1/2 da	1 wk/1/2 da 2 wks/full	2 wks/full
Planning Unit III	2 wks/full	2 wks/full	2 wks/full	2 wks/full
Planning Unit IV	2 wks/1/2 da	2 wks/1/2 da	4 wks/1/2 da	2 wks/full

APPENDIX B-1

ETHNIC COMPOSITION
1974 - 75 Program
Planning Unit 1

CALIFORNIA-NORTH PARK-VERMONT

SCHOOL	GRADE	REGULAR PROGRAM January 1975				PLANNING UNIT PROGRAMS January 1975				PLANNING UNIT PROGRAMS May 1975			
		B	M/A	O	T	B	M/A	O	T	B	M/A	O	T
California	Kdgn. 1-6	28	1	1	30	28	10	51	89 ^{*1}				
		154	9	14	177	39	19	93	151				
North Park	Kdgn. 1-6	1	7	57	65	31	9	40	61 ^{*2}				IN
		35	39	337	411	80	37	302	419				JANUARY
Vermont	Kdgn. 1-6	5	14	44	63	33	11	40	84				
		41	65	321	427	105	62	267	434				

*1 Jan. 15, 1975

*2 Jan. 9, 1975

*3 Jan. 14, 1975

ARROWHEAD-KENDALL-MUSCOTT

SCHOOL	GRADE	REGULAR PROGRAM January 1975				PLANNING UNIT PROGRAMS January 1975				PLANNING UNIT PROGRAMS May 1975			
		B	M/A	O	T	B	M/A	O	T	B	M/A	O	T
Arrowhead	Kdgn. 1-6	1	3	60	64	--	--	--	-- ^{*1}				
		37	38	251	326	62	38	210	310	31	7	53	91
Kendall	Kdgn. 1-6	5	6	20	31	26	8	46	80	--	--	--	-- ^{*1}
		17	28	134	179	31	20	130	181	24	22	120	166

APPENDIX B-1

ETHNIC COMPOSITION
1974 - 75 Program
Planning Unit 1

ARROWHEAD-KENDALL-MUSCOTT (CONT'D)

SCHOOL	GRADE	REGULAR PROGRAM January 1975			PLANNING UNIT PROGRAMS January 1975			May 1975					
		B	M/A	0	T	B	M/A	0	T	B	M/A	0	T
Muscott	Kdgn. 1-6	29	2	2	33	30	7	48	85	--	--	--	--*
		153	19	14	186	93	14	63	170	128	16	61	205

*1 Kdgn. Students
were at Kendall Jan. 13-17
Muscott Jan. 20-24
Arrowhead Jan. 5-16

KIMBARK-MUSCOY-NEWMARK

SCHOOL	GRADE	REGULAR PROGRAM January 1975			PLANNING UNIT PROGRAMS January 1975			May 1975					
		B	M/A	0	T	B	M/A	0	T	B	M/A	0	T
Kimbark	Kdgn. 1-6	0	1	21	22	10	7	35	52 ^{*1}	6	10	34	50
		1	6	108	115	27	25	86	138	29	22	125	176
Muscoy	Kdgn. 1-6	18	19	30	67	8	8	28	44 ^{*2}	8	6	45	59
		136	54	130	320	82	31	158	271	67	32	145	244
Newmark	Kdgn. 1-6	0	1	28	29	8	9	34	51 ^{*3}	--	--	--	-- ^{*4}
		24	13	252	289	54	22	202	278	59	23	213	295

*1 Jan. 22, 1975

*2 Jan. 15, 1975

*3 Jan. 15, 1975

*4 All participating Kdgn. students were at Kimbark & Muscoy in May 1975.

APPENDIX B-2

PLANNING UNIT II

VI Charts and DataChart 1 - Participation by Ethnic Group, November ExchangeSub-unit A Students who moved by bus.

School	K-5 Enrolled	Black	Mexican American	other	Total	Percent
Davidson	390	7	27	118	152	40
Lincoln	486	18	100	190	308	63
Marshall	310	12	13	57	82	26
Roosevelt	502	72	171	17	260	52
Total "A"	1688	109	311	382	802	48

Chart 2 - Participation by Ethnic Group, November ExchangeSub-unit B Students who moved by bus.

School	K-5 Enrolled	Black	Mexican American	Other	Total	Percent
Parkside	303	8	9	132	149	49
Riley	450 (two sixth	15	102	90	207	46
Wilson	181	1	21	64	86	48
Total "B"	934	24	132	286	442	47
Total "A" & "B" K-5	2622	133	443	668	1244	47

APPENDIX B-3

PLANNING UNIT II (CONT'D)

Chart 3 - Participation by Ethnic Group, April ExchangeSub-unit A Students who moved by bus.

School	K-5 Enrolled	Black	Mexican American	Other	Total	Percent
Davidson	381	11	24	64	99	26
Lincoln	473	26	39	126	191	40
Marshall	297	10	17	83	110	37
Roosevelt	490	53	127	15	195	40
Total "A"	1641	100	207	288	595	36

Chart 4 - Participation by Ethnic Group, April ExchangeSub-unit B Students who moved by bus.

School	K-5 Enrolled	Black	Mexican American	Other	Total	Percent
Parkside	367	5	9	173	187	51
Riley	465	20	133	86	239	51
Wilson	212	1	12	65	78	37
Total "B"	1044	26	154	324	504	48
Total "A" & "B" K-5	2685	126	361	612	1099	41

APPENDIX B-4

PLANNING UNIT II (CONT'D)

Chart 5 - 6th Grade Participation in Outdoor EducationSub-unit A

School	Grade 6 Enrolled	Black	Mexican American	Other	Total	Percent
Davidson	72	4	9	35	48	67
Lincoln	65	3	16	29	48	74
Marshall	61	3	9	42	54	89
Roosevelt	94	19	47	0	66	70
Total "A"	292	29	81	106	216	74

Chart 6 - 6th Grade Participation in Outdoor EducationSub-unit B

School	Grade 6 Enrolled	Black	Mexican American	Other	Total	Percent
Parkside	78	5	7	64	76	97
Riley (not all 6th grade participated in Outdoor Education)	90	6	24	8	38	42
Wilson	34	1	2	23	26	76
Total "B"	202	12	33	95	140	69
Total "A" & "B" Grade 6	494	41	114	201	356	72

APPENDIX B-5

PLANNING UNIT III

Participation by Ethnic Group

K-5 Programs:	<u>Participating</u> Students	2,992	
	Black	Mexican-American	Other
	537 = 18%	119 = 25%	1693 = 57%
6th at Pacific:	<u>Participating</u> Students	603	
	Black	Mexican-American	Other
	94 = 16%	119 = 20%	390 = 64%
6th at Camp:	<u>Participating</u> Students	551	
	Black	Mexican-American	Other
	84 = 15%	91 = 17%	376 = 58%
Totals:	<u>Participating</u> Students	3,595	
	Black	Mexican-American	Other
	631 = 18%	881 = 25%	2083 = 58%
Total Unit	<u>Enrollment</u> Percentages:		
	Black	Mexican-American	Other
	16%	21%	63%

APPENDIX B-6

PLANNING UNIT IV - FINAL REPORT

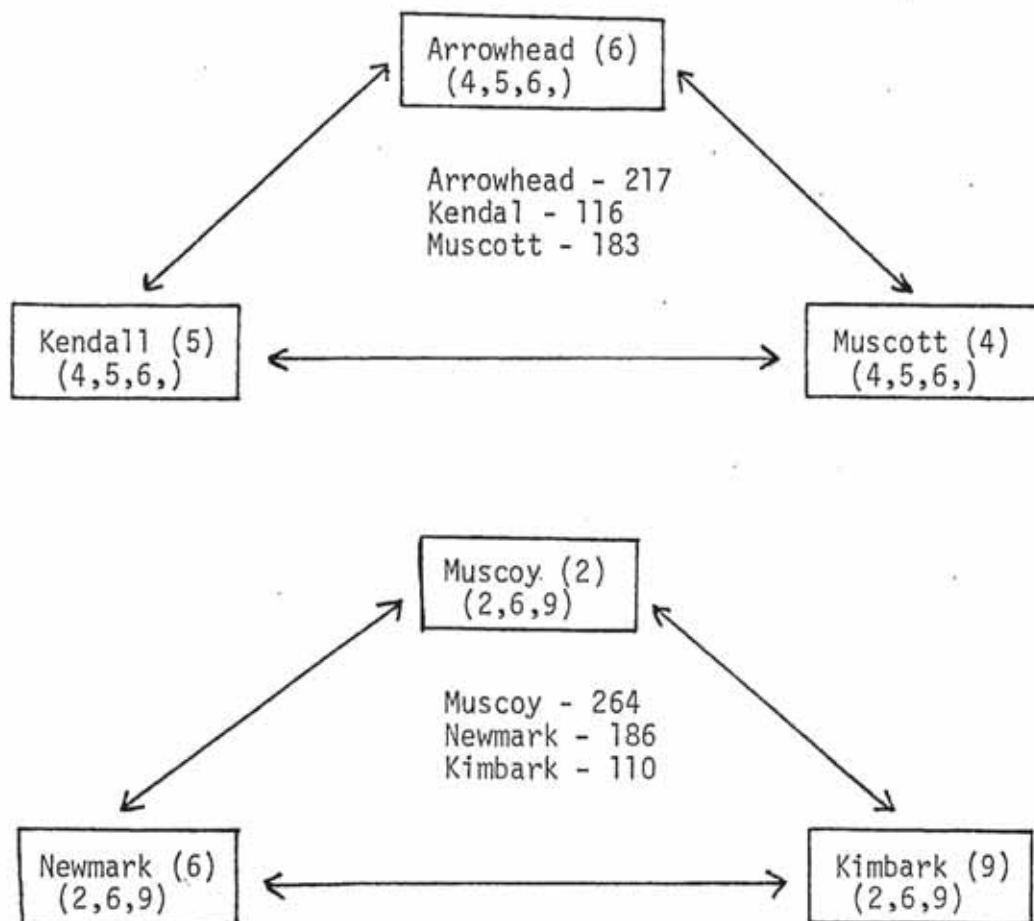
Participating Students

<u>School</u>	<u>Enrollment</u>	<u>Black</u>	<u>Mexican-American</u>	<u>Other</u>	<u>Total</u>	<u>% of Participation</u>
<u>Group A</u>						
Urbita	184	11	79	26	116	63.0
Cypress	498	38	60	194	292	58.6
Oehl	546	36	37	250	323	57.2
Total:	1228	85	176	470	731	59.5
		11.6%	24.1%	64.3%		
<u>Group B</u>						
Lytle Creek	391	12	110	100	222	56.8
Thompson	473	18	26	215	259	54.8
Lankershim	470	49	41	180	270	57.5
Total:	1334	79	177	495	751	56.3
		10.5%	23.6%	65.9%		
<u>Group C</u>						
Ramona-Alessandro Warm Springs	671	173	163	79	415	61.9
Emmerton	562	37	45	152	234	41.6
Cole	508	41	38	225	304	59.6
	520	21	39	237	297	57.1
Total:	2261	272	285	693	1250	55.3
		21.8%	22.8%	55.4%		

APPENDIX C-1

SOCIOECONOMIC INTERACTION
 Planning Unit 1
 Grades K-6

Data showing the extent to which pupil populations within each Planning Unit included students from diverse socioeconomic backgrounds are reported below. In general, students moved among the schools within each sub-group depending upon program choice, availability of facilities and need to balance schools ethnically and socioeconomically. Data for each sub-group show actual numbers of students leaving a given school. Example: Arrowhead School had 217 students volunteering to participate in integrated learning activities at Kendall and Muscott Schools.

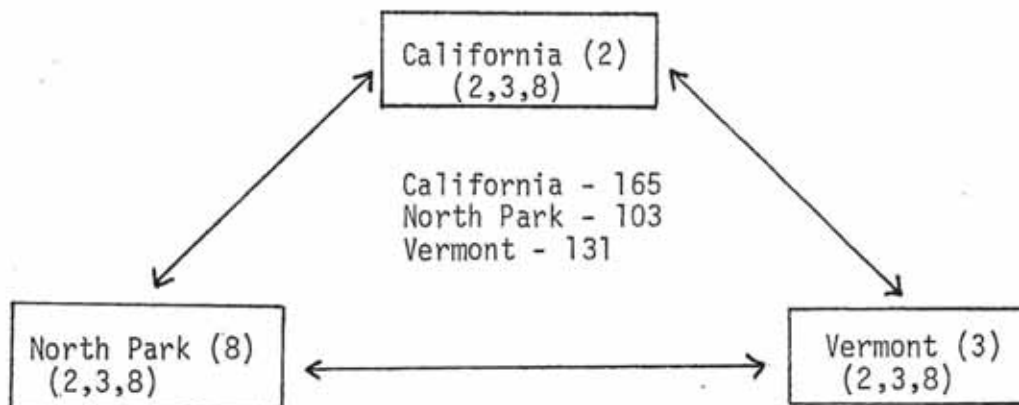


Code

Level 1 - \$8,514 median housing value

Level 10 - \$25,971 median housing value

APPENDIX C-2

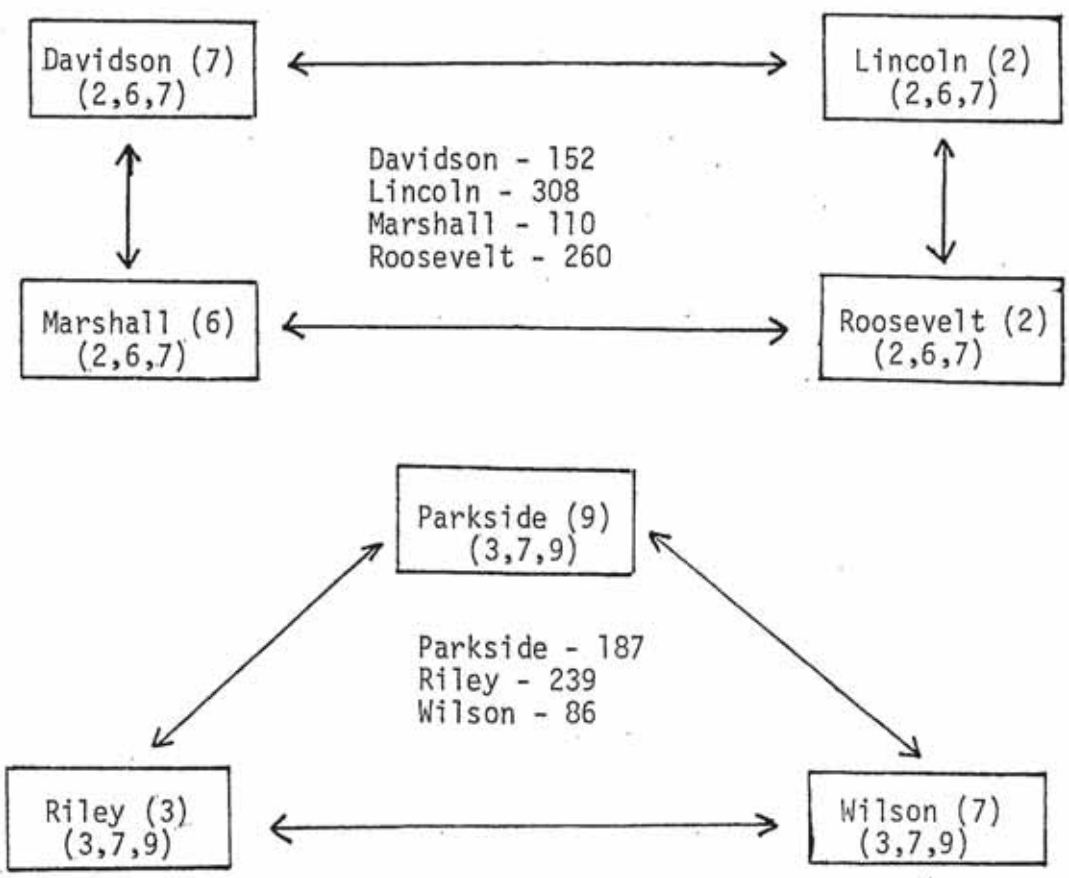
SOCIOECONOMIC INTERACTION
Planning Unit 1 (cont'd)

Code
Level 1 - \$8,514 median housing value
Level 10 - \$25,971 median housing value

APPENDIX C-3

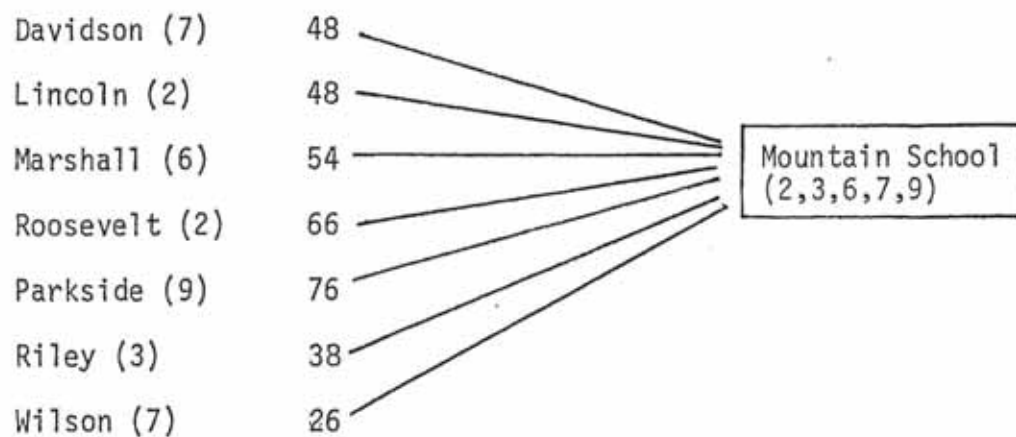
SOCIOECONOMIC INTERACTION
 Planning Unit II
 Grades K-6

Data showing the extent to which pupil populations within each Planning Unit included students from diverse socioeconomic backgrounds are reported below. In general, students moved among the schools within each sub-group depending upon program choice, availability of facilities and need to balance schools ethnically and socioeconomically. Data for each sub-group show actual numbers of students leaving a given school. Example: Davidson school had 152 students volunteering to participate in integrated learning activities at Lincoln, Marshall, and Roosevelt.



Code
 Level 1 - \$8,514 median housing value
 Level 10 - \$25,971 median housing value

APPENDIX C-4

SOCIOECONOMIC INTERACTION
Planning Unit II (cont'd)Code

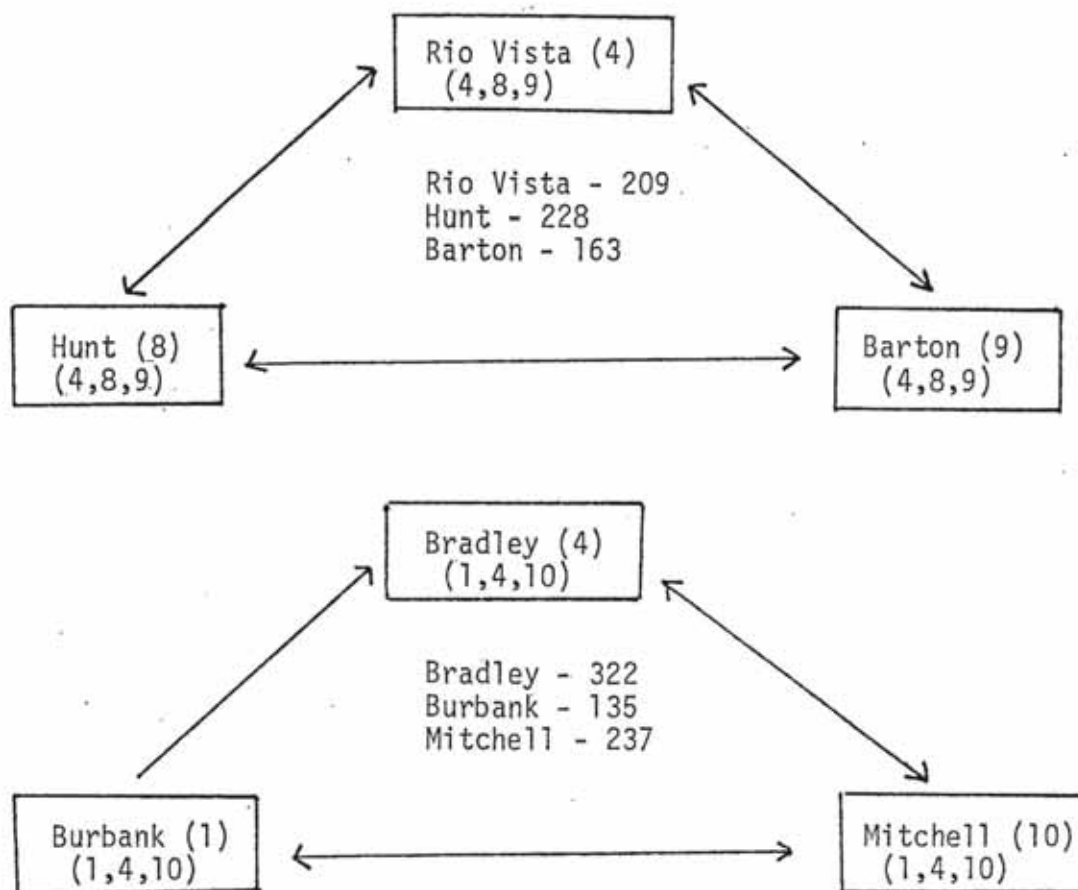
Level 1 - \$7,514 median housing value

Level 10 - \$25,971 median housing value

APPENDIX C-5

SOCIOECONOMIC INTERACTION
 Planning Unit III
 Grades K-6

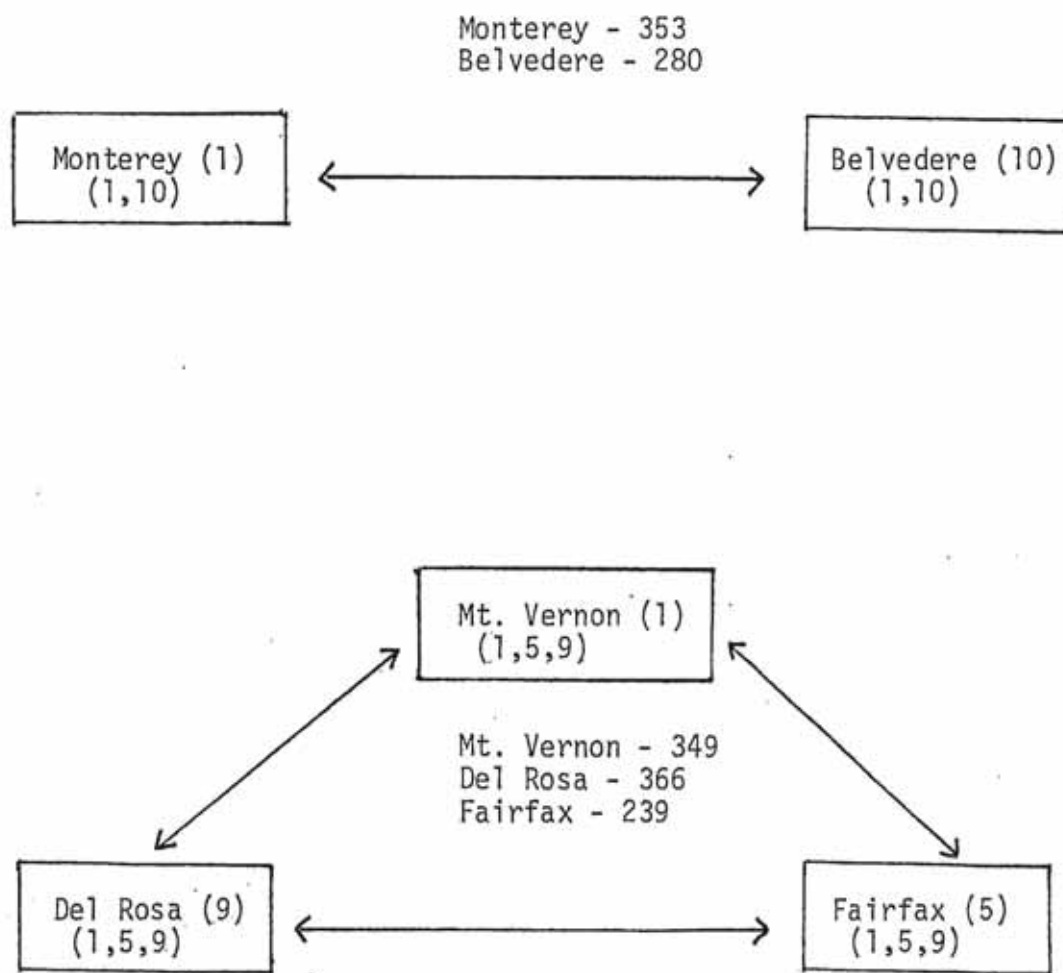
Data showing the extent to which pupil populations within each Planning Unit included students from diverse socioeconomic backgrounds are reported below. In general, students moved among the schools within each sub-group depending upon program choice, availability of facilities and need to balance schools ethnically and socioeconomically. Data for each sub-group show actual numbers of students leaving a given school. Example: Rio Vista school had 209 students volunteering to participate in integrated learning activities at Hunt and Barton Schools.

Code

Level 1 - \$8,514 median housing value

Level 10 - \$25,971 median housing value

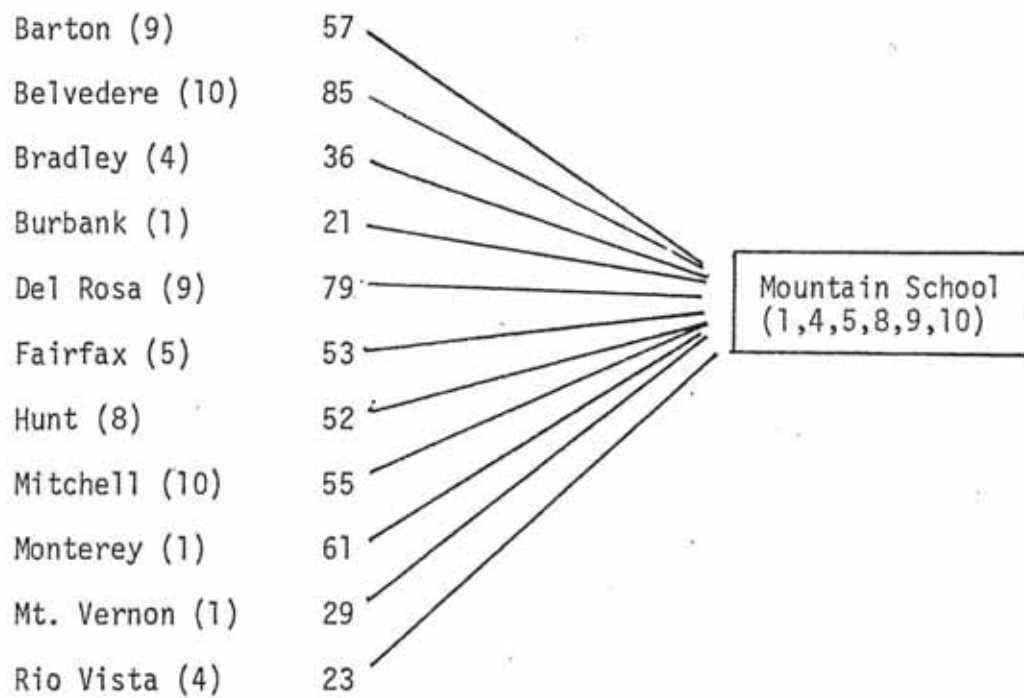
APPENDIX C-6

SOCIOECONOMIC INTERACTION
Planning Unit III (cont'd)Code

Level 1 - \$8,514 median housing value

Level 10 - \$25,971 median housing value

APPENDIX C-7

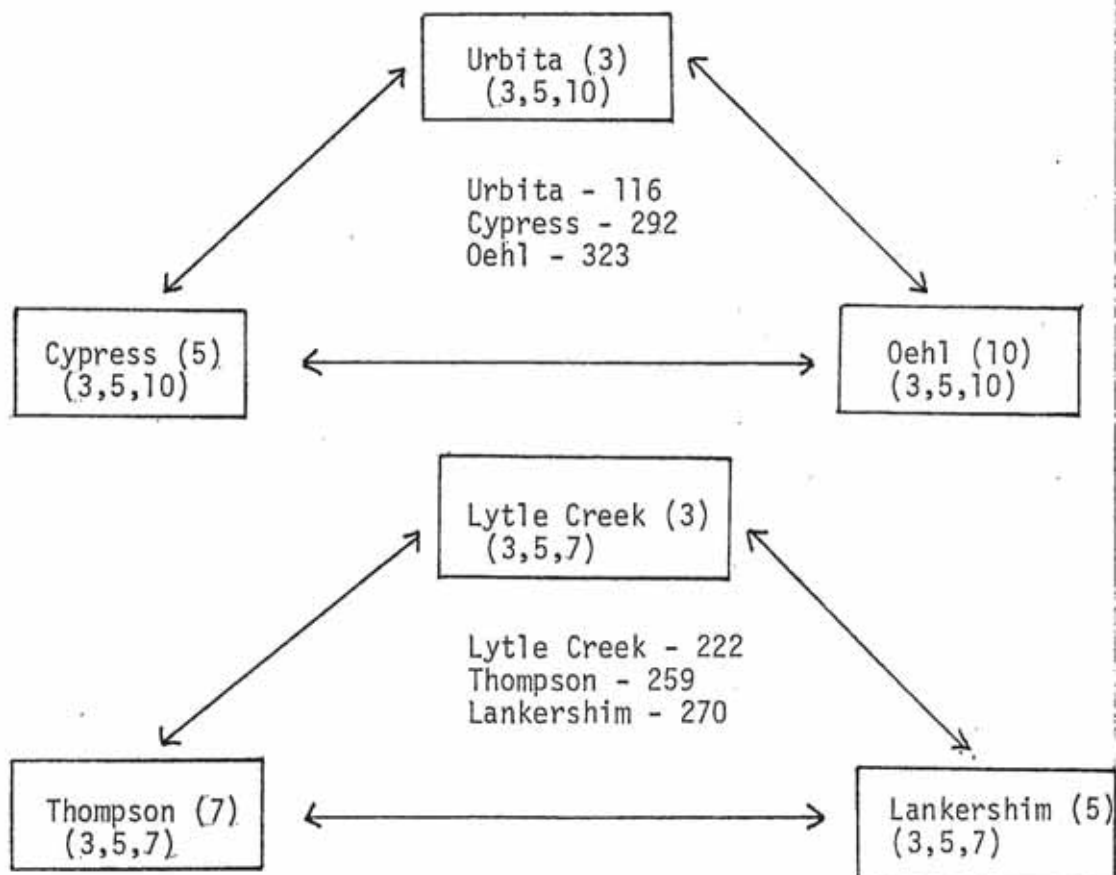
SOCIOECONOMIC INTERACTION
Planning Unit II (cont'd)

*Does not include 5th and 6th grade students who attending Planning Unit activities at Pacific High School.

APPENDIX C-8

SOCIOECONOMIC INTERACTION
 Planning Unit IV
 Grades K-6

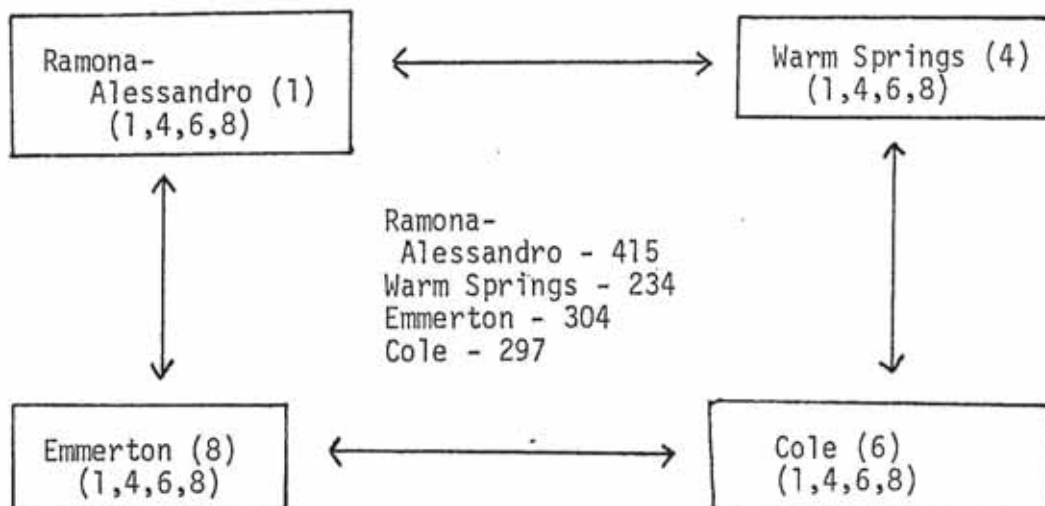
Data showing the extent to which pupil populations within each Planning Unit included students from diverse socioeconomic backgrounds are reported below. In general, students moved among the schools within each sub-group depending upon program choice, availability of facilities and need to balance schools ethnically and socioeconomically. Data for each sub-group show actual numbers of students leaving a given school. Example: Urbita school had 116 students volunteering to participate in integrated learning activities at Cypress and Oehl Schools.

Code

Level 1 - \$8,514 median housing value

Level 10 - \$25,971 median housing value

APPENDIX C-9

SOCIOECONOMIC INTERACTION
Planning Unit IV (cont'd)Code

Level 1 - \$8,514 median housing value

Level 10 - \$25,971 median housing value

APPENDIX D

SUMMARY OF TEACHER QUESTIONNAIRES

Opinion of Teachers	Total Responses	Agree		Uncertain		Disagree	
		#	%	#	%	#	%
1. The Planning Unit program interfered with the effectiveness of the rest of the Instructional program.	437	277	63%	53	12%	107	24%
2. Pupils had a worthwhile educational experience.							
a. Your kids who visited	435	263	60%	125	29%	47	11%
b. Kids from another school who visited you.	432	332	77%	59	14%	41	9%
c. Kids who remained	422	289	68%	87	21%	46	11%
3. Pupils had developed friendly relationships with their peers during Planning Unit activities							
a. Your kids who visited	428	189	44%	159	37%	80	19%
b. Kids from another school who visited you	430	242	56%	104	24%	84	20%
c. Kids who remained	426	237	56%	103	24%	86	20%
4. Pupils worked cooperatively with their peers during Planning Unit activities							
a. Your kids who visited	441	262	59%	142	32%	37	8%
b. Kids from another school who visited you	429	348	81%	39	9%	42	10%
c. Kids who remained	421	328	78%	53	13%	40	9%

APPENDIX E-1

SUMMARY OF STUDENT QUESTIONNAIRES

	Total Responses	Agree		Uncertain		Disagree	
		#	%	#	%	#	%
<u>Opinion of Primary Students Who Did Move</u>							
1. Did you enjoy working with the kids from other schools?	3,280	2326	71%	419	13%	535	16%
2. Did you learn interesting things in the special program?	3,348	2650	79%	355	11%	343	10%
3. Did you begin to make new friends during the school exchanges?	3,262	2439	75%	263	8%	560	17%
4. Would you like to be in a program at another school next year?	3,242	1924	60%	460	14%	858	25%
<u>Opinion of Primary Students Who Did Not Move</u>							
1. Did you enjoy working with the kids from other schools?	2,411	1513	63%	399	17%	499	21%
2. Did you learn interesting things in the special program?	2,351	1791	76%	286	12%	274	12%
3. Did you begin to make new friends during the school exchanges?	2,230	1509	68%	225	10%	496	22%
4. Would you like to be in a program at another school next year?	2,387	1016	43%	390	16%	981	41%
<u>Opinion of Upper Grade Students Who Moved</u>							
1. Did you enjoy working with the kids from other schools?	2,791	1791	64%	341	12%	659	24%
2. Did you learn interesting things in the special program?	2,669	2188	82%	150	6%	331	12%

APPENDIX E-1

SUMMARY OF STUDENT QUESTIONNAIRES (CONT'D)

	Total Responses	Agree		Uncertain		Disagree	
		#	%	#	%	#	%
3. Did you begin to make new friends during the school exchanges?	2,666	1911	72%	160	6%	606	23%
4. Would you like to be in a program at another school next year?	2,649	1446	55%	480	18%	723	27%

No page 69 included in bound thesis

APPENDIX E-2

STUDENT QUESTIONNAIRES (CONT'D)

	Total Responses	Agree		Uncertain		Disagree	
		#	%	#	%	#	%
Opinion of 6th Grade Students Who Participated in Outdoor Education Programs							
1. Kids from different schools can cooperate on outdoor education projects.	723	619	85%	65	9%	39	5%
2. Kids from different schools can make friends during outdoor education projects.	724	665	92%	41	6%	18	3%
3. Outdoor Education teaches kids to rely on each other for help.	721	447	62%	170	24%	104	14%

APPENDIX F

SUMMARY OF PARENT QUESTIONNAIRES

	Total Responses	Agree		Uncertain		Disagree	
		#	%	#	%	#	%
<u>Opinion of Parents Whose Children Did Move</u>							
1. My child had worthwhile educational experiences during the Planning Unit programs.	3,075	2211	72%	565	18%	299	10%
2. My child began to make new friends as a result of his participation in the Planning Unit Programs.	3,043	1815	60%	602	20%	626	20%
3. The Planning Unit program was worth including in the school program this year.	3,036	2017	66%	614	20%	405	13%
4. If there are voluntary programs next year, I will let my child participate.	2,938	2104	72%	578	20%	256	9%
<u>Opinion of Parents Whose Children Did Not Move</u>							
1. My child had worthwhile educational experiences during the Planning Unit programs.	1,359	528	39%	436	32%	395	29%
2. My child began to make new friends as a result of his participation in the Planning Unit Programs.	1,324	481	36%	326	25%	517	39%
3. The Planning Unit program was worth including in the school program this year.	1,392	435	31%	467	34%	490	35%
4. If there are voluntary programs next year, I will let my child participate.	1,347	404	30%	425	32%	518	38%