

SAN DIEGO CITY SCHOOLS

**Date:** April 1, 2005  
**To:** K-12 Principals, Division and Department Heads  
**Subject:** CLASSROOM RACIAL/ETHNIC CENSUS DATA, 2004-2005  
SPRING SEMESTER

**Department and/or  
Persons Concerned:** School Principals

**Due Date:** April 22, 2005

**Reference:** Final Order Terminating Court Jurisdiction  
August 1996

**Action Requested:** Complete and return Attachments 1 and 3

**Brief Explanation:**

The August 1996 integration order states:

*The District shall supervise classrooms and school facilities so as to maximize integration within each school. The District shall make checks of ethnic classroom enrollment as early in each semester as possible, having due regard for fluctuations in class enrollment in the early weeks of the semester.*

In order to comply with the court order, data showing the spring classroom racial/ethnic balance have been compiled so that the racial/ethnic balance in classrooms can be determined. A balanced classroom is one that falls within + (plus) or – (minus) 20 percent of the school’s racial/ethnic balance.

Under separate cover you will receive a copy of Classes Needing Attention to Achieve Racial/Ethnic Balance (Attachment 1). The “majority deviation” column is the deviation of the percent of White students from the +/- 20 percent range. A positive number indicates that White students are overrepresented, a negative number indicates that White students are underrepresented in the class. The “Justifiable Reason” column needs to be completed.

If the Classes Needing Attention to Achieve Racial/Ethnic Balance attachment has no classes listed, then all classrooms at the site are balanced—nothing further needs to be done. There is no need to return any of the attachments.

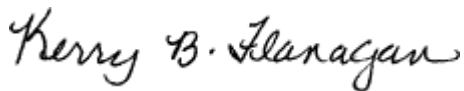
The following is a description of the attachments and directions for completing them:

1. Attachment 1 – Classes Needing Attention to Achieve Racial/Ethnic Balance. This is a listing of classes (by room number for elementary and by teacher for secondary) that fall out of racial/ethnic balance +/- 20 percent of the proportion of White students in the school as determined by computer analysis. The “justifiable reason” column needs to be completed. Determine whether each classroom listed falls under one of the justifiable explanations (Attachment 2) and write the corresponding number in this column. If there is no justifiable reason for the classroom, use Attachment 3.
2. Attachment 2 – Justifiable Explanations for Classes Out of Racial/Ethnic Balance. This is the listing of justifiable explanations for homogeneous groupings of students. These explanations are the only acceptable reasons for a classroom to be out of racial/ethnic balance. If any of the classes do not meet the criteria for justifiable reason, complete Goals for Classes Needing Attention to Achieve Racial/Ethnic Balance (Attachment 3).
3. Attachment 3 – Goals for Classes Needing Attention to Achieve Racial/Ethnic Balance. This form is used for the classrooms on your list that do not meet any of the justifiable explanations (Attachment 2). List each classroom and state the goal of achieving racial/ethnic balance. Please indicate the date that the goal is to be accomplished.
4. Attachment 4 – Board of Education Policy. This is an explanation of the Board of Education policy on racial/ethnic balance in classes.

Please complete and return Attachment 1 (received under separate cover) and Attachment 3 to Enrollment Options, Annex 7A by April 22, 2005. If you have any questions, please call Sandra Robles or Soveida Knowles at (619) 725-7153.

Sandra Robles  
Manager  
Enrollment Options

APPROVED:



Kerry Flanagan  
Chief of Staff

SR:jd

Attachments (4)

Distribution: Lists A, D, E, and F

## SAN DIEGO CITY SCHOOLS

JUSTIFIABLE EXPLANATIONS FOR CLASSES  
OUT OF RACIAL/ETHNIC BALANCE

*BASIC RULE:* "In classrooms--other than the ones listed below--the percentage of students must not deviate more than plus or minus 20% from the proportion of White students in the school."

<u>Type of Class</u>	<u>Justifiable Reason</u>
1. High School Diploma Program	1. Takes place beyond the regular school day and is usually site specific with respect to courses offered. Enrollment is low and highly unstable since some students may exit when contracts are complete.
2. Special education classes	2. Students are certified based on need related to the condition of handicap. Additionally, laws pertaining to providing services to students in this category are quite restrictive.
	Special education classes which are 25% or less White in a school where the total school enrollment is also 25% or less White is acceptable, but not in others. Special education classes should have representation from multiple racial/ethnic groups and both gender groups.
	Site plans should reflect a statement regarding mainstreaming which would allow greater social contact for groups such as special day and resource specialist.
3. Single class offered or single combination class offered, including Advanced Placement	3. In schools with small enrollments, often a single class exists at one or more grade levels. Also, often at least two grades must be combined in order to establish a class grouping. It may often be impossible to ensure balanced integration in such classes.
	The school must be able to demonstrate that no other alternative is available.

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| 4. English as a Second Language (ESL), primary language and bilingual classes at designated schools*           | 4. ESL and primary language classes are enrollment restrictive with respect to core or required subjects. However, when these students take their elective courses, they should not be isolated.  |
|  | Bilingual classes at schools may have to be homogeneous because of the language needs of students. However, at other schools various models may be used to integrate such classes. A team-teaching model may be used so that students may get their English instruction from an English-speaking teacher and their Spanish (or other language) instruction from a Spanish-speaking teacher. Also, a bilingual teacher may teach a combined group. |
| <del>5. Achievement Goals Program</del>  | <del>5. In order to meet court orders, low achieving students are programmed into specialized learning programs. Such classes may be imbalanced in order to reach the identified students.</del>  |
| 6. Gifted Seminar Classes*   | 6. These classes are listed because of <u>the present</u> disparity in scores between racial/ethnic groups. (It should be the goal of the school to identify and nurture students with gifted potential in order to establish a better representation of underrepresented students in seminar classes.)   |
| 7. <u>Individual</u> independent study classes   | 7. Students on an individual basis are cleared to contract independent study classes.   |
| 8. Optional courses other than those that are <u>normally</u> taught as electives, i.e., Russian, Hebrew, etc. | 8. Such courses may be interest specific. Perhaps all such courses should be approved (as pilot courses are done) ahead of their being listed for student enrollment.   |
| 9. Student service classes, i.e., monitors, library workers, by period only                                    | 9. It would be difficult to balance such classes on a period basis because of the small number of students needed. Sites should have to show a full day racial/ethnic balance.  |

\*Although listed above, a goal for these classes should be established to eliminate them from the list in a reasonable amount of time.





SAN DIEGO CITY SCHOOLS  
Office of School Choice

BOARD OF EDUCATION POLICY

RACIAL/ETHNIC BALANCE IN CLASSES

1. While academic needs of students is the key factor in class placement, commitment to an integrated learning environment prescribes that classes reflect the diversity of ethnicity, race, and gender of all those students who meet the criteria for placement in such classes.
2. The 1984 board-approved agreement with the Office for Civil Rights seeks no more than a 20 percent plus/minus deviation in class balance of the proportion of White students in the school. It is expected that this agreement can be sensibly implemented; however, it is not intended that the goal be considered a quota which disregards other placement factors.
3. Principals shall work to achieve such balance and shall monitor each class in the school to assess compliance. Allowable exceptions are contained in the Board of Education policy and approved by the Superior Court and the Office for Civil Rights. Noncomplying classes that are not included within the approved exemptions will be reported and explained by the principal.
4. Where there are advanced course offerings that are seriously imbalanced, principals and staff shall encourage and work to help students of underrepresented groups to qualify for admission to such classes and to succeed in them.
5. Students shall be placed in classes in such a way and at such times as to eliminate harmful disruption of instruction.

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