

that depending on a slight  
movement of the center, the county  
could get a moderate rainfall at  
times.

See WEATHER, A-10

Ala., a p...  
Space Flight

See SPA...

ments on the assassinat...

## WHITE FLIGHT — OR BIRTH RATE DROP?

# Vanishing act puzzles schools

By MARGERY CRAIG  
TRIBUNE Education Writer

Are white students fleeing from San Diego public schools because of court-ordered desegregation?

One thing is certain: The city school district has lost more than 4,000 white students this school year when compared to the last school year and this loss comes during the first year of a desegregation plan that was drawn up to meet man-

dates in the Carlin court case.

What is unclear is where the students have gone and why.

When the white enrollment loss was reported to the Board of Education this week, board president George Smith said he was concerned that families were dodging desegregation by enrolling their children in private or parochial schools.

Parochial school officials responded by calling a press conference

yesterday to draw attention to their own enrollment problems. For example, in the 19 Roman Catholic schools within the limits of the city school district, a slight decline in enrollment has been noted over the past five years.

"We cannot see any substantial growth within the city and the suburban Catholic school enrollment that would indicate patterns which would

See SCHOOLS, A-10

# ★ Schools

CONTINUED FROM PAGE 1

be harmful to the city schools' integration efforts," said Robert Peer, director of education for the Roman Catholic Diocese of San Diego.

In interviews conducted by The Tribune in October, a number of administrators of private schools emphasized they do not want their institutions to become havens for those who do not want to be involved in desegregation.

Moreover, these administrators said, many local private schools are already operating at full capacity and there is no room for new students.

There is nothing unique about the public school enrollment decline in San Diego. City school districts across the country have noted a similar trend since about 1970, a loss that generally is attributed to a declining birth rate and rapid growth of suburbs.

Are, then, white families moving out of the San Diego city school district to the suburbs in an effort to avoid desegregation?

Several county school officials contacted yesterday say there is no indication the so-called white flight phenomenon is occurring here.

"We don't see any effect whatever of youngsters coming here in order to depart from the San Diego district," said James Runge, superintendent of the La Mesa-Spring Valley district. "In fact, we may be losing a few of our youngsters to San Diego."

Runge said about 12,700 students are currently enrolled in his district, some 400 fewer than last year.

A similar situation exists in the Sweetwater Union School District, where this year's enrollment is down about 300 from the 1976-77 enrollment of 24,000 students.

"I doubt that (white) families wanting to avoid desegregation would move their children to Sweetwater because we're in the same ball game as San Diego," said Earl Denton, superintendent of the Sweetwater district, where planners are in the midst of drawing up desegregation recommendations.

The Poway Unified School District is one of several suburban areas where school enrollments have multiplied while city enrollments have dropped.

There were about 3,400 students in Poway schools in 1965, compared to about 15,000 this year.

"We're seeing our growth slowed somewhat," said Poway Superintendent Robert Reeves. "We projected about a 5 percent increase from last year and we only got about 3 percent."

Encinitas Union School District is a suburban system where en-

rollments have shown consistent growth, marking about a 12 percent increase each year. The district currently enrolls about 2,000 students, up 150 from last June.

"There's no indication of white flight here," said Donald Lindstrom, the Encinitas superintendent. "I think our people are pretty eclectic in where they're coming from and we're getting as many new students from Orange County as we are from San Diego."

Throughout the Carlin trial earlier this year, city school officials warned of the dangers of white flight that might result from court-ordered desegregation. If white parents yanked their children from public schools in a massive exodus, officials argued, meaningful school desegregation would be impossible.

While school board president Smith and other trustees may be concerned that the latest student ethnic census shows white flight developing in San Diego, other district officials say more study is needed before such a conclusion can be drawn.

Superintendent Tom Goodman said the 4,000-plus drop in white enrollment is generally consistent with national trends.

According to the latest ethnic census, there are 118,460 students enrolled this year in San Diego city schools, compared with 121,423 enrolled in 1976-77. About 64 percent are white contrasted with about 66 percent last year.

"It's strictly my opinion but I would say that the drop in white enrollment this year is not related to our desegregation plan," said Ed Fletcher, the assistant superintendent who is coordinating desegregation efforts in the city school district.

Fletcher said school officials are in the process of studying enrollment trends in local private schools and in other public systems outside of San Diego to gauge any indication of white flight.

He added that several studies are planned on enrollment factors at the 23 schools ruled racially segregated in the Carlin decision. A report to the school board is expected in January, Fletcher said.

Attorneys for the Carlin plaintiffs, who brought the desegregation lawsuit against the district, also are planning to closely study the latest enrollment data.

"I really don't see any white flight at this point," said Veronica Roeser, one of the Carlin attorneys.

"For one thing, there isn't anything to fly from," she said in reference to the voluntary desegregation plan the district implemented this year in response to the Carlin ruling. Roeser and others have arg-

ued that the only way to successfully desegregate schools is to mandatorily bus students. School officials, however, maintain that forced busing would only drive more families out of the district.

Roeser said yesterday the latest student ethnic census may actually show that the district is so slow in implementing desegregation "that we're really going backwards."

She cited, for example, statistics that show four district elementary schools that enroll more minorities this year than last. These schools — Barton, Brooklyn, Carson and Dewey — are now considered "tipping" schools, where minorities comprise more than 50 percent of a school's enrollment.

Roeser said only one school that was tipping toward segregation last year has decreased its minority enrollment below 50 percent this year, Oak Park Elementary.

Of the 23 segregated schools, where minorities make up 80 percent or more of the enrollment, only one — Webster Elementary — substantially decreased its number of minority students this year.

On the other hand, statistics show that San Diego High School went over the 80 percent minority mark in the 1977-78 census.

"It pretty much looks like the district is taking one step forward and three back," Roeser said.

## Heart flown in for operation

RICHMOND, Va. (AP) — A 46-year-old man received a new heart today in transplant surgery at the Medical College of Virginia Hospital. Doctors said his own diseased heart was left in his body, still functioning.

Charles Twigg, a retired truck driver from Baltimore, was listed in critical condition. He had been at the hospital since Nov. 3 awaiting a donor.

The donor heart was obtained yesterday from a hospital in New York City and flown to Richmond. It was the sixth time doctors at the hospital here had transplanted a heart flown in from a long distance.

Hospital spokesman Bill Van Pelt said Twigg's heart was left intact to lessen the strain on both hearts. He said also that the original heart could function as a backup in case the new heart is rejected.

Surgeons at the hospital have performed 20 heart transplant operations in all. Five of the recipients are alive.

77-78  
D.

exhibition facility and a unique institutional program are envisioned.

Here is Sharon Malotte, Shoshone, of Pahrump, Nevada. She was recently named Miss Indian Nevada. Malotte is a senior at Stanford University, with a major in human biology.

Photo by Bob Melson

Wassaja

# Teachers "Switch" Their Race — for Benefits

Wassaja  
11-12/77

By Rupert Costo

Los Angeles, California

Hundreds of school teachers in Los Angeles are switching their registration of "race," naming themselves "Indians," according to an informant who is working in an affirmative action program here.

"It's better to be Indian," it is being said. "You get more benefits, more chances to get higher education, and more services."

The situation in Los Angeles has occurred, it is believed, because teachers are being transferred from one district to another in order to obtain "racial balance."

The better schools and thus the better jobs presumably go to minorities. Particularly to Indians, although there are only a handful of Indian teachers compared to other groups.

In an article in *The New Republic* by Eliot Marshall, it was reported that, in Los Angeles "Some uncooperative types identified themselves as being what they were not. A few "minority" teachers turned "white," and more whites became minorities.

"Suddenly there were lots of American Indians. The school board, in exasperation, responded by creating ethnic review committees," the article stated.

This committee, as reported by Betty Gardin, a consultant to the L.A. Board of Education who helped develop the Ethnic Review Committee, works like this: "If a teacher's recent ethnic self-identification differs from the ethnic label in the school system's files, that teacher is made the sub-

ject of an ethnic 'discrepancy report'."

Such teachers are asked to meet with the review committee. The committee is composed of "two members from the ethnicity that people want to change from and three from the group they wish to change to."

Documents are required for proof of "ethnicity." The situation has resulted in considerable difficulty for the school system, and disruption of teacher-classroom-administration relationships.

Indians are asking how they can provide a formula by which "Indian ancestry" may be defined, and recognition given in special Indian programs to those who presumably are entitled to such services or help.

In California, where the problem is intense, and ideas are sharply divided, there are 80 reservations, all the way from the smallest ones of six acres, to the large Hoopa reservation of more than 89,000 acres.

According to Supreme Court decisions, and rights reserved by Indians as part of their tribal sovereignty, only the tribe has the right to determine Indian membership. One must be a member of a tribe in order to obtain legal recognition in any program.

A person who knows himself or herself to be an Indian, whatever the circumstances may be, has no need for an enrollment number. He knows himself for what he is.

However, when it comes to any legal determination of benefits or services, the tribe is the only entity that can determine eligibility, and this reporter expresses that belief as a legal determination, and one that the Indian people must live with and learn to accept and utilize.

Although it is a personal view (yet is bolstered by court deci-

sions) unless the Indian people accept such a position, we will have at least 500,000 "Indians" in California alone. Many fakes, and upstarts. All making Indian policy, infringing upon tribal rights and making a real hash out of Indian affairs.

## National Education Association

### Immediate Openings

The NEA is seeking qualified applicants for the following positions:

Manager  
Accounting

to 26K+

(depending on qualifications and experience)

Required: Bachelor's degree in accounting or business administration with emphasis in accounting. 6 - 8 yrs. exp. in public accounting and/or industry, including exp. with automated systems. At least 4 yrs. exp. in staff administration and management. Certified Public Accountant's certificate and/or Master's degree in Bus. Adm.

Manager  
Membership Accounting

to 21K+

(depending on qualifications and experience)

Required: Bachelor's degree in accounting or business administration with emphasis in accounting. 3 - 5 yrs. exp. in public and/or industrial accounting with emphasis on automated systems. Candidates must have knowledge of general systems design and exp. with IBM 360/370 equipment or equivalent. Some supervisory experience required.

Interested applicants should send resumes by Dec. 15 to:

NEA Employee Relations  
1201 16th St., N. W.  
Washington, D. C. 20036

EOE m/f

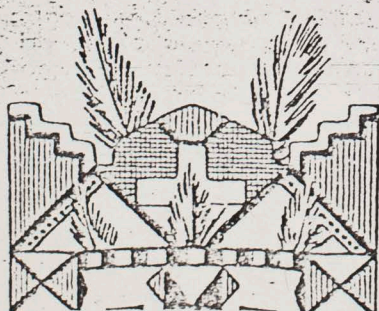
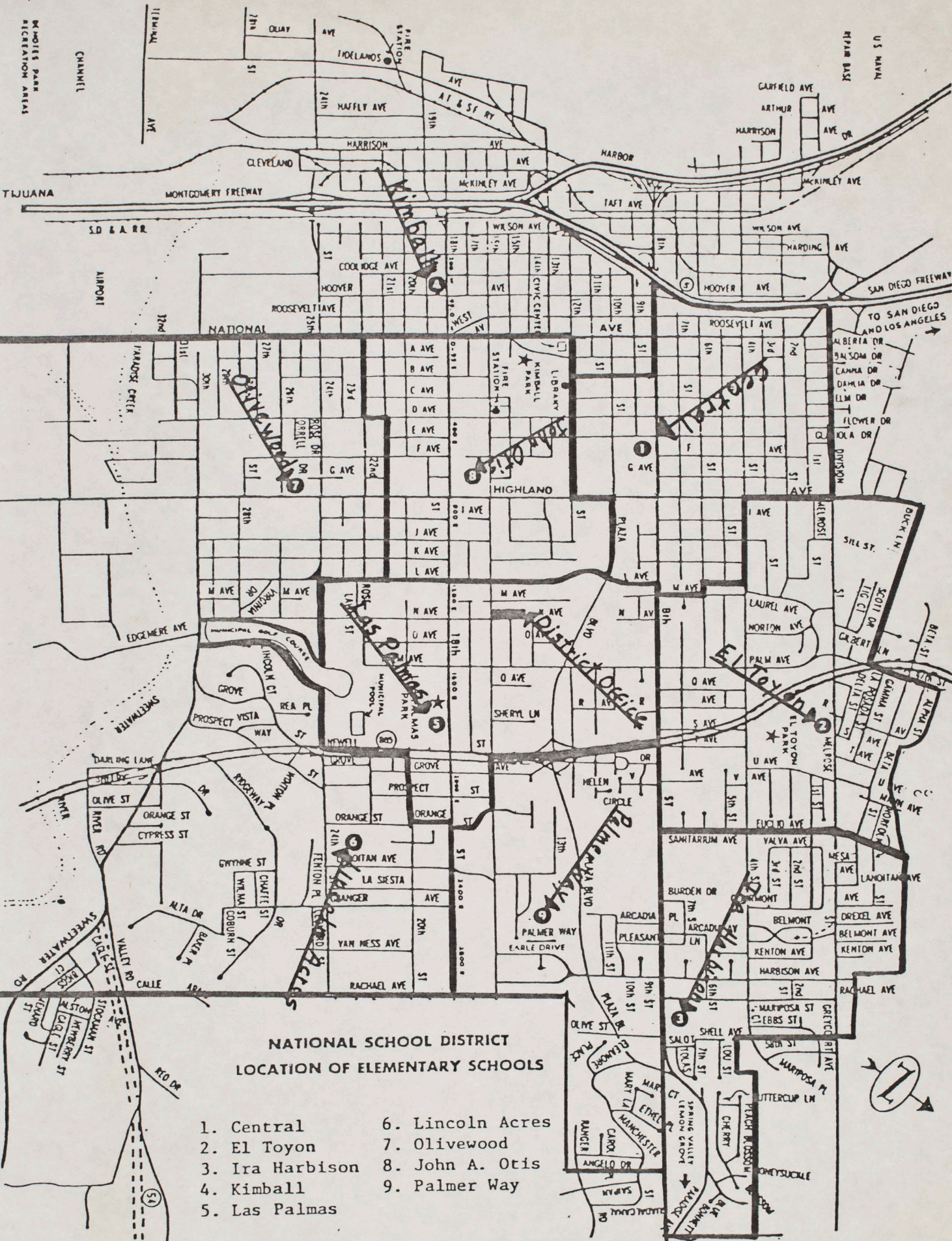


EXHIBIT "B"

DEC 21 1977

# SAN DIEGO BAY



## NATIONAL SCHOOL DISTRICT LOCATION OF ELEMENTARY SCHOOLS

- |                 |                  |
|-----------------|------------------|
| 1. Central      | 6. Lincoln Acres |
| 2. El Toyon     | 7. Olivewood     |
| 3. Ira Harbison | 8. John A. Otis  |
| 4. Kimball      | 9. Palmer Way    |
| 5. Las Palmas   |                  |



NATIONAL SCHOOL DISTRICT.  
RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT  
1967-1977

NATIONAL SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT\*

March 1, 1979

SCHOOL	TOTAL	HISPANIC	WHITE	BLACK	ASIAN	ISLANDER/FILIPINO	ALASKAN or AMER. INDIAN	DECLINE TO STATE
CENTRAL	745	512 69%	118 16%	25 03%	21 03%	55 07%	4 01%	10
EL TOYON	883	398 45%	141 15%	179 20%	23 03%	139 16%	3 01%	0
IRA HARBISON	468	173 38%	118 25%	28 06%	21 04%	111 24%	5 01%	12
KIMBALL	443	385 87%	37 08%	8 02%	6 01%	5 01%	2 0%	0
LAS PALMAS	473	224 47%	129 28%	37 08%	17 04%	47 10%	6 01%	13
LINCOLN ACRES	612	356 58%	203 33%	4 01%	11 02%	28 05%	0	10
OLIVEWOOD	577	274 47%	138 24%	23 04%	29 05%	89 15%	10 02%	14
JOHN A. OTIS	344	207 60%	73 20%	11 03%	12 03%	24 07%	2 01%	15
PALMER WAY	653	243 37%	140 21%	90 14%	12 02%	156 24%	2 0%	10
	5,198	2,772 53%	1,097 21%	405 08%	152 03%	654 13%	34 01%	84

\*Includes Preschool

NATIONAL SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT

November 1977

SCHOOL	TOTAL	HISPANIC	WHITE	BLACK	ASIAN or PACIFIC ISLE.	FILIPINO	AMER. IND. or ALASKAN
Central	645	422 65.43%	153 23.72%	19 2.95%	30 4.65%	21 3.26%	0
El Toyon	869	371 42.69%	184 21.17%	175 20.14%	26 2.99%	109 12.54%	4 .46%
Ira Harbison	453	177 39.07%	114 25.17%	29 6.40%	36 7.95%	97 21.41%	0
Kimball	390	338 86.67%	39 10%	5 1.28%	2 .51%	4 1.03%	2 .51%
Las Palmas	453	211 46.58%	144 31.79%	52 11.48%	8 1.77%	34 7.51%	4 .88%
Lincoln Acres	523	289 55.26%	209 39.96%	7 1.34%	9 1.72%	9 1.72%	0
Olivewood	591	248 41.96%	193 32.66%	45 7.61%	30 5.08%	75 12.69%	0
John A. Otis	312	168 53.84%	103 33.01%	15 4.81%	12 3.85%	14 4.49%	0
Palmer Way	629	200 31.80%	161 25.60%	103 16.38%	29 4.61%	136 21.62%	0
	4,865	2,424 49.83%	1,300 26.72%	450 9.25%	182 3.74%	499 10.26%	10 .21%

## NATIONAL SCHOOL DISTRICT

## RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT

January 1977

SCHOOL	TOTAL	HISPANIC	WHITE	BLACK	ASIAN or PACIFIC ISLE.	AMER. IND. or ALASKAN
Central	670	387 57.76%	155 24.13%	17 3.54%	48 8.16%	1 .15%
El Toyon	855	318 37.19%	176 20.58%	177 20.70%	213 23.91%	2 .23
Ira Harbison	419	155 36.99%	160 38.19%	14 3.34%	88 21.00%	2 .48%
Kimball	388	332 85.57%	35 9.02%	6 1.55%	13 3.35%	2 .52%
Las Palmas	425	156 36.71%	202 47.52%	31 7.29%	39 9.18%	3 .71%
Lincoln Acres	519	294 56.65%	229 43.12%	4 .77%	18 2.47%	0
Olivewood	574	231 40.24%	207 37.06%	32 5.57%	96 17.72%	0
John A. Otis	343	196 57.14%	113 32.94%	10 2.92%	33 9.33%	0
Palmer Way	615	192 31.22%	204 33.17%	61 9.92%	159 25.85%	2 .33%
TOTAL DISTRICT	4,808	2,261 47.05%	1,481 30.78%	352 7.30%	707 14.68%	12 .21%



NATIONAL SCHOOL DISTRICT

CIVIL RIGHTS SURVEY

(Preschool - Grade 6)

October 8, 1975

CHOOOL	TOTAL	AMERICAN INDIAN	BLACK	ORIENTAL	SPANISH SURNAME	ISLANDERS	VIETNAMESE	OTHER WHITE
ENTRAL	705	2 .28%	24 3.40%	14 1.99%	393 55.75%	28 3.97%	2 .28%	242 34.33%
L TOYON	945	4 .42%	156 16.51%	15 1.59%	313 33.12%	228 24.13%	0	229 24.23%
RA HARBISON	430	1 .23%	34 7.91%	6 1.40%	138 32.09%	74 17.21%	0	177 41.16%
IMBALL	455	1 .22%	5 1.10%	2 .44%	374 82.20%	20 4.40%	0	53 11.65%
AS PALMAS	419	4 .95%	34 8.11%	11 2.63%	160 38.19%	24 5.73%	0	186 44.39%
INCOLN ACRES	522	0	3 .58%	2 .38%	284 54.41%	15 2.87%	0	218 41.76%
LIVEWOOD	520	0	26 5.00%	15 2.88%	176 33.85%	57 10.96%	0	246 47.31%
OHN A. OTIS	344	2 .58%	17 4.94%	12 3.49%	141 40.99%	19 5.52%	0	153 44.48%
ALMER WAY	568	0	96 16.90%	1 .18%	142 25.00%	109 19.19%	0	220 38.73%
DISTRICT	4908	14 .29%	395 8.05%	78 1.59%	2121 43.21%	574 11.69%	2 .04%	1724 35.13%

CIVIL RIGHTS SURVEY  
(Preschool - Grade 6)

October 1, 1974

SCHOOL	TOTAL	AMERICAN INDIAN	BLACK	ORIENTAL	SPANISH SURNAME	ISLANDERS	OTHER WHITE
CENTRAL	665	0	17 2.56%	6 .90%	356 53.53%	45 6.77%	241 36.24%
EL TOYON	910	0	201 22.09%	11 1.21%	274 30.11%	197 21.65%	227 24.95%
IRA HARBISON	411	2 .49%	12 2.92%	4 .97%	154 37.47%	63 15.33%	176 42.82%
KIMBALL	445	0	9 2.02%	4 .90%	357 80.22%	23 5.17%	52 11.69%
LAS PALMAS	436	5 1.15%	29 6.65%	3 .69%	180 41.28%	25 5.73%	194 44.50%
LINCOLN ACRES	484	1 .21%	6 1.24%	3 .62%	258 53.31%	9 1.86%	207 42.77%
OLIVEWOOD	505	3 .59%	19 3.76%	19 3.76%	167 33.07%	39 7.72%	258 51.09%
JOHN A. OTIS	320	0	11 3.44%	4 1.25%	152 47.50%	21 6.56%	132 41.25%
PALMER WAY	567	1 .18%	87 15.34%	8 1.41%	150 26.46%	97 17.11%	224 39.51%
DISTRICT	4743	12 .25%	391 8.24%	62 1.31%	2048 43.18%	519 10.94%	1711 36.07%

NATIONAL SCHOOL DISTRICT

CIVIL RIGHTS SURVEY  
(Preschool - Grade 6)

October 1, 1973

SCHOOL	TOTAL	AMERICAN INDIAN	BLACK	ORIENTAL	SPANISH SURNAME	ISLANDERS	OTHER WHITE
CENTRAL	626	2 .32%	10 1.60%	10 1.60%	330 52.72%	44 7.03%	230 36.74%
EL TOYON	865	1 .12%	181 20.92%	16 1.85%	244 28.21%	186 21.50%	237 27.40%
JOHN A. OTIS	329	1 .30%	15 4.56%	14 4.26%	139 42.25%	22 6.68%	138 41.95%
IRA HARBISON	442	0	5 1.13%	5 1.13%	146 33.03%	72 16.29%	214 48.42%
KIMBALL	450	0	8 1.78%	7 1.56%	361 80.22%	18 4.00%	56 12.44%
LAS PALMAS	439	7 1.59%	11 2.51%	6 1.37%	187 42.60%	26 5.92%	202 46.01%
LINCOLN ACRES	516	0	3 .58%	7 1.36%	250 48.45%	9 1.74%	247 47.87%
OLIVEWOOD	509	0	35 6.88%	20 3.93%	127 24.95%	45 8.84%	282 55.40%
PALMER WAY	614	3 .49%	88 14.33%	8 1.30%	163 26.55%	86 14.01%	266 43.32%
DISTRICT	4790	14 .29%	356 7.43%	93 1.94%	1947 40.65%	508 10.61%	1872 39.08%

NATIONAL SCHOOL DISTRICT  
ETHNIC SURVEY

CERTIFICATED PERSONNEL

October 3, 1972

SCHOOL	TOTAL	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAME	OTHER NON-WHITE	OTHER WHITE
CENTRAL	29	0	0	1	1	1	26
EL TOYON	34	0	0	0	1	0	33
HIGHLAND	17	0	0	0	0	0	17
IRA HARBISON	19	0	0	0	1	0	18
KIMBALL	22	0	1	0	8	1	12
IAS PALMAS	21	0	1	1	0	0	19
LINCOLN ACRES	21	0	0	0	0	0	21
OLIVEWOOD	20	0	0	0	0	0	20
PALMER WAY	24	0	0	0	0	0	24
DISTRICT OFFICE	9	0	0	0	0	0	9
<b>TOTAL</b>	<b>216</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>199</b>
			<i>.9%</i>	<i>.9%</i>	<i>5%</i>	<i>.9%</i>	<i>92%</i>

NATIONAL SCHOOL DISTRICT

CIVIL RIGHTS SURVEY  
(Preschool - Grade 6)

October 1, 1971

SCHOOL	TOTAL	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURNAME	OTHER NON-WHITE	OTHER WHITE
CENTRAL	626		3 .48%	15 2.40%	304 48.56%	56 8.95%	248 39.61%
EL TOYON	813	4 .49%	100 12.30%	15 1.85%	224 27.55%	193 23.74%	277 34.07%
IRA HARBISON	476		8 1.68%	12 2.52%	136 28.57%	70 14.71%	250 52.52%
HIGHLAND	343		10 2.92%	9 2.62%	133 38.77%	21 6.13%	170 49.56%
KIMBALL	349		3 .86%	5 1.43%	298 85.39%	14 4.02%	29 8.30%
LAS PALMAS	424	10 2.36%	3 .71%	11 2.59%	168 39.62%	36 8.49%	196 46.23%
LINCOLN ACRES	587		5 .85%	3 .51%	261 44.46%	14 2.39%	304 51.79%
OLIVEWOOD	539	6 1.11%	15 2.78%	15 2.78%	143 26.53%	48 8.92%	312 57.88%
PALMER WAY	641	2 .31%	39 6.08%	35 5.46%	132 20.59%	39 6.08%	394 61.48%
DISTRICT	4,798	22 .46%	186 3.88%	120 2.50%	1,799 37.49%	491 10.25%	2,180 45.43%

NATIONAL SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT  
(Preschool - Grade 6)

September 29, 1970

SCHOOL	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	ORIENTAL	AMERICAN INDIAN
CENTRAL	626	264 42.17%	330 52.72%	5 .80%	27 4.30%	0
EL TOYON	926	299 32.29%	508 54.86%	101 10.90%	16 1.73%	2 .22%
IRA HARBISON	518	157 30.31%	330 63.71%	13 2.50%	18 3.47%	0
HIGHLAND	369	134 36.31%	215 58.27%	9 2.44%	10 2.71%	1 .27%
KIMBALL	380	318 83.68%	53 13.95%	4 1.05%	5 1.31%	0
LAS PALMAS	416	144 34.62%	247 59.38%	2 .48%	16 3.84%	7 1.68%
LINCOLN ACRES	625	259 41.44%	349 55.84%	3 .48%	13 2.08%	1 .16%
OLIVEWOOD	532	162 30.45%	333 62.59%	19 3.57%	16 3.01%	2 .38%
PALMER WAY	468	118 25.21%	325 69.44%	7 1.49%	16 3.42%	2 .43%
DISTRICT	4,860	1,855 38.17%	2,690 55.35%	163 3.35%	137 2.82%	15 .31%

NATIONAL SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT

October 8, 1969

SCHOOL	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NON-WHITE
CENTRAL	629	275 43.72%	290 46.10%	5 .79%	25 3.97%		34 5.40%
EL TOYON	937	277 29.56%	391 41.73%	86 9.18%	16 1.71%	3 .32%	164 17.50%
IRA HARBISON	582	188 32.30%	301 51.72%	12 2.06%	16 2.75%		65 11.17%
HIGHLAND	374	140 37.43%	205 54.81	4 1.07%	14 3.74%		11 2.94%
KIMBALL	446	368 82.51%	42 9.42%	5 1.12%	6 1.35%		25 5.60%
LAS PALMAS	488	199 40.78%	244 50.00		14 2.88%	16 3.27%	15 3.07%
LINCOLN ACRES	621	229 36.88%	357 57.43%	4 .64%	7 1.13%	1 .17%	23 3.70%
OLIVEWOOD	527	128 24.29%	333 63.19%	16 3.04%	22 4.17%	2 .38%	26 4.93%
PALMER WAY	549	137 24.95%	333 60.65%	9 1.64%	12 2.19%		58 10.56%
DISTRICT TOTAL	5,156	1,941 37.65%	2,499 48.47%	141 2.73%	132 2.55%	22 .43%	421 8.17%

NATIONAL SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION OF ENROLLMENT

October 7, 1968

SCHOOL	TOTAL	SPANISH ORIGIN	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NON-WHITE
Central	621	235 37.84%	316 50.89%	4 .64%	17 2.73%	0	49 7.87%
El Toyon	952	261 27.42%	399 41.90%	82 8.61%	25 2.63%	4 .42%	181 19.01%
Ira Harbison	584	195 33.30%	329 56.34%	2 .34%	29 4.97%	1 .17%	28 4.79%
Highland	361	150 41.55%	181 50.14%	3 .83%	8 2.21%	0	19 5.26%
Kimball	363	309 85.10%	36 9.91%	2 .55%	0	0	16 4.41%
Las Palmas	506	164 32.41%	293 57.90%	0	20 3.95%	14 2.77%	15 2.96%
Lincoln Acres	691	209 30.25%	449 64.96%	6 .87%	11 1.59%	7 1.01%	9 1.30%
Olivewood	462	149 32.25%	273 59.02%	10 2.20%	12 2.60%	1 .20%	17 3.68%
Palmer Way	553	132 23.86%	382 69.05%	5 .90%	10 1.81%	1 .18%	23 4.16%
TOTAL DISTRICT	5,093	1,804 35.42%	2,658 52.19%	114 2.24%	132 2.59%	28 .55%	357 7.01%



ETHNIC SURVEY

October 1957

	SPANISH	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE*	TOTAL
CENTRAL	254 40.06%	326 51.42%	2 .32%	35 5.52%	--	17 2.68%	634
EL TOYON	265 27.55%	423 43.97%	81 8.42%	39 4.05%	2 .21%	152 15.80%	952
IRA HARBISON	174 30.31%	322 56.09%	3 .52%	16 2.79%	2 .35%	57 9.93%	574
HIGHLAND	109 35.39%	170 55.19%	2 .65%	9 2.92%	--	18 5.84%	308
KIMBALL	319 81%	47 12%	6 1.5%	1	--	19 5%	392
LAS PALMAS	158 30.33%	332 63.72%	--	15 2.88%	--	16 3.07%	521
LINCOLN ACRES	207 27.49%	522 69.32%	5 .66%	6 .80%	7 .93%	6 .80%	753
OLIVEWOOD	155 36.13%	230 53.61%	3 .70%	15 3.50%	3 .70%	23 5.36%	429
PALMER WAY	121 20.30%	441 73.99%	2 .31%	13 2.18%	3 .50%	16 2.68%	596
<u>DISTRICT</u>	1762 34.09%	2813 54.42%	104 2.01%	149 2.88%	17 .33%	324 6.27%	5169

\* Islanders

December 30, 1977

Board of Trustees  
Chula Vista Elementary School  
District  
84 East "J" Street  
Chula Vista, CA 92010

Dear Board Members:

We wish to express our concern regarding the present methods of determining the racial or ethnic background of students and teachers within the Chula Vista Elementary School District.

As members of the Committee on Racial and Ethnic Balance (COREB) during the last eight months, it has come to our attention that the District has no definite or adequate criteria to determine race or ethnic background of staff and students, and thus questionable methods such as sight and/or self identification without guidelines are presently being used. Because of that, some people are apparently wrongfully reclassifying themselves as minorities to subvert the intent of affirmative action programs and to meet anticipated guidelines for pupil assignments as recommended by our COREB Committee.

We believe that such abuse is not only deceptive but also a violation of State and Federal Laws.

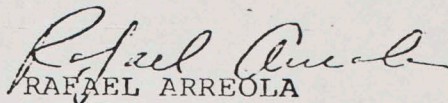
We therefore recommend that the District investigate this matter as soon as possible and that specific criteria or guidelines for racial and/or ethnic identification be adopted by the Board as soon as an investigation is completed.

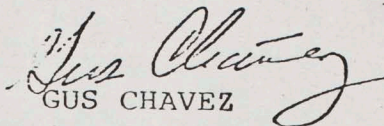
Board of Trustees  
Page Two  
December 14, 1977

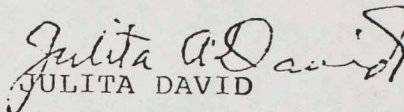
We would appreciate your prompt action and response.

If the Board or District Staff has any questions, please feel free to contact the undersigned.

Respectfully submitted,

  
RAFAEL ARREOLA

  
GUS CHAVEZ

  
JULITA DAVID

RA:GC:JD:hjv

## Questions Raised On Water Plan

By HENRY FUENTES  
Staff Writer, The San Diego Union

EL CAJON — While the region would like to assume control over water quality management for the region, El Cajon officials have said they fear that such a move would leave the city without an effective voice in its own land-use matters.

Under the plan backed by the supervisors, the county's existing flood control district with its basinwide drainage zones would become the area's regional agency for water management. Currently, 74 agencies are involved in the importation and distribution of water and the collection and treatment of sewage.

The county proposes that each zone be placed under the direction of a commission, with each city and water use special district in the zone represented on the commission. According to the proposal, no one city would have control of more than 49 per cent of the commission vote.

### 49% FOR SAN DIEGO

Under the plan, the cities of El Cajon and La Mesa would be placed in the same zone with the City of San Diego. While El Cajon and La Mesa would represent 8 and 3 per cent of the vote, respectively, San Diego would have control of 49 per cent of the vote (water dis-

## EVASION BY PARENTS ALLEGED

By DAVE POLIS  
Staff Writer, The San Diego Union

CHULA VISTA — The Chula Vista City School Board tomorrow will be asked to investigate whether parents are misclassifying their children's racial or ethnic background to frustrate attempts to desegregate schools.

Rafael Arreola, Augustine Chavez and Julita David, three members of the Committee on Racial and Ethnic Balance, said they are "concerned regarding the present methods of determining the racial or ethnic background of students and teachers" in the district.

"It has come to our attention that the district has no definite or adequate criteria to determine the race or ethnic background of staff and students," they said.

They say the district uses "such questionable methods, as sight or self-identification without adequate

guidelines."

Schools Supt. Leonard Servetter said the district is allowed to use any of three criteria.

When a child is enrolled in a school, the school secretary must make a determination of the child's racial or ethnic background.

Delores Wells, assistant superintendent, said the secretary cannot ask the parent. There is a blank asking for that information, and if the parent volunteers the information, that settles the issue.

"If a white parent says the child is red, white or blue, that settles it," Servetter said. "We cannot play policeman."

If the information is not offered, then the secretary must make the determination based on the appearance of the child or parents, or by the name, Wells said.

Wells said this places a lot of pressure on the secretary, especially

in the case of mixed marriages. Also, she said, Filipinos and other Asians often have a "Spanish" surname.

The COREB members say they are concerned because "some people apparently are wrongfully reclassifying themselves as minorities to subvert the intent of affirmative action programs and to meet anticipated guidelines for pupil assignments as recommended by our committee."

Wells said guidelines from the U.S. Office of Civil Rights declare that the school district is not to get into determinations of anthropological origins, but instead to make the determination based on what race or ethnic background the child appears to represent, how the parent identifies the child or how the child would be regarded in the community.

Wells said she has not seen evidence of people purposely changing

racial and ethnic designations, a practice she said is happening in other areas to frustrate integration efforts by organized groups.

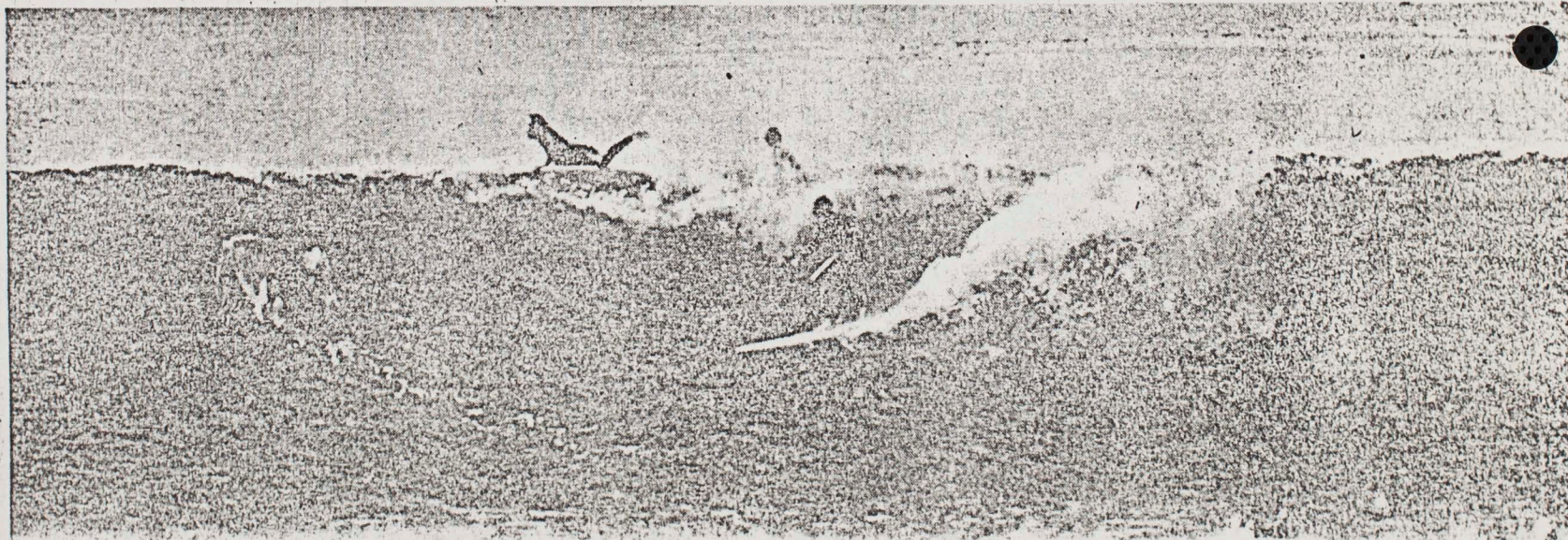
In the case of a mixed marriage, someone has to determine how the child will be identified. The citizens committee was told by a previous district administrator that the designation often depended on what school was involved and whether there were too many or too few minorities.

The child of Anglo and Hispanic parents, for example, might be enrolled as an Anglo at a school with too many minority students, or as a minority at a school with too few minority students.

"My feeling is that I would accept whatever they are saying," Servetter said.

It was suggested to parents attending a meeting of a District Advisory

(Continued on B-4, Col. 1)



...tained a search warrant and visited White's residence on Nov. 15 with two veterinary experts from the San Diego Zoo and Rains, the Animal Control director.

A letter dated Dec. 6, and signed by two zoo experts, lists nine safety and sanitation problems regarding White's cages and calls them "grossly inadequate" and "a hazard for anyone living in the vicinity of these animals."

## School Racial Classification Probe Sought

(Continued from Page B-3)-  
Committee on Desegregation (Sweetwater Union High School District) last month in Chula Vista that the question of balancing schools could be achieved if parents checked to see if they had American Indian heritage.

Such a designation would change some majority Anglo students into minority students, and might balance the enrollment at junior and high schools with too few minorities.

The remark was made by a member of the audience.  
Ralph Skiles, a Sweetwater Union High School District administrator, said he does not know if the district could legally challenge parents changing the racial or ethnic designation of their children in school records.

The Chula Vista City School Board will consider the request from the three committee members at 7:30 p.m. tomorrow at the district administration Center, 84 E. J St.

## County Alcoholic Center Opens

(Continued from Page B-1)  
Seven days of films, counseling and guest speakers detailing the road to recovery from alcoholism will be provided those who wish to rehabilitate themselves.

One question remains: Will the program work? Lois Ohnysty, a registered nurse at the closing Door of Hope detoxification center and herself a recovered alcoholic, is skeptical.

Bill Butterfield, a recovered alcoholic who is working as a counselor in the inebriate reception area of The Islands, said anticonvulsive treatment was not effective.

The letter mentions insecure fencing, rusty baling wire, and several inches of space between the bottom of the fence and the ground which "allowed enough room for the potential escape of animals."

"Furthermore," the letter says, "the shelter provided for these animals, which consisted of several poorly secured pieces of board attached to the fence, was not suitable to protect the cats from the cold, rain and wind in this environment."

On Dec. 9, Rains sent notice to White that he must "cure the defects in your caging" or face prosecution and possible impoundment of his animals. White contested that decision by Rains in a hearing before the director on Dec. 21 without success, he says in the suit.

He calls that hearing unfair because "it was presided over by Encil E. Rains, head of the department, with whom White has had a running feud for years."

The lawsuit terms the list of corrections "unique, arbitrary, absurd and unreasonable" and "an unwarranted and unlawful effort to make impossible White's continued ownership" of the large cats.

One of the corrections required by the county — the building of a 1½-foot-high wall of steel-reinforced concrete around the base of the cage — was singled out by White as being particularly "absurd."

White said a federal Department of Agriculture official inspected the cage on Dec. 21 "with a finding that such cages were in fact entirely adequate."

White's lawsuit says the escape of the two cougars in October was "extremely suspicious and doubtless human-caused," not the result of insufficient caging.

Letters of recommendation are of little use in evaluating prospective medical students because such letters take pains to point out the candidates' various strengths, but weaknesses are rarely mentioned.

Faced with grade point averages that are all excellent, recommendation letters that are all favorable, medical school selection committees are faced with applying the final subjective device to select students — the much-maligned interview.

The fact is that the interview as a useful selection device for any job has not to this day been validated.

But the interview at least allows admissions officers to relate all of the available information with a real person.

The interviewer attempts the impossible: He is looking for those personal characteristics thought to be important in a physician.

He is looking for evidence of enthusiasm, ability to relate to others, a capacity for continuing emotional growth, compassion, empathy, a sense of responsibility, integrity, the ability to meet unexpected intellectual challenges and a sense of propriety and values when confronted with a moral choice.

He is on the lookout for negative characteristics, too, such as an exploitative view of medicine as a career choice, an insensitivity to life problems and overly dogmatic and rigid attitudes.

Selection committees in the end invent a device by using the interview as a final screen whether the student has been trained in the United States or a foreign country.

And, like it or not, there appears to be nothing better.



**GRAND OP  
SPECIAL**  
3 MONTHS MEM.  
\$68<sup>00</sup>  
**PLUS ONE MONTH**  
**= FOUR MONTHS**  
• NO CONTR  
• LADIES

Are people misclassifying their kids?

# Way of determining minority students questioned

An investigation into whether people are misclassifying themselves as minorities has been requested of Chula Vista Elementary District trustees.

The board did not agree to an investigation but will look into whether this practice is illegal.

Three members of the Committee on Racial and Ethnic Balance (COREB) said they are concerned about "the district's present methods of determining the racial or ethnic background of students and teachers."

**THE THREE** — Rafael Arreola, Augustine Chavez and Julita David — said, "It has come to our attention that the district has no definite or adequate criteria to determine race or ethnic

background of staff and students."

They said because of this, "questionable methods such as sight and/or self-identification without guidelines are presently being used.

"Some people are apparently wrongfully reclassifying themselves as minorities to subvert the intention of affirmative action programs and to meet anticipated guidelines for pupil assignments as recommended by COREB."

**ASSISTANT** superintendent Dolores Wells said no evidence supports this contention, but added that it is a practice in some areas. The idea has been suggested by Bonita residents in reference to the high school district's integration plan.

Wells said three criteria are used to designate a child's race.

The best way is if the parent volunteers the information on enrollment papers. If the parent does not, the school secretary must make a determination based on sight or by name.

Wells says this is not easy, especially in the case of a mixed marriage. She also said Filipinos and other Asians, with "Spanish" surnames have probably been misidentified. Surnames are another way minorities are identified.

There is no legal way to challenge a parent's designation of his child's race, according to Wells.

**SINCE THE** district is following

federal guidelines, trustees wondered what they could do to change the identification process.

Arreola said his group is not concerned that parents are allowed to designate their child's race, although he said guidelines are lacking.

"Our major concern," he said, "is that people can change their designation for whatever reason.

"If the change is to subvert or take advantage of a program (like affirmative action), then it is morally and legally wrong."

Arreola, an attorney for the Legal Aid Society, said this has been confirmed by the U.S. Justice Department.

**BOARD PRESIDENT** Jon Miller



## Committee member only one to oppose deseg

(Continued from Page A-1)

COREB member Dick Kau are recommending open enrollment in the district.

Wallace and Kau contend, in a minority report, that they, not the COREB plan, are representative of community opinion.

Trustees questioned why Wallace considered himself more representative. He responded that parent surveys show parents favor neighborhood schools and are not convinced racial balance will help student's educationally or socially.

Wallace challenged the district to do its own survey of public opinion.

**GORDON SAID** he does not think the survey results conflict with the committee's recommendation. It's true, he said, that parents didn't want to move their children, but added they might for a special program.

Upon questioning from Trustee Judith Bauer, Gordon explained that nothing in the plans for next year involves involuntary movement of children.

education to learn to get along with other people."

**JACKSON** added that in a segregated school, students remain immersed in their own culture and are ill-equipped to get a job in a mixed society.

"When you're working in a place where most people are white," he said, "you can't walk up to your boss and say, 'Hey, brother, what's happenin'?"

Part of the COREB plan is a human relations program for students, staff and community. A number of committee members said the voluntary plan would not work if it does not have support.

If the voluntary method does not work, the COREB plan suggests trustees use involuntary methods at their discretion.

**COMMUNITY** members mostly asked questions about the plan. One parent said if the district goes with magnet programs, more information should be given out about them.

Dr. Gordon Browning, president of



'Sea Chanty'

LEGAL AID SOCIETY OF SAN DIEGO, INC.

SOUTH BAY OFFICE

305 CENTER STREET  
CHULA VISTA, CA 92010

TELEPHONE: 427-0491

February 15, 1978

Mr. David Rose  
Civil Rights Division  
U.S. Department of Justice  
9th and Pennsylvania  
Washington D.C. 20530

Re: Complaint for relief  
against wrongful  
reclassification of  
teachers, et al.

Dear Mr. Rose:

On behalf of petitioners we are submitting the attached administrative complaint against the San Diego Unified School District and Los Angeles Unified School District.

Although the present complaint is limited to those two districts, you should know that a similar practice appears to be occurring in numerous other districts.

Additionally, wrongful racial and ethnic reclassifications are not limited to employment or affirmative action programs. Reclassification of students for the apparent purpose of avoiding proposed integration programs also appears to be prevalent.

For example in the Chula Elementary School District of California, some parents appear to be changing their race or ethnicity in order to avoid a proposed integration plan. Some members of the committee which drafted that plan expressed their concern to the Board of Trustees as more specifically stated in the attached copy of a letter to that Board. That Board has not responded to that letter but some of the interest and concern can be ascertained by reading the attached copies of news articles which attempted to address this problem.

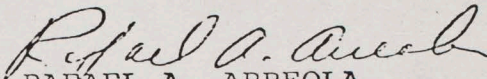
Mr. David Rose  
Civil Rights Division  
Page Two  
February 15, 1978

Your immediate response to the complaint and an investigation of the apparent student reclassifications such as the aforementioned would be greatly appreciated.

If you have any questions or need additional information, please feel free to contact the undersigned.

Very truly yours,

LEGAL AID SOCIETY OF SAN DIEGO,  
INC.

  
RAFAEL A. ARREOLA  
Supervising Attorney

RA:hjv

Enclosures

cc: Senator Alan Cranston  
Senator S. I. Hayakawa  
John Palomino, Office for Civil Rights  
John Huerta, Department of Justice



# Probe asked of student ethnic listing

CVAN  
16 FEB 78

The Justice Department was asked this week to investigate whether parents in the Chula Vista Elementary School District are misclassifying their child's ethnic background to subvert possible desegregation plans.

The request is made in a cover letter to a complaint which charges two other school districts with deliberately misclassifying employees to circumvent affirmative action programs.

**THE COMPLAINT** was drawn up by Chula Vista lawyers Rafael Arreola, Charles Wolfinger and Nicholas Aguilar of the Legal Aid Society.

Specifically named are the San Diego and Los Angeles Unified School Districts. However, the lawyers would like the Chula Vista district included in an investigation.

Arreola, a member of the district's Committee on Racial and Ethnic Balance (COREB), helped author a letter requesting trustees investigate possible misclassification.

The letter said the authors were concerned about the district's present methods of determining the racial or ethnic background of students and teachers.

**SINCE** adequate criteria is lacking, they said, questionable methods such as sight and/or self-identification without guidelines are presently being used.

"Some people are apparently wrongfully reclassifying themselves as minorities to subvert the intention of affirmative action programs and to meet anticipated guidelines for pupil assignments as recommended by COREB."

Assistant superintendent Dolores Wells has said she knows of no organized movement of parents doing this. "There may be isolated cases," she said, "but we know of none."

**ARREOLA** said this week the idea of misclassifying children was brought up at COREB meetings and some parents said they would encourage friends to do so.

The lawyer said the district liaison to the committee maintained it was legal for parents to change classification.

Arreola disagrees, saying if parents are doing it to subvert an integration program, it is illegal.

Trustees did not direct the staff to investigate whether Arreola's contention is correct. They did, however, request Wells to seek legal advice on what could be done if race is re-designated illegitimately.

**WELLS SAID** she expects the opinion at any time. The opinion has been delayed because county counsel

✓ Please turn to back page, this section

# Justice asked to probe student ethnic listing

(Continued from Page A-1)

can't find a precedent, she says.

Arreola said his group also can't find a precedent.

The assistant superintendent said, "It's obvious our effort is to upgrade the classification process, not circumvent it."

However, Arreola says he won't be satisfied until the district makes it a policy to challenge blatant misclassifications.

**THE CHULA VISTA** issue is not the main focus of the complaint. It's mostly concerned with districts misclassifying employees.

Used as a basis for the complaint is a study by two professors of the San Diego and Los Angeles districts. The study says the districts contend they are moving toward ethnic parity in staffing without hiring the required number of minority staff.

It claims Anglo staff members are reclassifying themselves to other ethnic categories to subvert affirmative action policies. The complaint says such practices deny equal employment and promotional opportunities to minorities.

The complaint notes both districts' employment practices were investigated by the Office of Civil Rights and found to be out of compliance in 1973.

**IT SAYS** to comply with achieving better balance by fall, 1977, the San

Diego district hired a few minorities and allowed Anglo teachers to reclassify themselves.

For example, the complaint says in 1975,76, the district hired only one American Indian teacher, but indicated an increase of 76 in the category.

It also hired 29 "Spanish surname" teachers but indicated an increase of 74. On the other hand, it hired 49 Anglos, but indicated a loss of 161.

These figures from the study conducted by the California School Finance Reform Project were drawn from the districts' own statistics, Arreola said.

The Los Angeles district showed a similar pattern.

**THIS STUDY** and other evidence shows the districts should have known such drastic increases in minority representation without a corresponding increase in minority hiring, were wrong, according to the complaint.

It says, "Thus both districts either encouraged wrongful reclassifications or gave tacit approval" to them.

Arreola said this concern has been expressed to both districts who have done nothing to correct the problem.

The lawyer said the problem is not confined to two districts. He said it is a widespread pattern throughout the Southwest and not just in schools.

If the Justice Department does not investigate, Arreola says his group will go to court and try to set a precedent.

Those organizations involved in the filing are the Assn. of Mexican American Educators of California, La Raza National Lawyers of California, the Chicano Federation of San Diego, Inc. the Committee on Chicano Rights, Inc. and the San Ysidro Urban Council.

2-16-78

developing the convention center --  
determining what the costs would  
be.

SDU 1/12/77 B-2  
S. BAY SCHOOLS

## *False Racial Data Eyed*

San Diego Union Staff Dispatch

CHULA VISTA — The Chula Vista City School Board wants to know if it can stop Anglo parents from changing the racial or ethnic classification of their children to stymie desegregation efforts.

The question of the possibility of changing student classifications was raised Tuesday night by three members of the Committee on Racial and Ethnic Balance (COREB).

COREB recently completed a plan to desegregate Chula Vista elementary schools.

Board members want to know if the district can prevent parents from changing the classification of their children from Anglo to some minority designation.

Rafael Arreola, Augustine Chavez and Julita David wrote the school board saying the district "has no definite or adequate criteria to determine the race or background of staff and students."

Arreola said the problem is a national one, since local school districts are bound by guidelines established by the U.S. Office of Civil Rights.

1 RAFAEL A. ARREOLA, ESQ.  
CHARLES WOLFINGER, ESQ.  
2 NICHOLAS S. AGUILAR, ESQ.  
LEGAL AID SOCIETY OF SAN DIEGO, INC.  
3 305 Center Street  
Chula Vista, CA 92010  
4 Tele: (714) 427-0491

5 Attorneys for Petitioners

8 BEFORE THE U.S. DEPARTMENT OF JUSTICE

9 CIVIL RIGHTS DIVISION

10 ASSOCIATION OF MEXICAN-AMERICAN EDUCATORS )  
OF CALIFORNIA, LA RAZA NATIONAL LAWYERS )  
11 ASSOCIATION OF CALIFORNIA, CHICANO )  
FEDERATION OF SAN DIEGO INC., COMMITTEE ) COMPLAINT FOR RELIEF  
12 ON CHICANO RIGHTS, INC., SAN YSIDRO ) AGAINST WRONGFUL  
URBAN COUNCIL INC., ) RECLASSIFICATION OF  
13 ) TEACHERS AND  
Petitioners/Complainants, ) DISCRIMINATION ON THE  
14 ) BASIS OF RACE AND  
vs. ) ETHNIC ORIGIN  
15 )  
16 SAN DIEGO UNIFIED SCHOOL DISTRICT, )  
LOS ANGELES UNIFIED SCHOOL DISTRICT, )  
17 Respondents/Defendants. )

18  
19 I. NATURE OF THE CLAIM

20  
21 1. Complainants hereby charge that they and others  
22 similarly situated, are being excluded from participation in,  
23 denied the benefits of, and subjected to discrimination under  
24 programs and activities funded in whole or in part by funds made  
25 available to San Diego Unified School District (hereinafter  
26 referred to as San Diego District) and Los Angeles School District  
27 (hereinafter referred to as Los Angeles District.) under  
28 numerous state and federal programs. Such discrimination is the

1 direct or indirect result of the acts and omissions of respondents  
2 in violation of titles VI and VII of the Civil Rights Act of 1964  
3 (42 U.S.C. § 2000(d) (e) et seq., the Civil Rights Act of 1871  
4 (42 U.S.C. § 1983), executive order 11246 and the Constitution of  
5 the United States of America.

6 The acts and omissions fall into two classes:

7 a) Respondents have knowledge that persons have  
8 been changing their racial or ethnic classification for the  
9 specific purpose or intent to subvert affirmative action programs.  
10 Moreover, on information and belief, complainants allege that the  
11 districts not only knew, but also participated in said wrongful  
12 reclassifications.

13 b) Respondents engage in racially and ethnically  
14 discriminatory employment practices in programs funded in whole or  
15 in part by state and/or federal funds, said practices deny equal  
16 employment and promotional opportunities to hispanic (Chicanos,  
17 Mexican-American and other Spanish surnamed persons). Black,  
18 Asian and Native American citizens or residents of said districts  
19 solely on the basis of their racial or ethnic origin.

20  
21 II. JURISDICTION

22  
23 2. This complaint is submitted to remedy continuing  
24 violations of 42 U.S.C. §§ 2000(d) et seq., which states:

25 No person in the United States  
26 shall, on the ground of race, color,  
27 or national origin, be excluded  
28 from participation in, be denied  
the benefits of, or be subjected  
to discrimination under any pro-  
gram or activity receiving Federal  
financial assistance.

1           3. Complainants also invoke jurisdiction under:  
2           a) Title VII of the Civil Rights Act of 1964  
3           (42 U.S.C. §§ 2000(e) et seq.) which prohibits agencies of state  
4           and local government from engaging in discriminatory employment  
5           practices;

6                   b) The Civil Rights Act of 1871 (42 U.S.C. § 1983;

7                   c) Executive Order 11246; and,

8                   d) The Fourteenth Amendment to the Constitution of  
9           the United States of America.

10  
11                                   III. COMPLAINANTS

12  
13           4. The individual Complainants are:

14                   a) Association of Mexican American Educators of  
15           California (AMAE) is a statewide association organized to serve  
16           and promote the interests of Mexican-Americans and other minorities;

17                   b) La Raza National Lawyers of California is a  
18           statewide association whose objectives include the preservation and  
19           enhancement of Constitutional and Civil Rights.

20                   c) The Chicano Federation of San Diego, Inc. is  
21           a non-profit California Corporation organized to serve and promote  
22           the interests of Chicanos and other minorities including improved  
23           educational and employment opportunities;

24                   d) The Committee on Chicano Rights, Inc. is a  
25           non-profit California Corporation whose purposes include the  
26           promotion and preservation of Civil Rights for Chicanos and other  
27           minorities; and,

28                   e) The San Ysidro Urban Council is a non-profit

1 California Corporation organized since 1970 to serve low income  
2 persons and whose interests include the promotion of employment  
3 opportunities for all racial and ethnic minorities.

4 Complainants submit this complaint on behalf of them-  
5 selves, and on behalf of the class consisting of Hispanics and  
6 other minority persons residing within the boundaries of said  
7 Districts. There are at least 100,000 members of this class, and  
8 members are, therefore, too numerous to be joined in one action  
9 as named parties. Complainants' claims are typical of the claim  
10 of the other members of the class: respondents have acted, or  
11 refused to act, on grounds generally applicable to the entire  
12 class, and have denied to complainants, and to the class as a  
13 whole, rights guaranteed by laws of the United States and the  
14 Constitution. Complainants are represented by counsel who will  
15 fairly and adequately represent them and protect the interests of  
16 their class in this proceeding.

17  
18 IV. RESPONDENTS

19  
20 5. Respondent San Diego Unified School District is a  
21 local educational agency organized pursuant to the Laws of the  
22 State of California. Respondent Los Angeles Unified School Dis-  
23 trict is also a local educational agency organized pursuant to the  
24 Laws of the State of California. Said districts are responsible  
25 for the conduct of all functions of education within their  
26 respective boundaries including the hiring, transfer and promo-  
tion of teachers and other employees.

28 Said districts receive federal and state entitlement

1 funds from various sources including but not limited to: a) Title  
2 I; b) Title VII; and, c) Bilingual Education Programs, 20 U.S.C.  
3 880 b, et seq.

4  
5 V. STATEMENT OF THE CLAIM

6  
7 6. On or about 1973, the office of Civil Rights of the  
8 Department of Health Education and Welfare (OCR) investigated the  
9 employment practices of both the Los Angeles District and the  
10 San Diego District and found said districts out of compliance.  
11 Thereafter during the last week of the 1975-76 school year, OCR  
12 informed the San Diego district that "The classroom teaching staff  
13 in each school of the district would have to be balanced closer to  
14 the district minority teacher average" or approximately 10 percent  
15 on a school-by-school basis. Later, on or about September 9, 1976  
16 the San Diego District and OCR entered into an agreement to achieve  
17 ethnic balance of classroom teachers by the Fall, 1977. To comply  
18 with this agreement the San Diego district hired a few minorities  
19 and allowed "Anglo" or "White" teachers to reclassify themselves  
20 into other racial or ethnic categories. For example, in the year  
21 1975-76 the San Diego District hired only one American Indian but  
22 indicated there was an increase of 76. It also hired 29 "Spanish-  
23 Surname" persons but indicated an increase of 74. On the other hand  
24 it hired 47 "Anglos" but indicated a loss of 161. These statistics  
25 are more specifically set forth in the attached draft of a study  
26 conducted in November 1977 by the California School Finance Reform

27 ... ..

28 ... ..

1 Project, marked Exhibit "A" and incorporated herein as if fully  
2 set forth. That study also reveals a similar pattern for Los  
3 Angeles District. For example, for the school year 1974-75 the  
4 Los Angeles District: a) hired 2 "American Indian" but showed an  
5 increase of 168; b) hired 33 blacks but showed an increase of 326;  
6 and c) hired 51 "Spanish-Surname" persons but showed an increase  
7 of 348. At the same time that district hired 197 "Anglo" but  
8 claims its "Anglo" staff decreased by 823, as more specifically  
9 shown in figure 15 of Exhibit "A".

10 ! The aforementioned study and other evidence indicates  
11 that the district knew or should have known that such drastic in-  
12 creases in minority teacher representation without any correspond-  
13 ing increase in the actual number of minority persons hired was  
14 wrong. Thus both districts either encouraged wrongful reclassifi-  
15 cations or gave tacit approval to said reclassifications. Moreover,  
16 they may have committed fraud by submitting erroneous statistics  
17 to the Equal Employment Opportunity office and the Office of Civil  
18 Rights (OCR).

19 Said actions or inactions by respondents constitute an  
20 unlawful employment practice and a clear violation of petitioners'  
21 rights.

22 Although these concerns and complaints have been ex-  
23 pressed to said Districts, the Los Angeles District has done noth-  
24 ing substantive to correct the problem as more specifically ex-  
25 pressed in the attached copy of a news article called "Teachers  
26 Switch Their Race" marked Exhibit "B", and incorporated herein as  
27 if fully set forth. San Diego District has done nothing and claims  
28 it tries to avoid "...such a ticklish area..." as more specifically



1 expressed in the attached copy of a news article titled "Fallout  
2 Over Family Trees", marked Exhibit "C" and incorporated herein as  
3 if fully set forth.

4           Notwithstanding the high unemployment rate of minorities  
5 within said Districts and the ready availability of Spanish-surnamed  
6 and other minority workers for various jobs, both certificated and  
7 classified, and despite the District's long history of denial of  
8 employment opportunities to minorities, said Districts are presently  
9 engaged in a hiring program which continues to deprive minorities  
10 of opportunity to secure desperately needed employment for which  
11 said minority persons are fully qualified. For example, for the  
12 year 1976-77 the San Diego District's statistics show there were  
13 718 or 14.8% minority contract teachers from a total of 4,843, the  
14 more accurate figure however is probably closer to 11%, compared  
15 to a minority percentage of 20% in the work force of the metropoli-  
16 tan area of San Diego. See figure 1 of Exhibit "A".

17           Said discriminatory hiring program and long history of  
18 discrimination against minorities constitute a pattern and prac-  
19 tice detrimental to the needs and aspirations of petitioners and  
20 the class of persons they represent, and a violation of their civil  
21 and Constitutional rights as asserted hereinabove.

22

23

#### VI. RELIEF REQUESTED

24           Complainants pray that the Civil Rights Division of the  
25 U.S. Justice Department:

26           1. Conduct an immediate investigation of the allegations  
27 set forth herein;

28           2. Make a determination that the reclassification prac-

1 tices alleged herein violate the Civil Rights Act of 1964; 42 U.S.C.  
2 §§ 2000(d) and (e); and

3 3. Take immediate action to remedy the discriminatory  
4 acts and omissions of the respondents set forth herein and enforce  
5 the rights guaranteed to complainants under the Constitution and  
6 Laws of the United States.

7  
8 Dated: February 15, 1978

Respectfully submitted,

Rafael Arreola  
Charles Wolfinger  
Nicholas Aguilar

LEGAL AID SOCIETY OF SAN DIEGO, INC.

by: *Rafael Arreola*  
RAFAEL ARREOLA  
Attorney at Law

14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
28

.....  
.....

DRAFT

DRAFT

DRAFT

HOW SELECTED CALIFORNIA SCHOOL DISTRICTS ARE MOVING  
TOWARD TEACHER ETHNIC PARITY WITHOUT HIRING THE  
REQUIRED NUMBER OF ETHNIC MINORITY TEACHERS

February, 1978

©

California School Finance Reform Project  
School of Education  
San Diego State University  
San Diego, California 92182

EXHIBIT "A"

## SUMMARY OF MAJOR FINDINGS

The current method for school staff (administrators, contract teachers, classroom teachers and classified staff) ethnic identification requires staff self-categorization in one of seven ethnic categories. The option for self-identification by credentialed staff has had the following results. (See appendix C for ethnic identification method). These results are clearly associated to the Office of Civil Rights' mandate to balance teaching staffs by school.

1. San Diego and Los Angeles Unified School Districts, the two largest districts in the State of California, as well as other districts in the State, are moving toward ethnic parity in staffing categories without hiring the required number of ethnic minority staff.

2. Of major concern is that Anglo staff are reclassifying themselves to ethnic categories and these reclassifications result in the subverting of affirmative action policies. Such a reclassification process allows the district to comply with its affirmative action policies without hiring the required number of ethnic minority staff.

3. The reclassification of Anglo teachers has a negative effect on the hiring of ethnic minority staff, particularly classroom teachers.

4. In 1974-75 San Diego Unified School District had identified no American Indian staff members. However, in 1975-76 the American Indian staff increased to 159. San Diego Unified identified 159 more American Indian staff for 1975-76 than in 1974-75. However, the new hires for 1975-76 show only 20 American Indians. This represents a difference of 139 American Indians which are unaccounted for. San Diego Unified School District during 1975-76 identified two administrators, 89 certified and 68 classified American Indian staff. A similar pattern was found for Hispanic, Asian American and Black classroom teachers. Simultaneously, between July 1, and October 1, 1975, Anglo classroom teachers decreased by 161, yet hired 47 during the same period which is more than all the ethnic minority groups combined.

5. In 1973-74 Los Angeles Unified School District had identified 135 American Indian staff members. In 1974-75 the American Indian staff increased to 354. Los Angeles Unified identified 219 more American Indian staff for 1974-75. However, the new hires for 1974-75 during a major peak period of hiring (July 1, 1974 to October 1, 1974) showed only three American Indians being hired. This information is taken from the Los Angeles district's EEO-5 documents required by the Office of Civil Rights. During this same period, 197 Anglos were hired, yet they decreased by 823. There were no decreases shown for any of the other ethnic groups.

6. Among classroom teachers, similar patterns of findings were found for Asian American, Black and Hispanic teachers.

7. San Diego and Los Angeles Unified districts encompass 15 percent of all classified teachers in the State of California.

8. Other districts from a sample of 100 (20 percent return) also reveal suspect patterns of ethnic classification. Some of the suspect districts include Pajaro Valley Joint Unified, Azusa Unified and Alhambra City Unified.

9. In a memo from San Diego Unified School District Personnel Division to the Office of Civil Rights dated January 20, 1977, the district was commending their own efforts in dealing with teacher balance. They stated:

"The current year's objectives were achieved without having to resort to mandatory transfers and without a single grievance being filed. The Affirmative Action Transfer and Assignment Advisory Committee, composed of representatives of teacher organizations, the Personnel Division, and the elementary and secondary division, is meeting regularly to develop plans to achieve the more stringent objectives set for the 1977-78 school year."

However, one cannot help but wonder to what extent these achievements were realized as a result of the ethnicity re-classification process.

## INTRODUCTION

It is generally assumed that school districts have applied affirmative action guidelines and quotas towards the hiring of ethnic minority teachers. The recent Bakke case, for example, assumes that there is presently affirmative action and quotas for ethnic minorities. This study examines these assumptions in the two largest school districts in California, Los Angeles, and San Diego Unified school districts.

In the process of working towards equitable educational opportunities it becomes essential that needs are properly assessed and that inequities are adequately documented. This report along with other Project reports attempts to provide

essential information that can be utilized as a reference in describing educational variables relative to ethnic minorities

in the California public schools from 1973-74 to 1975-76.

## DATA BASE

The student ethnic minority data and staff and teacher ethnic minority data for this study were extracted from numerous official district sources in San Diego and Los Angeles Unified School Districts. These sources are listed in the bibliography and cover 1973-74 through 1976-77. All of the data analyzed in this report is public information.

Appendix E, Table 1, presents the number of separations and number of new hires for 1975-76 and 1976-77 by type of staff and ethnicity.

Appendix E, Table 2 presents the number of separations and number of new hires for 1975-76 and 1976-77 by classroom teachers, other professionals and ethnicity. This information was supplied by the San Diego Unified School District Personnel Office. The data and information in Appendix E was supplied by the San Diego Unified School District Personnel Office also.

#### OBJECTIVES OF THE STUDY

The primary objective of this study is to examine the process and effects of teacher ethnic identification through self-classification methods for the San Diego and Los Angeles Unified School Districts.

The second objective of the present study is to determine the extent to which Anglo teachers and other staff are reclassifying themselves to ethnic minority categories.

The third objective is to study the effects of misclassification of Anglo teaching staff into ethnic categories.

The fourth objective is to develop alternative methods of ethnic minority classifications that can lead to affirmative action.



The fifth objective is to examine whether these results question some of the major assumptions presently underlying Bakke, vs. the State of California which assumes affirmative action and quotas.

#### LIMITATIONS OF THE STUDY

One limitation of this study is that 15 percent of the credentialed teachers in California are in San Diego and Los Angeles Unified School Districts and the extent to which this sample represents the State of California is not clear.

A second limitation of this study is that data on number of teacher and staff separations and new-hires data was not made available to us for all twelve-month periods for 1974-75 in San Diego Unified, and for all years in Los Angeles Unified.

A third limitation is that the staff were ethnically self-identified. Staff simply wrote which ethnic category they wished to be classified under.

#### DEFINITIONS

Administrators - officials, administrators, principals, assistant principals teaching, assistant principals non-teaching, consultants and supervisors of instruction.  
Contract Teachers - elementary classroom teachers, secondary classroom teachers, other classroom teachers, guidance, psychological, librarians/audio visual staff, other professional staff.

Classroom Teachers - elementary classroom teachers, secondary classroom teachers, other classroom teachers.

Classified - teachers aides, technicians, clerical/secretarial staff, service workers, skilled crafts, laborers unskilled.

#### OUTLINE OF THE STUDY

The succeeding sections provide an analysis of the data. Presented and discussed are the definition of the problem, summary of district documents released to the public, analysis of summary data and documents. Graphs are used for visual presentation of results.

The present study attempts to examine the extent that school districts are progressing towards classroom teacher and staff ethnic parity.

#### ANALYSIS OF THE DATA

This section of the report presents the data and discusses the findings of this study.

#### DEFINITION OF THE PROBLEM

San Diego Unified School District and the Office of Civil Rights (OCR) on September 9, 1976 entered into an agreement to achieve ethnic balance of classroom teachers among the schools of the district by fall, 1977. During the last week of the

1975-76 school year, OCR informed the district that "The classroom teaching staff in each school of the district would have to be balanced closer to the district minority teacher average", which is 10 percent on a school-by-school basis.

In a progress report to OCR of January 20, 1977, San Diego Unified reported that "The first year's adjustment of teaching faculties went much better than was expected". However, the major results of this study show that only a few ethnic minority teachers were hired while Anglo teachers reclassified themselves into ethnic categories so that transfer of teachers would be minimal. This study will examine teaching staff data from 1973-74 to 1976-77, however, for San Diego Unified School District the major focus and misclassification occurred during 1975-76. This study will show that major misclassification occurred in order to comply with OCR teacher balance mandate and deal unethically with affirmative action guidelines and hiring. The results attained by the district have been issued to the public and the Office of Civil Rights in certified reports.

Los Angeles Unified shows similarities to San Diego Unified. However, the major focus and misclassification occurred during 1974-75.

Appendixes A and B, Tables one through four, illustrate summary results of district documents that have been released as public information. This study will focus on the EEO-5 information since this represents official documents sent to OCR to verify staffing patterns and hiring practices.

Figure 1 presents data on the number and percent of minority and Anglo classroom teachers in San Diego Unified School District from 1973 to 1977. In general, these results show that the number and percent of Anglo classroom teachers has declined from 1973 to 1977. In 1973-74 the number of Anglo classroom teachers was 4347 representing 89.9 percent of the teaching staff. In 1976-77 the number of Anglo classroom teachers was 4125 representing 85.2 percent. Essentially, there is a drop of 222 Anglo classroom teachers or a decrease of 4.7 percent. Further, the results show that the decrease of Anglo teachers was 3.9 percent or 161 in 1975-76. In general, these results also show that the number and percent of total ethnic minority classroom teachers increased from 1973 to 1977. In 1973-74 the number of total ethnic minorities was 491 representing 10.1 percent. In 1976-77 the number of total ethnic minority classroom teachers was 718 representing 14.8 percent. Essentially there is an increase of 227 ethnic minority classroom teachers or an increase of 4.7 percent. The results show that the increase of ethnic minority classroom teachers was 3.9 percent or 209 in 1975-76.

These results suggest that San Diego Unified has moved closer towards classroom teacher ethnic parity from 1973 to 1977.

Figure 2 presents data on the number and percent of minority and Anglo classroom teachers in Los Angeles Unified District

from 1973 to 1977. In general, these results are similar to San Diego Unified and show that the number and percent of Anglo classroom teachers has declined from 1963 to 1977. In 1973-74 the number of Anglo classroom teachers was 17,738 representing 75.2 percent of the teaching staff. In 1976-77 the number of Anglo teachers was 16,319 representing 70.3 percent. Essentially, there was a drop of 1419 or a decrease of 4.9 percent. The results also show that the decrease of Anglo classroom teachers was 6.3 percent of 828 in 1974-75. The number and percent of total ethnic minority classroom teachers increased from 1973 to 1977. In 1973-74 the number of total ethnic minorities was 5843 representing 24.8 percent. In 1976-77 the number of total ethnic minority classroom teachers was 6906 representing 29.7 percent. Further, the increase of ethnic minority teachers

increased 6.3 percent or 1805 in 1974-75.

suggest

These results suggest that Los Angeles Unified has moved closer towards ethnic parity from 1973 to 1977.

Figure 3 presents results on the total number of staff, documented increases, and new hires for 1975-76 by ethnicity. The results show that the total ethnic staff increase does not correspond with the total number of ethnic minority new hires. There were 422 ethnic minority staff (i.e., administrators, contract teachers and classified) hires and a 596 increase in ethnic minority staff. This makes a difference of 174 unaccounted

staff differences. The total Anglo staff increased by 236 for 1975-76, yet 653 Anglo staff were hired.

Figure 4 presents results on the total number of staff, documented increases and new hires for 1975-76. These are shown by type of position and for American Indians. There were no American Indian administrators hired but they increased by two. The district hired three contract teachers but increased by 89 for 1975-76. Seventeen American Indian classified staff were hired and they increased by 68. In general, for 1975-76 there were 20 American Indian new hires, yet the staff has been documented as increasing by 159. This represents an unaccounted number of 139 American Indian staff members.

Figure 5 presents results on the total number of staff and documented increases and new hires for 1975-76 by type of positions and for Asian American staff. There was one Asian American administrator hired for 1975-76 but there was an increase of three. The district hired nine Asian American contract teachers in 1975-76 yet they increased by 24. Fifty-four classified staff members were hired and they increased by 85. In general, for 1975-76 there were 64 Asian Americans hired, yet they increased by 112. This represents an unaccounted 48 Asian American staff members.

Figure 6 presents results on the total number of staff and documented increases and new hires for 1975-76 by type of

positions and Black staff. There were no Black administrators hired in 1975-76 yet they increased by three. Twenty-three Black contract teachers were hired in 1975-76, yet they increased by 36. One-hundred-thirty-three Black/staff members were hired and they increased by 139. The total Black staff hired for 1975-76 was 156 yet they increased to 178. This represents an unaccounted 22 Black staff members.

Figure 7 presents results on the total number of staff and documented increases and new hires for 1975-76 by type of positions and Hispanic staff. There were no Hispanic administrators hired in 1975-76, yet they increased by four. Forty-one Hispanic contract teachers were hired in 1975-76 yet they increased to 89. One-hundred-forty-one Hispanic classified staff members were hired and they increased by 135. In general, for 1975-76 there were 182 Hispanic staff members hired for 1975-76, yet they increased by 228. This represents a difference of 46 unaccounted for Hispanic staff members.

Figure 8 presents data on number of new-hire contract teachers by ethnicity for San Diego Unified for 1975-76 through 1976-77. The number of Anglo teachers hired is substantially greater than the total number of ethnic minority teachers hired for all three years. In 1975-76 there were 58 ethnic minorities and 89 Anglos hired. Thirty-one more Anglo, or 35 percent, were hired than ethnic minority teachers for 1976-77. In 1976-77

new-hire data from the San Diego district reports shows that 41 ethnic minorities and 200 Anglos were hired.

Figure 9 presents data on number of new-hire classroom teachers by ethnicity for Los Angeles Unified for 1974-75 to 1976-77 from July 1, to October 1, for each year. In 1974-75 there were 103 ethnic minorities and 197 Anglos hired. There were 94, or 48 percent more Anglos than ethnic minority teachers hired for 1974-75 during the peak hiring season:

In 1975-76, 185 ethnic minorities and 291 Anglo teachers were hired. One-hundred-six more Anglo classroom teachers were hired than ethnic minority teaching staff, or 37 percent more Anglos than ethnic minorities. In 1976-77, 186 Anglo teachers were hired and 127 ethnic minorities. Anglo new-hires out-numbered ethnic minority hires by 59, or 32 percent. Yet, the ethnic minority students now represent the majority population in Los Angeles Unified School District. In short, many more Anglos are being hired than ethnic minorities, yet they are decreasing and the ethnic minorities are increasing. How is this possible?

#### SAN DIEGO UNIFIED SCHOOL DISTRICT

#### SUMMARY TABLES

Figure 10 presents a summary table for San Diego Unified classroom teacher EEO-5 new-hire data as opposed to staff increase data, and the discrepancies between the two for 1974-75. It is important to note that 1974-75 EEO-5 new-hire data covers July 1, to October 1, 1974. New hires for minorities are reported as



65, while staff increase data shows 28, thus a discrepancy of 37. Ninety-five Anglos were reported as new-hires, yet show a decrease of 60.

Figure 11 presents summary data for 1975-76. New hires for minorities are reported as 58 while staff increase data shows 198, a discrepancy of 140. Forty-seven Anglos were hired while showing a decrease of 161 for the same year which is a discrepancy of 208.

Figure 12 presents summary data for 1976-77. New hires for minorities are reported as 41 while staff increase is 9, a discrepancy of 32. There were 200 Anglo new-hires, yet they decreased by 1, a discrepancy of 201. In 1975-76 there were 4126 Anglo classroom teachers. In 1975-76, 132 Anglo teachers separated from the district while 200 were hired in 1976-77. When numbers of separations are first subtracted and then the new hires added, the results are a total of 4194 Anglo classroom teachers for 1976-77. However, the San Diego district information records show only 4126 Anglo teachers. What happened to the other 69 Anglo teachers unaccounted for?

## LOS ANGELES UNIFIED SCHOOL DISTRICT

### SUMMARY TABLES

The Los Angeles Unified District (Figure 13) for 1974-75 identifies 107 minority new hires while showing a staff increase

of 1805, a discrepancy of 1698. Anglo new-hires were 197 while decreasing by 823, representing a discrepancy of 1020. Where did all the ethnic minority classroom teachers come from?

Figure 14 shows 185 ethnic minority classroom teacher new hires for 1975-76 and an increase of 127. Anglos show 291 new hires and an increase of 375.

Figure 15 presents findings for the results for 1976-77. This figure shows that 127 ethnic minority teachers were hired, yet they decreased by 327 leaving a discrepancy of 499. At the same time 186 Anglos were hired and they decreased by 966 leaving a discrepancy of 1152.

Tables 1 through 3 in Appendix D, summary data for staff composition by ethnicity at two-year intervals, shows discrepancies between new hires and staff increases. These tables summarize data for Los Angeles Unified from 1973 to 1977. These results are from EEO-5 documents from Los Angeles Unified covering July 1, to October 1, for each year except 1976-77 which covers from July to September. Tables 1-3 are graphically summarized in figures 14-17.

Figure 16 presents data that compares new-hire data and staff increases by ethnicity for 1974-75 for San Diego Unified from July 1, to October 1. For 1974-75 there were no American Indians hired, but they increased by one. Seven Asian Americans were hired while they increased by nine. Twenty-eight Black

teaching staff were hired and increased by 14. Twenty-six Spanish Surname teachers were hired and increased by eight. Ninety-five Anglo teachers were hired and they decreased by 60. Other hired staff were four in number and they decreased by four.

Figure 17 presents similar data to Figure 11 except the results are for 1975-76. One American Indian was hired and they increased by 76. Eight Asian Americans were hired and they increased by 21. Thirteen Black teachers were hired and they increased by 27. Thirty-six Spanish Surname teachers were hired and they increased by 74. There is a total classroom teacher ethnic minority discrepancy of 140 unaccounted for ethnic minority teachers. During the same period, 89 Anglo classroom teachers were hired and they decreased by 161.

Figure 18 presents the results for 1976-77. One American Indian was hired and they increased by one. Six Asian Americans were hired and they increased by three. Twenty Black teachers were hired and they decreased by four. Fourteen Spanish Surname teachers were hired and they increased by nine. Two-hundred Anglo teachers were hired and they decreased by one.

These results show gross discrepancies in terms of district documented increases in ethnic minority teachers without hiring the required number of ethnic teachers to justify such discrepancies.

Figure 19 presents data that compares new-hire data and staff increases by ethnicity for 1974-75 for Los Angeles Unified.

For 1974-75 two American Indian teachers were hired and they increased by 168. Seventeen Asian Americans were hired and they increased to 281. Thirty-three Black teachers were hired and they increased by 326. Fifty-one Spanish Surname teachers were hired and they increased by 348. One-hundred-ninety-seven Anglos were hired and they decreased by 823. Four others (other than Anglo Other category) were hired and they increased by 682. How are these results possible?

Figure 20 presents similar data to Figure 14 for Los Angeles Unified except that the results are for 1975-76. Three American Indians were hired and they increased by 56. Fifty-six Black teachers were hired and they increased by 140. Fifty-seven Asian Americans were hired and they increased by 36. Sixty-nine Spanish Surname teachers were hired and they increased by 80.

Two-hundred-ninety-one Anglo teachers were hired and they increased by 375.

Figure 21 presents data for Los Angeles Unified for 1976-77. There were no American Indians hired and they decreased by seven. Thirty-three Asian Americans were hired and they decreased by 54. Twenty-one Black teachers were hired and they decreased by 343. Seventy-three Spanish Surname teachers were hired and they increased by 32. One-hundred-eighty-six Anglo teachers were hired and they decreased by 966.

Similar to San Diego Unified, these findings show gross discrepancies in terms of district indicated increases in ethnic minority teachers without having the required number of ethnic teachers to justify such discrepancies. In short, the pattern of results show serious inconsistencies and impossible patterns for both Los Angeles and San Diego Unified School Districts.

Map 1 shows those schools where Anglo contract teachers have reclassified themselves to American Indian categories. It is clear that this phenomena was district-wide and apparently organized at a number of different levels. To test this inference, those schools with the highest number of American Indian misclassifications were examined in the San Diego Unified School District. Table 1 presents four schools which were sampled from the district. Mann High School, for example, had 27.1 percent ethnic minority students in 1975-76. Yet for 1974-75 they had only 4.3 percent total ethnic minority staff. This school was in non-compliance with OCR. The change of seven teachers to American ethnic categories brought this high school into compliance for 1975-76 at 14.49 percent total ethnic teacher staff. This same pattern of results is true for Pershing Junior High, Marston Junior High, and Hoover High School.

In short, these schools are all examples of schools that complied with OCR's mandate, yet did not hire or transfer ethnic minority teachers. Apparently this compliance was accomplished through reclassified Anglo teachers based on all the results within this study.

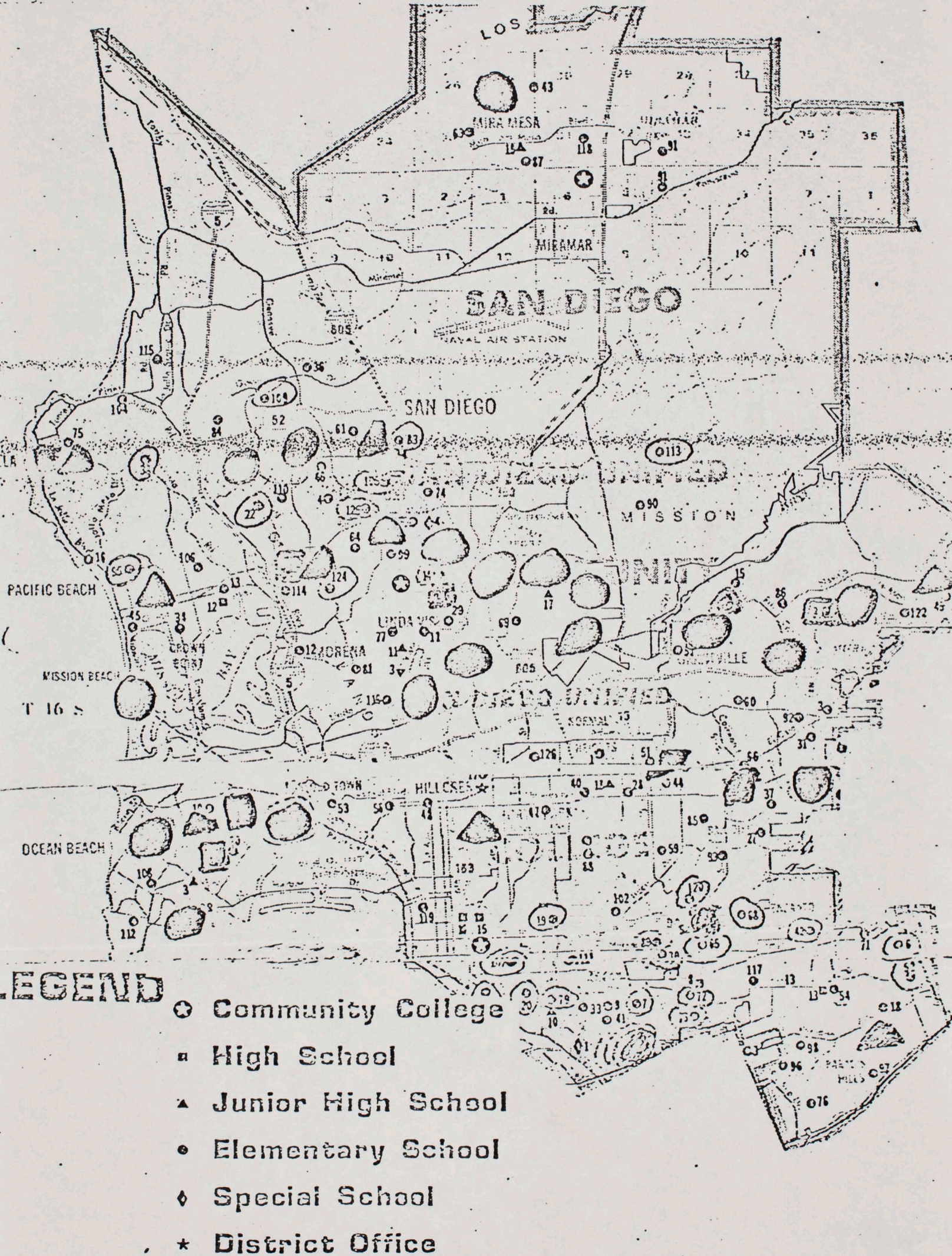
TABLE 1

SCHOOLS WITH THE LARGEST INCREASE OF AMERICAN INDIAN STAFF BY ETHNIC  
STUDENT POPULATION AND CHANGE IN SCHOOL ETHNIC COMPOSITION FROM 1974-75 to 1975-76

SCHOOL	1975-76 Total Ethnic Students	1974-75 % Ethnic Cred. Staff	1975-76 % Ethnic Cred. Staff	Total No. of Teachers for 1975-76	Percent and No. of Indian Increases
Mann	27.1	4.3	14.49	68	10.2 7
Pershing	18.2	3.4	9.3	86	5.8 4 5
Marston	17.4	7.4	14.92	67	7.46 5
Hoover	31.1	5.2	12.1	58	6.89 4

# MAP 1

MAP IDENTIFYING GEOGRAPHIC LOCATION OF SCHOOL THAT HAVE  
IDENTIFIED AMERICAN INDIAN TEACHERS FOR 1975-76 FOR  
SAN DIEGO UNIFIED

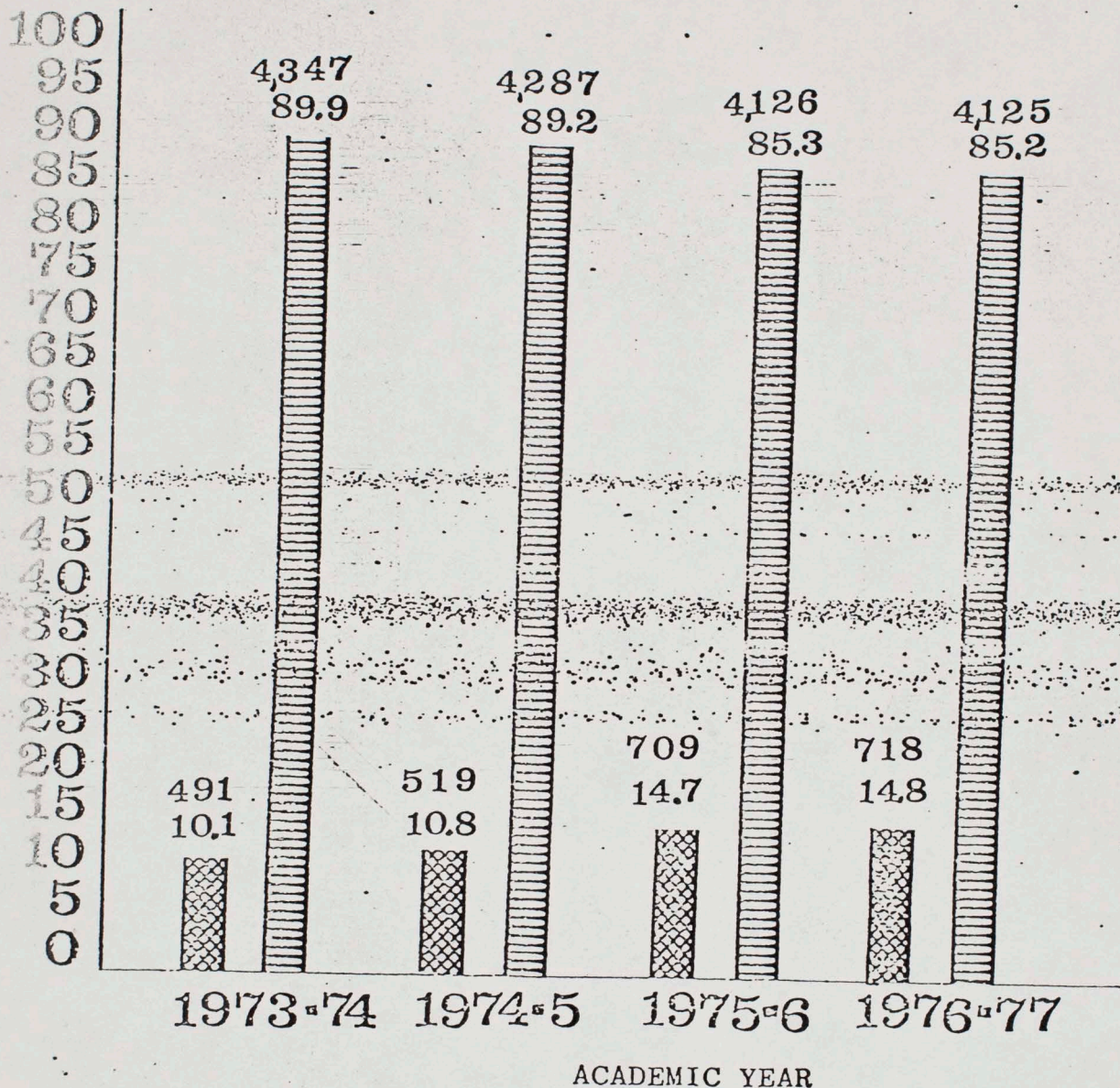




# FIGURE 1

NUMBER AND PERCENT OF ETHNIC MINORITY AND ANGLO CLASSROOM  
TEACHERS FOR SAN DIEGO UNIFIED SCHOOL DISTRICT 1973-1977



legend  
ethnic minorities  
anglo

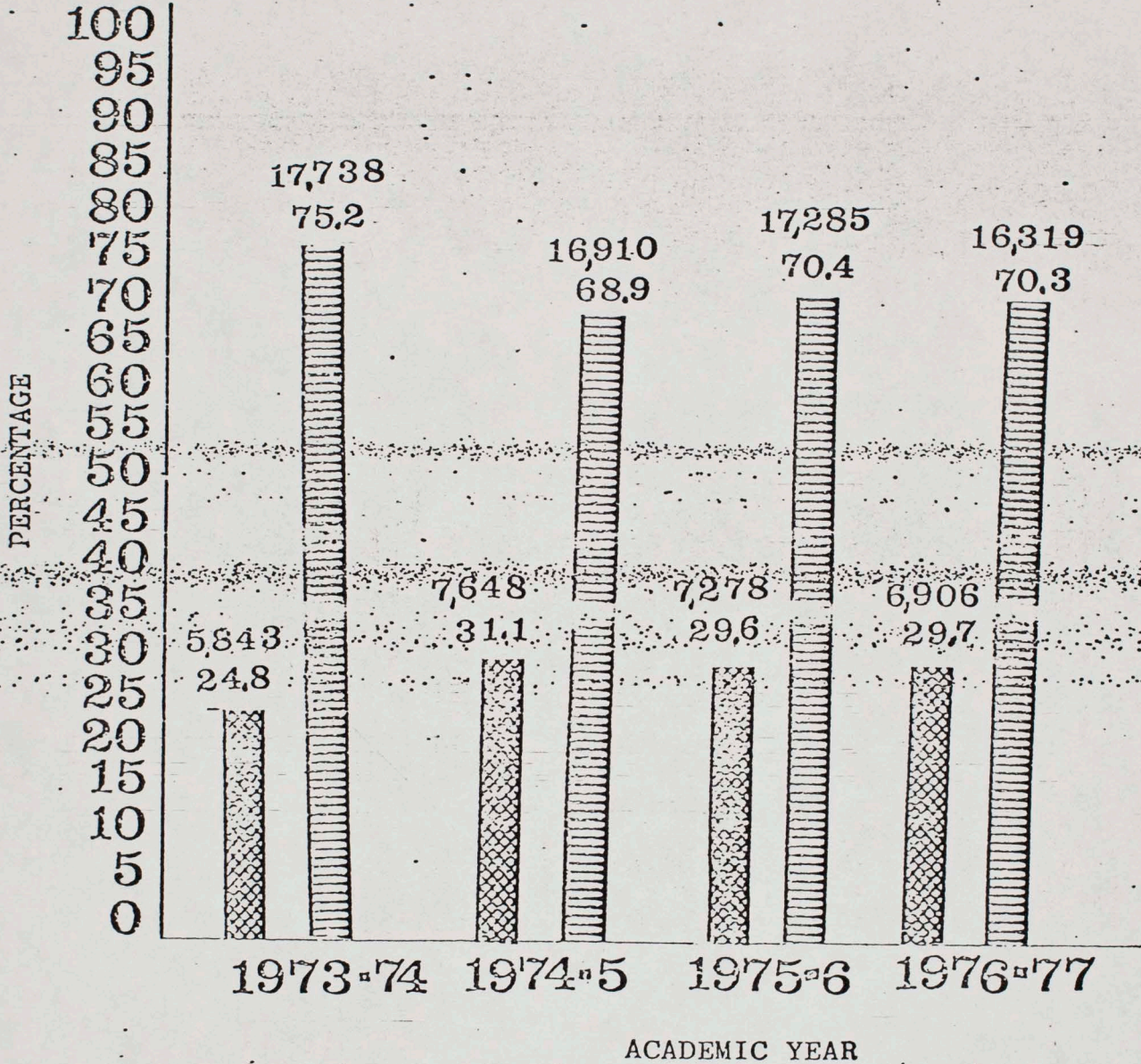


Source: Elementary-Secondary Staff Information (EEO-5) Equal  
Employment Opportunity Commission Summary data.

# FIGURE 2

NUMBER AND PERCENT OF ETHNIC MINORITY AND ANGLO CLASSROOM TEACHERS FOR LOS ANGELES UNIFIED SCHOOL DISTRICT 1973-1977

**legend**  
 ethnic minorities  
 anglo



Source: Elementary-Secondary Staff Information (EEO-5) Equal Employment Opportunity Commission Summary data.

# ● FIGURE 3 ●

NUMBER OF NEW HIRES AND STAFF INCREASES BY ETHNICITY  
FOR SAN DIEGO UNIFIED FOR 1975-76

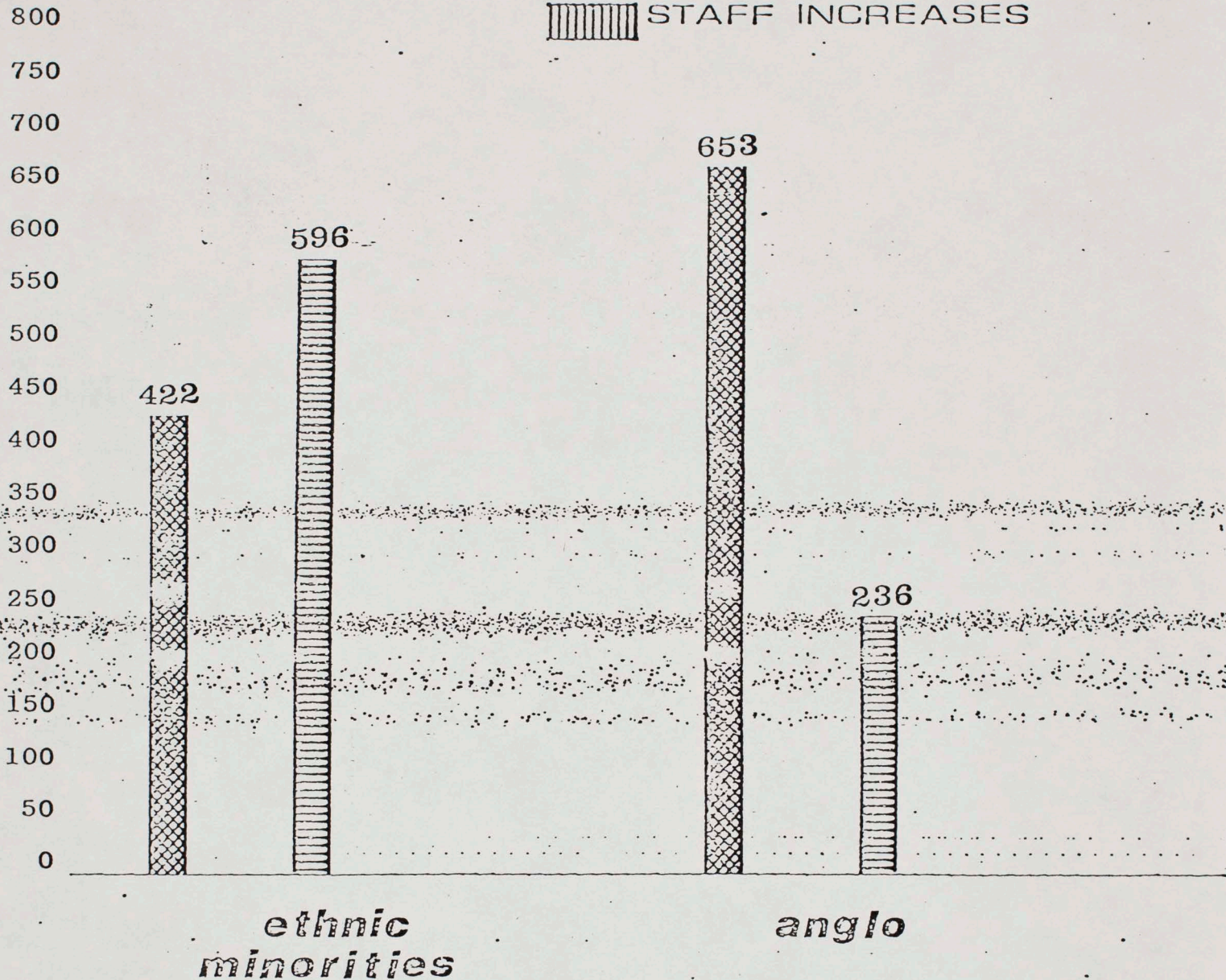
*legend*



NEW HIRES

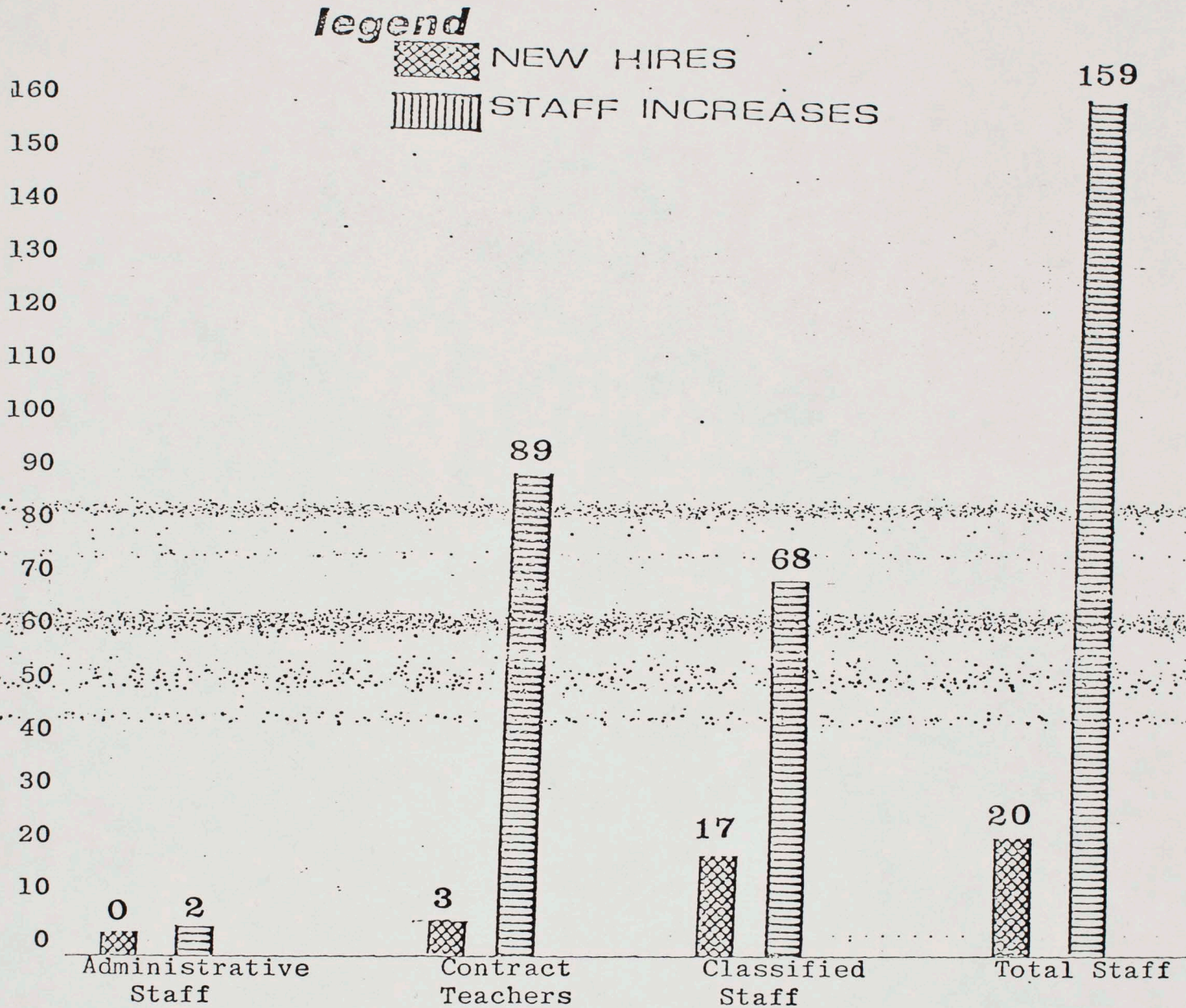


STAFF INCREASES



# FIGURE 4

NUMBER OF NEW HIRES AND STAFF INCREASES BY TYPE OF STAFF  
FOR AMERICAN INDIANS FOR SAN DIEGO UNIFIED FOR 1975-76



5

# FIGURE 5

NUMBER OF NEW HIRES AND STAFF INCREASES BY TYPE OF STAFF  
FOR ASIAN AMERICANS FOR SAN DIEGO UNIFIED FOR 1975-76

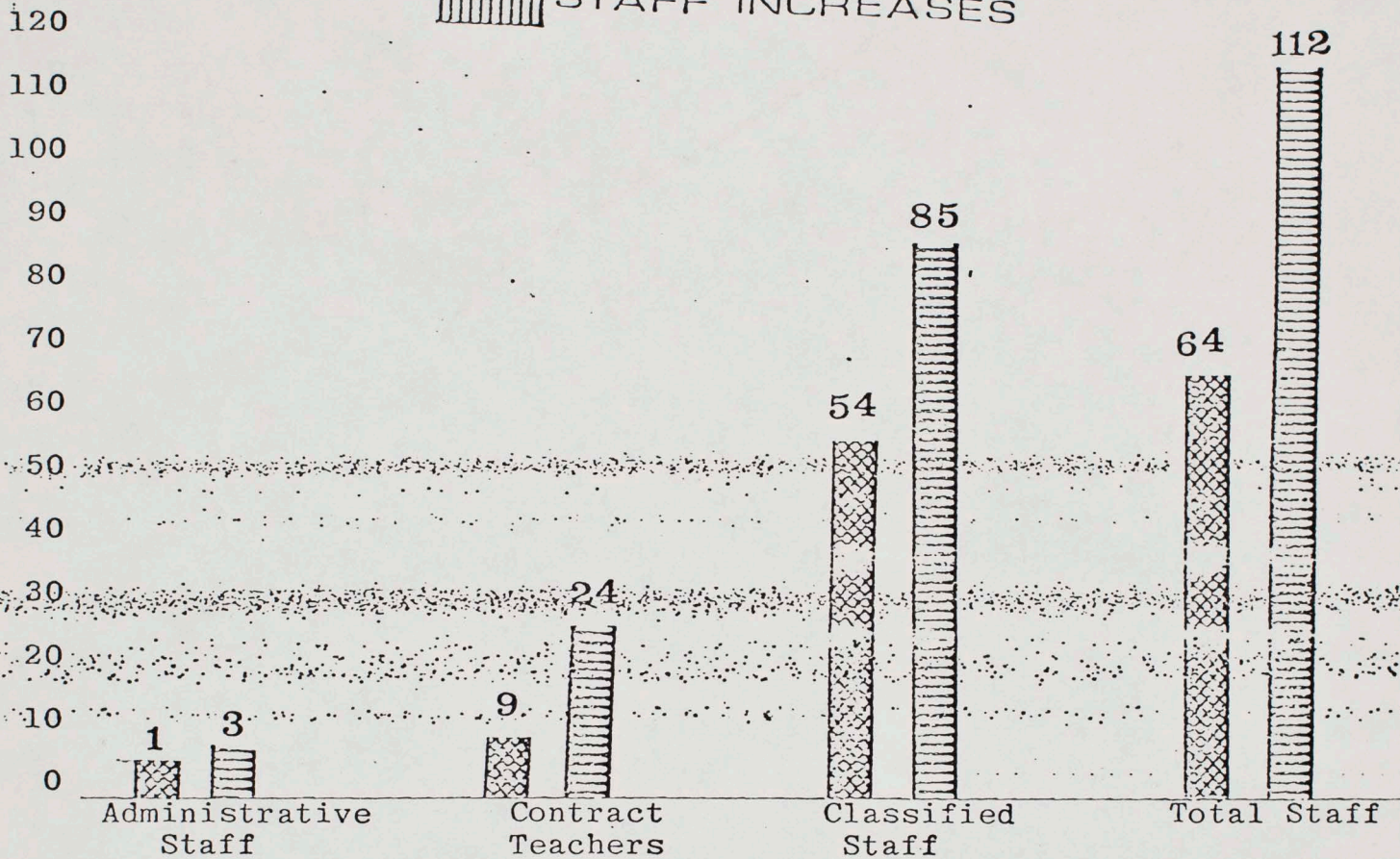
*legend*



NEW HIRES

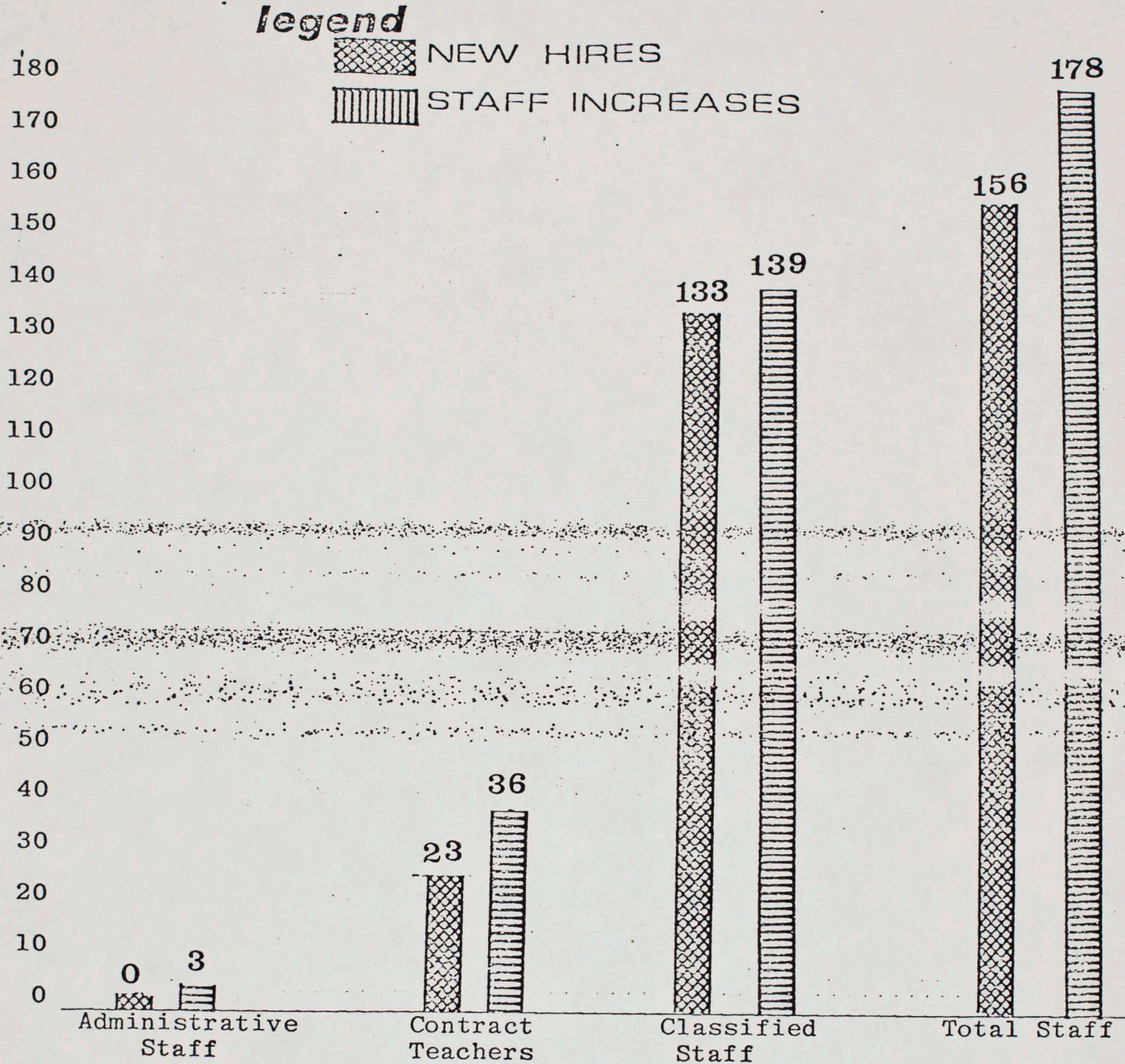


STAFF INCREASES



# FIGURE 6

NUMBER OF NEW HIRES AND STAFF INCREASES BY TYPE OF STAFF  
FOR BLACKS FOR SAN DIEGO UNIFIED FOR 1975-76



# FIGURE 7

NUMBER OF NEW HIRES AND STAFF INCREASES BY TYPE OF STAFF FOR  
HISPANICS FOR SAN DIEGO UNIFIED FOR 1975-76

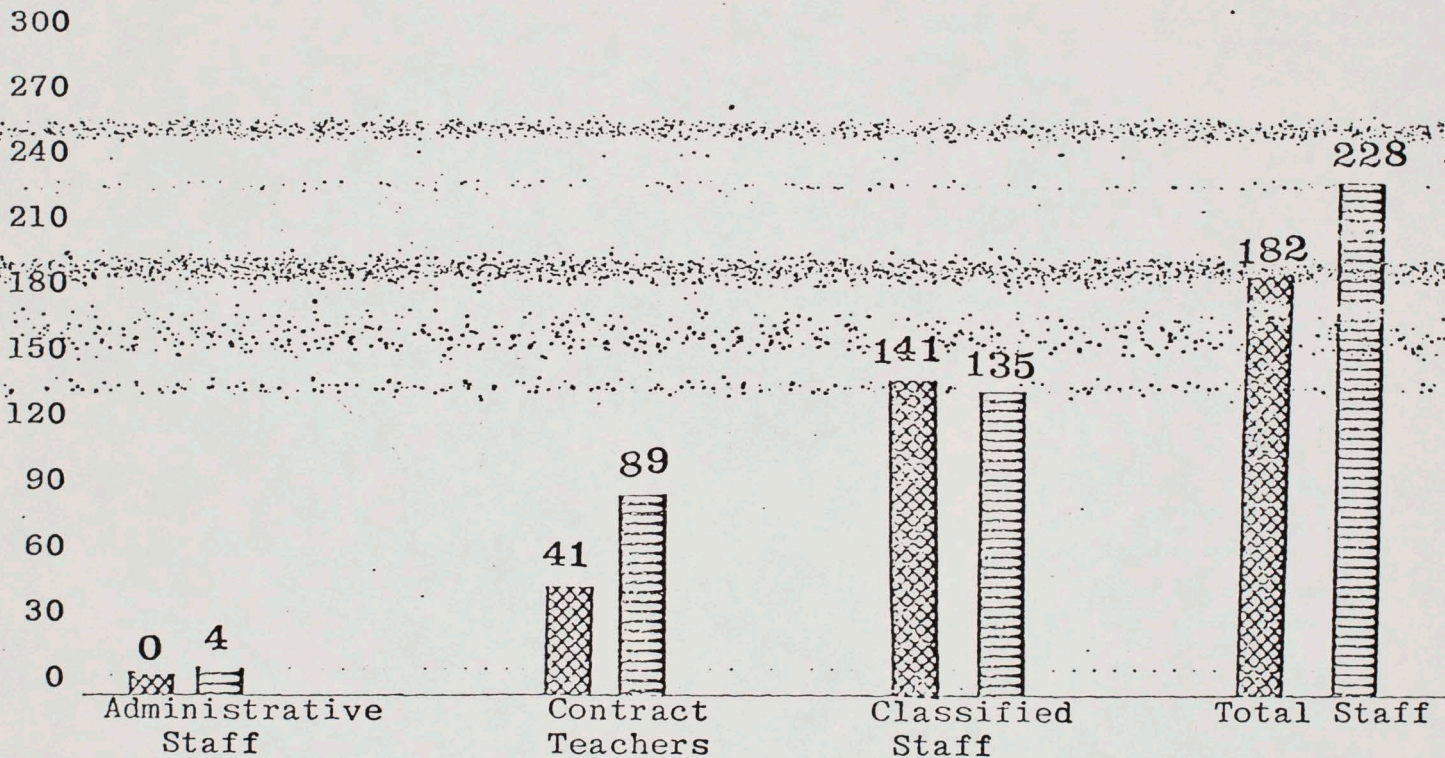
## legend



NEW HIRES



STAFF INCREASES

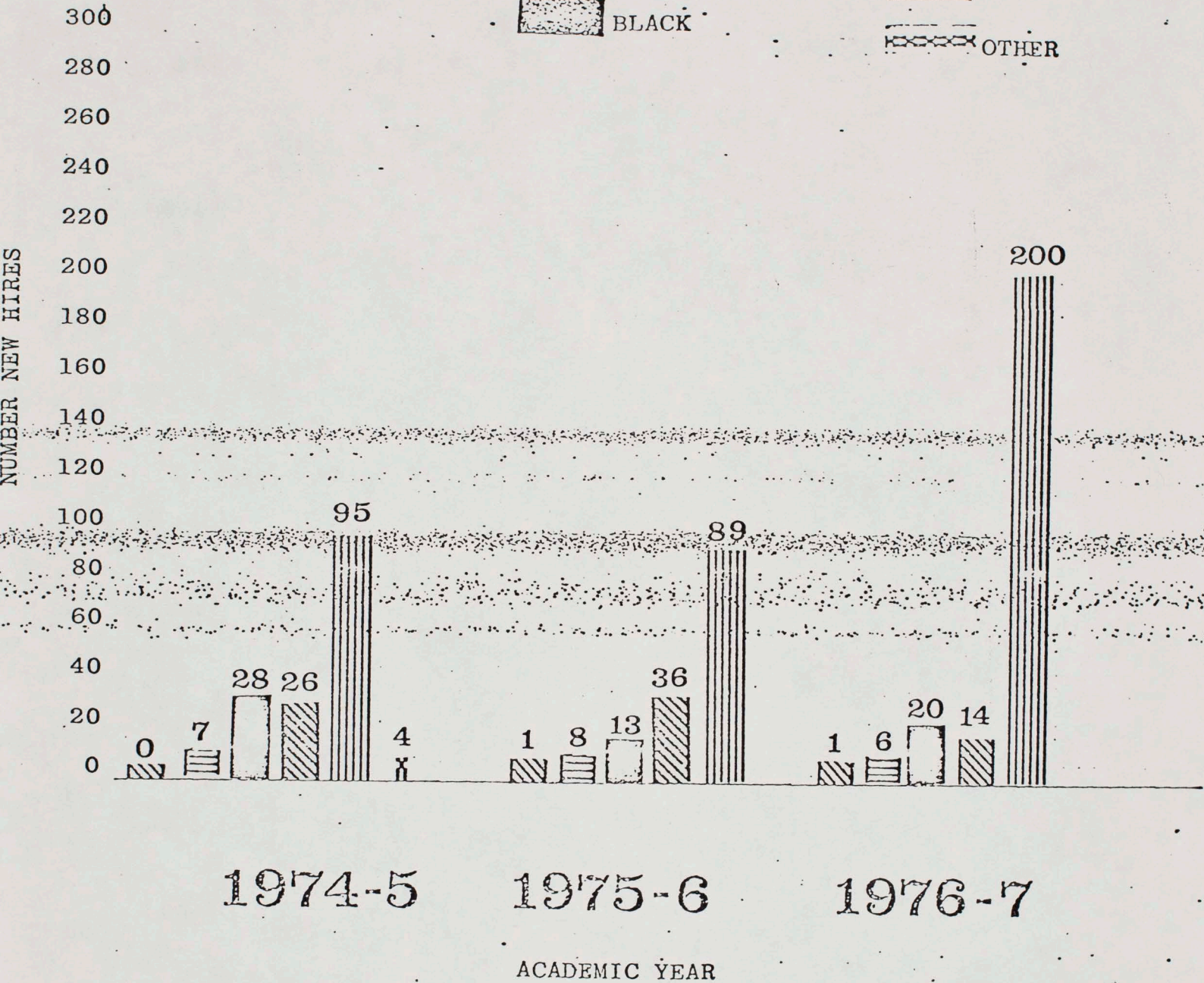
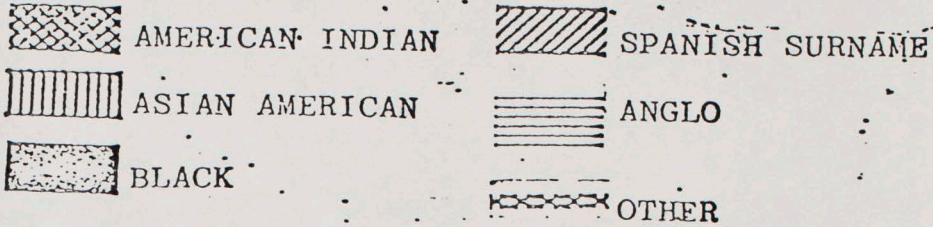


# FIGURE 8

## CLASSROOM TEACHERS NEW-HIRE DATA BY ETHNICITY

FOR SAN DIEGO UNIFIED FOR 1974-1977

### legend



\*1974-75 data for July 1, to October 1, 1974, EEO-5 document.





# FIGURE 9

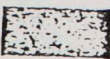
## CLASSROOM TEACHERS NEW-HIRE DATA BY ETHNICITY


FOR LOS ANGELES UNIFIED FOR 1974-1977

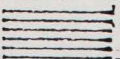
### Legend

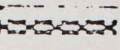
 AMERICAN INDIAN

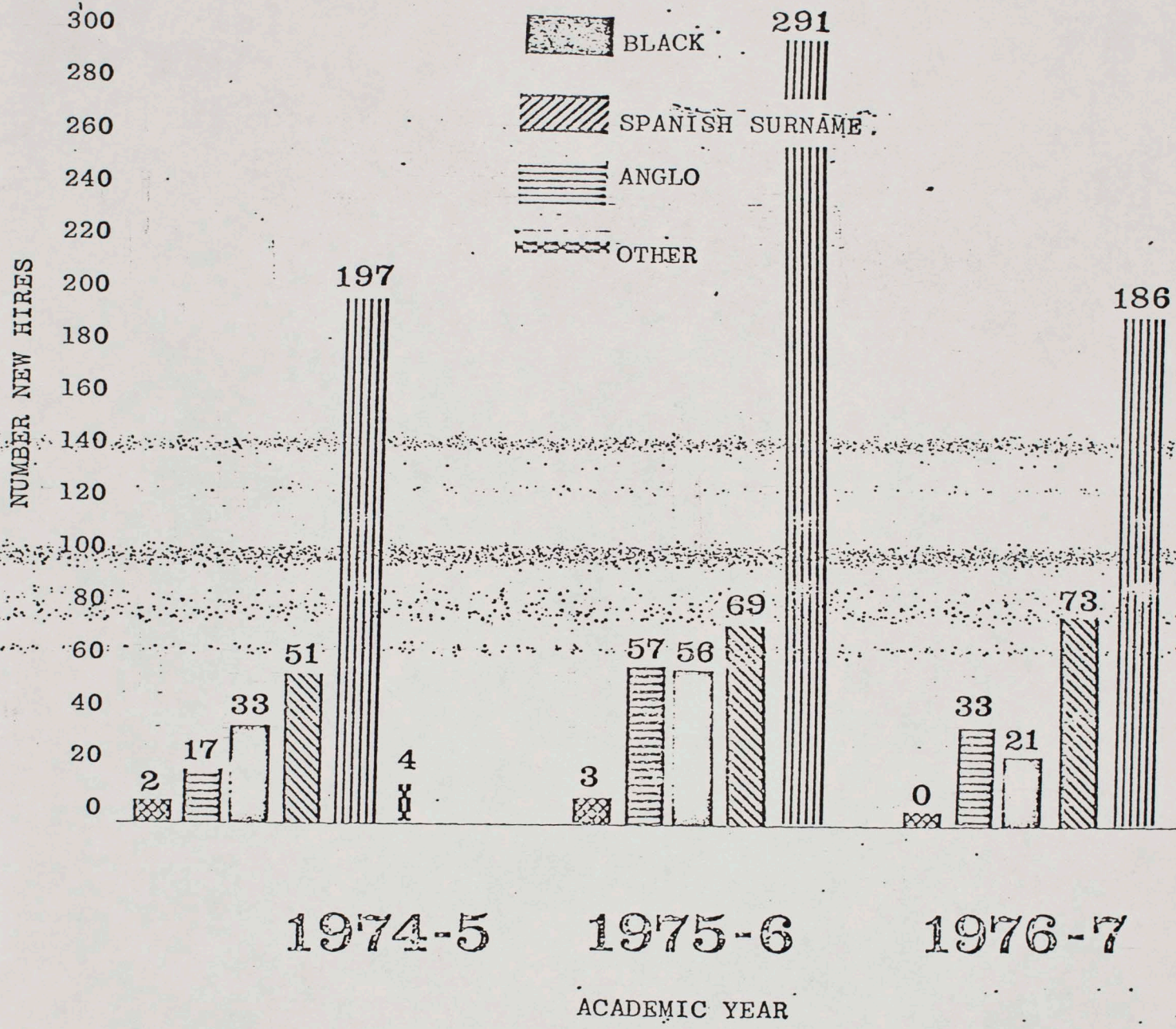
 ASIAN AMERICAN

 BLACK 291

 SPANISH SURNAME

 ANGLO

 OTHER



\*EEO-5 documents cover peak hiring periods July 1, to October 1, for 1974-75 to 1976-77.

FIGURE 10

NUMBER OF NEW HIRES AND STAFF INCREASES FOR SAN DIEGO

UNIFIED BY ETHNICITY FOR 1974-75

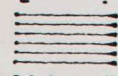
FOR CLASSROOM TEACHERS

legend

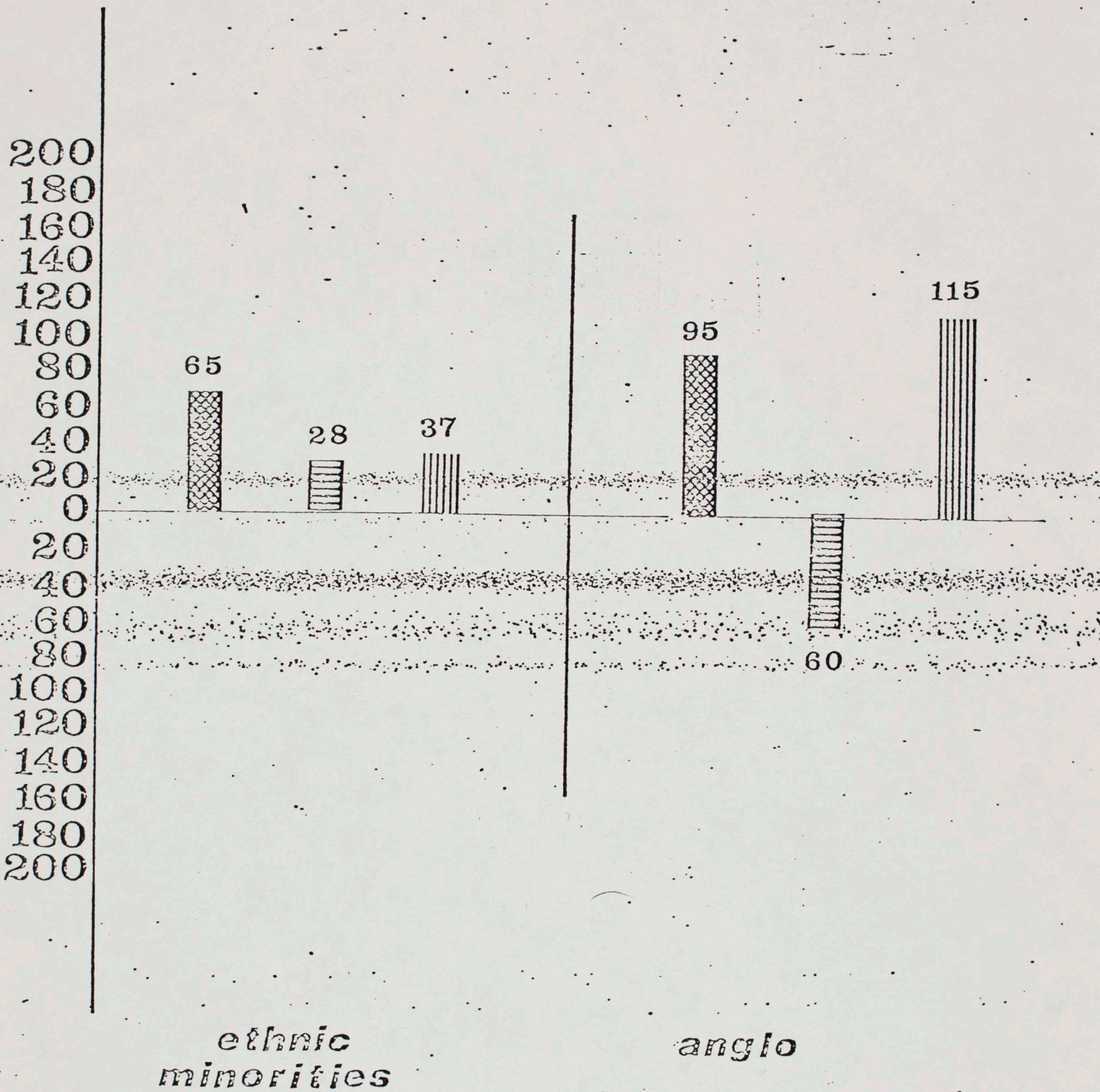


NEW HIRES

DISCREPANCY



STAFF INCREASES



\*Taken from EEO-5 data, cover peak hiring periods July 1, to October 1, 1974.

\*\*Calculated difference from previous year data.

# FIGURE 11

NUMBER OF NEW HIRES AND STAFF INCREASES FOR SAN DIEGO

UNIFIED BY ETHNICITY FOR 1975-76.

FOR CLASSROOM TEACHERS

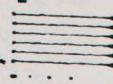
legend

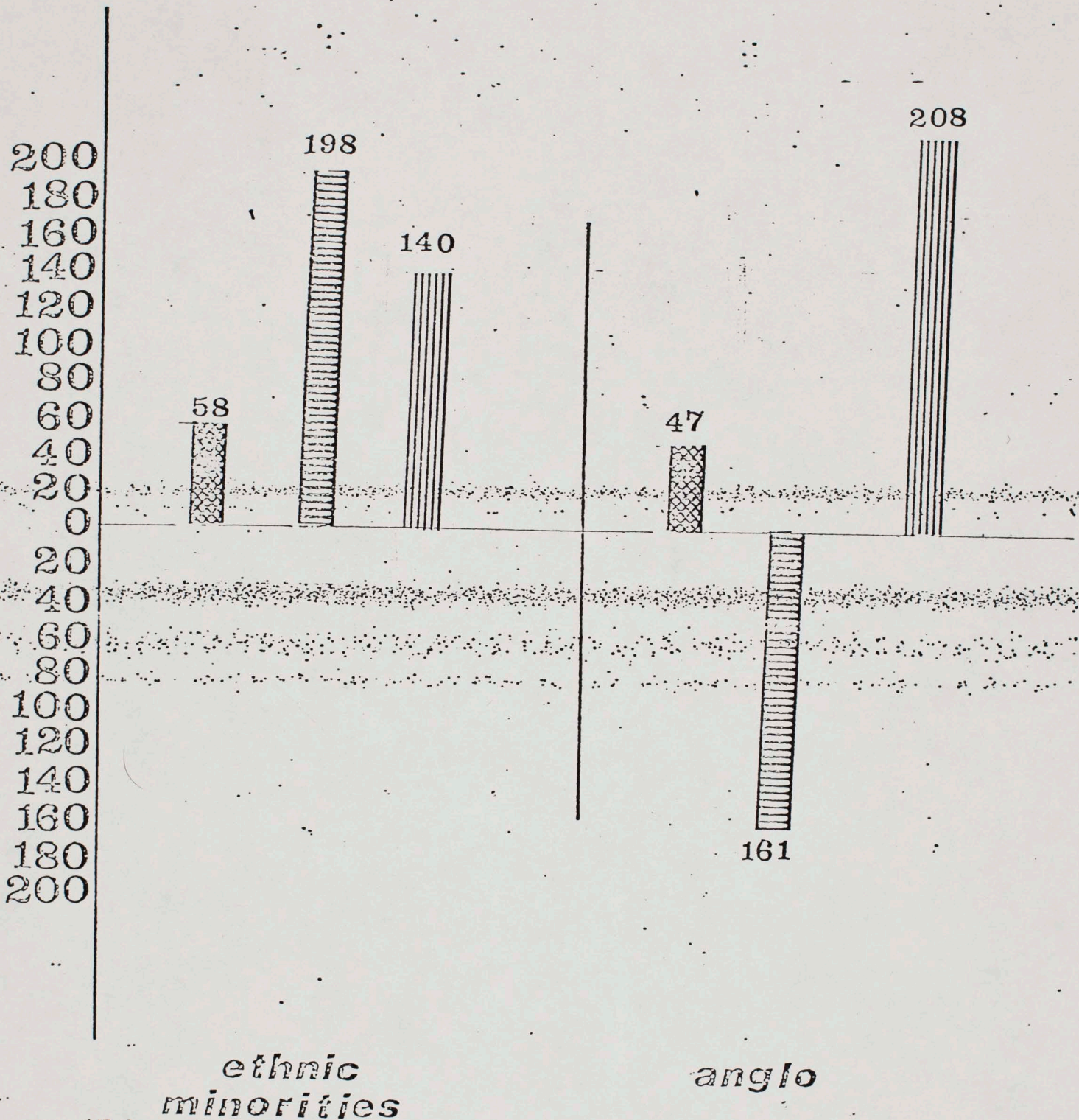


NEW HIRES



STAFF INCREASES

DISCREPANCY 



\*Taken from EEO-5 data, new hire data for 12 months.  
 \*\*Calculated difference from previous year data.

FIGURE 12

NUMBER OF NEW HIRES AND STAFF INCREASES FOR SAN DIEGO

UNIFIED BY ETHNICITY FOR 1976-77

FOR CLASSROOM TEACHERS

Legend

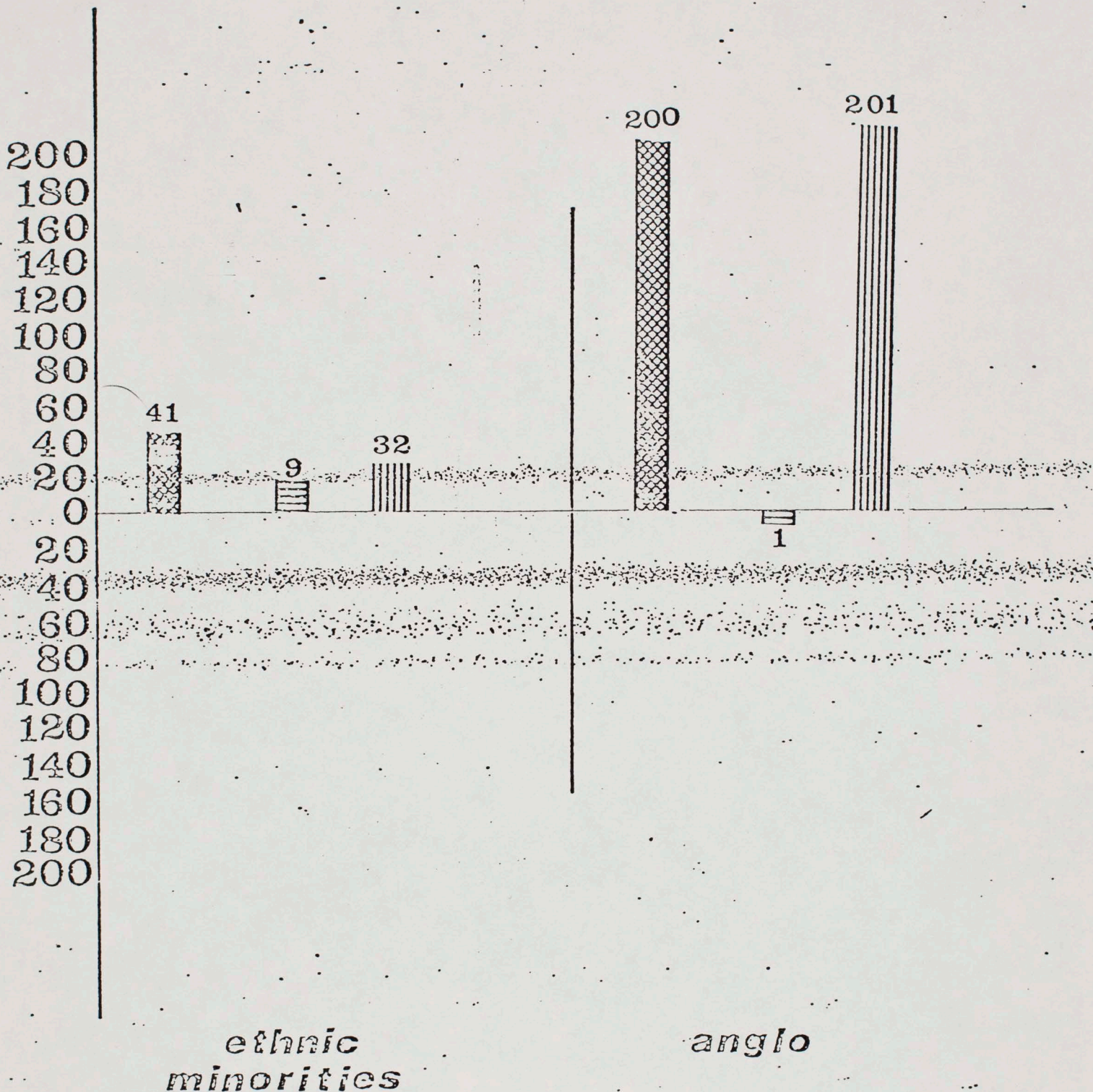
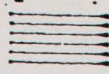


NEW HIRES



STAFF INCREASES

DISCREPANCY



\*Taken from EEO-5 data, new hire data for 12 months.  
\*\*Calculated difference from previous year data.

# FIGURE 13

NUMBER OF NEW HIRES AND STAFF INCREASES FOR  
 LOS ANGELES UNIFIED BY ETHNICITY FOR 1974-75  
 FOR CLASSROOM TEACHERS

Legend



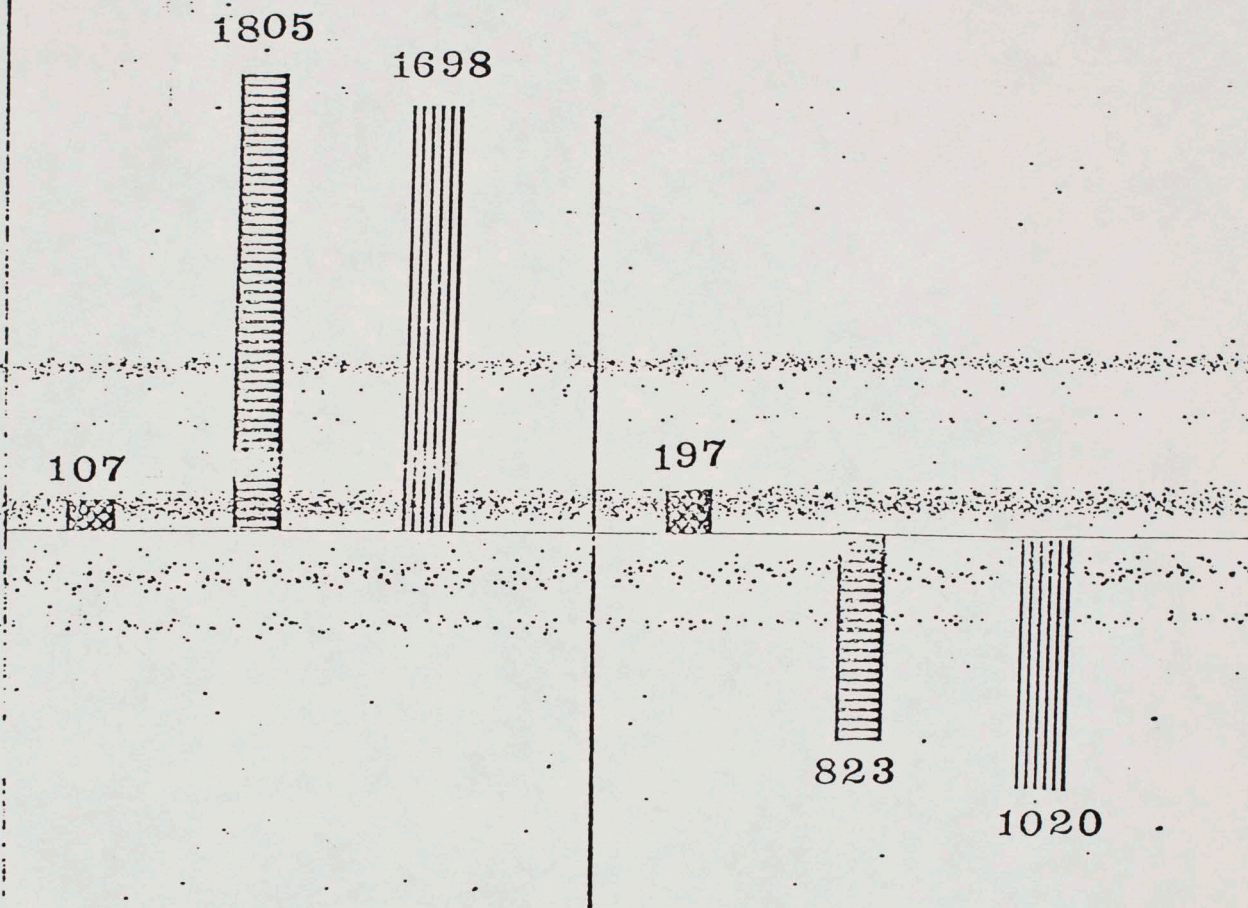
NEW HIRES

DISCREPANCY



STAFF INCREASES

2000  
1800  
1600  
1400  
1200  
1000  
800  
600  
400  
200  
0  
200  
400  
600  
800  
1000  
1200  
1400  
1600  
1800  
2000



ethnic minorities

anglo

\*Taken from EEO-5 data from July 1, to October 1, 1974.  
 \*\*Calculated difference from previous year data.

# FIGURE 14

NUMBER OF NEW HIRES AND STAFF INCREASES FOR  
LOS ANGELES UNIFIED BY ETHNICITY FOR 1975-76

FOR CLASSROOM TEACHERS

**legend**

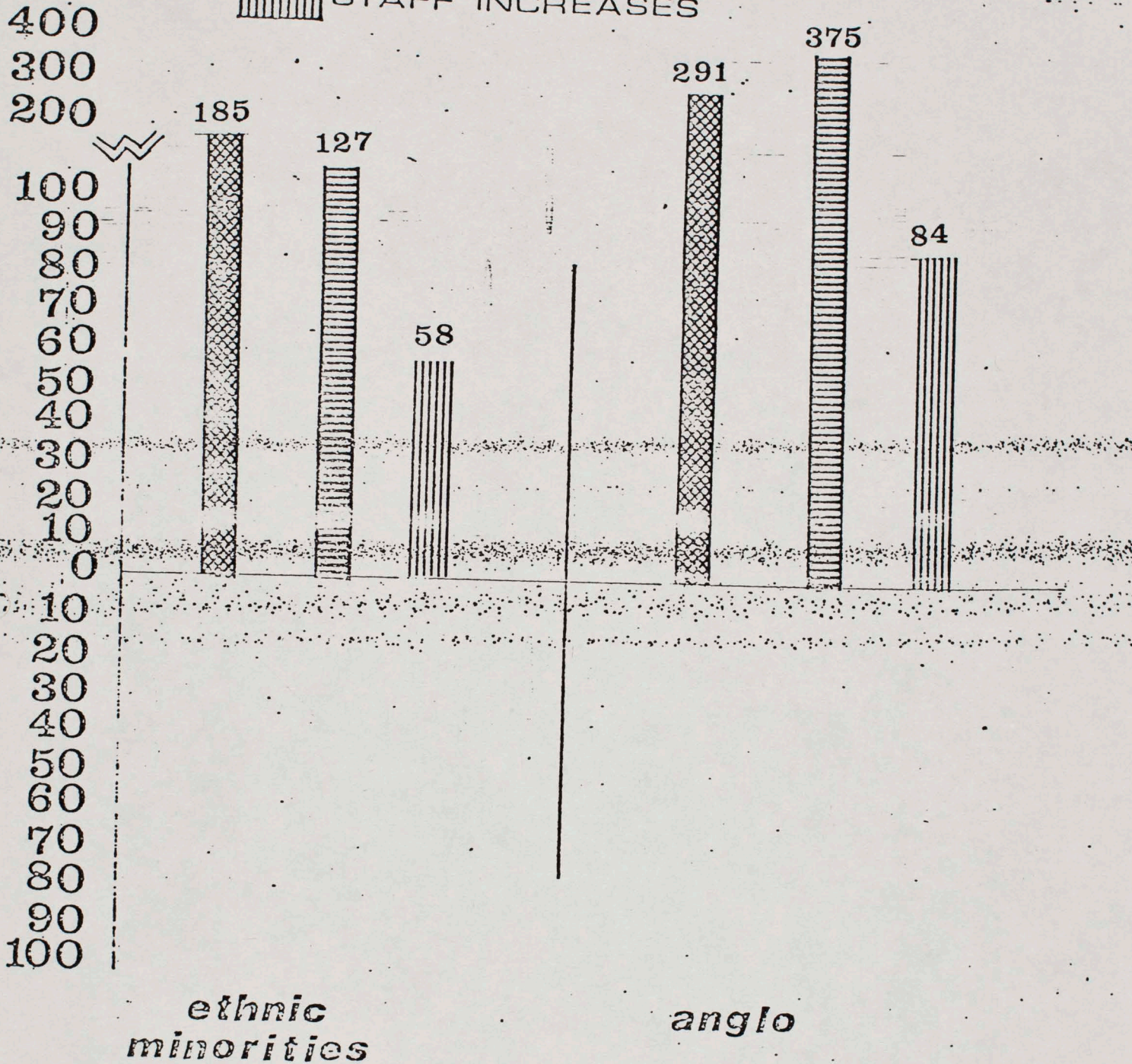
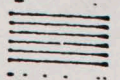


NEW HIRES



STAFF INCREASES

DISCREPANCY



\*Taken from EEO-5 data.

\*\*Calculated difference from previous year data.

# FIGURE 15

NUMBER OF NEW HIRES AND STAFF INCREASES FOR  
LOS ANGELES UNIFIED BY ETHNICITY FOR 1976-77

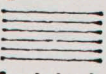
FOR CLASSROOM TEACHERS

legend

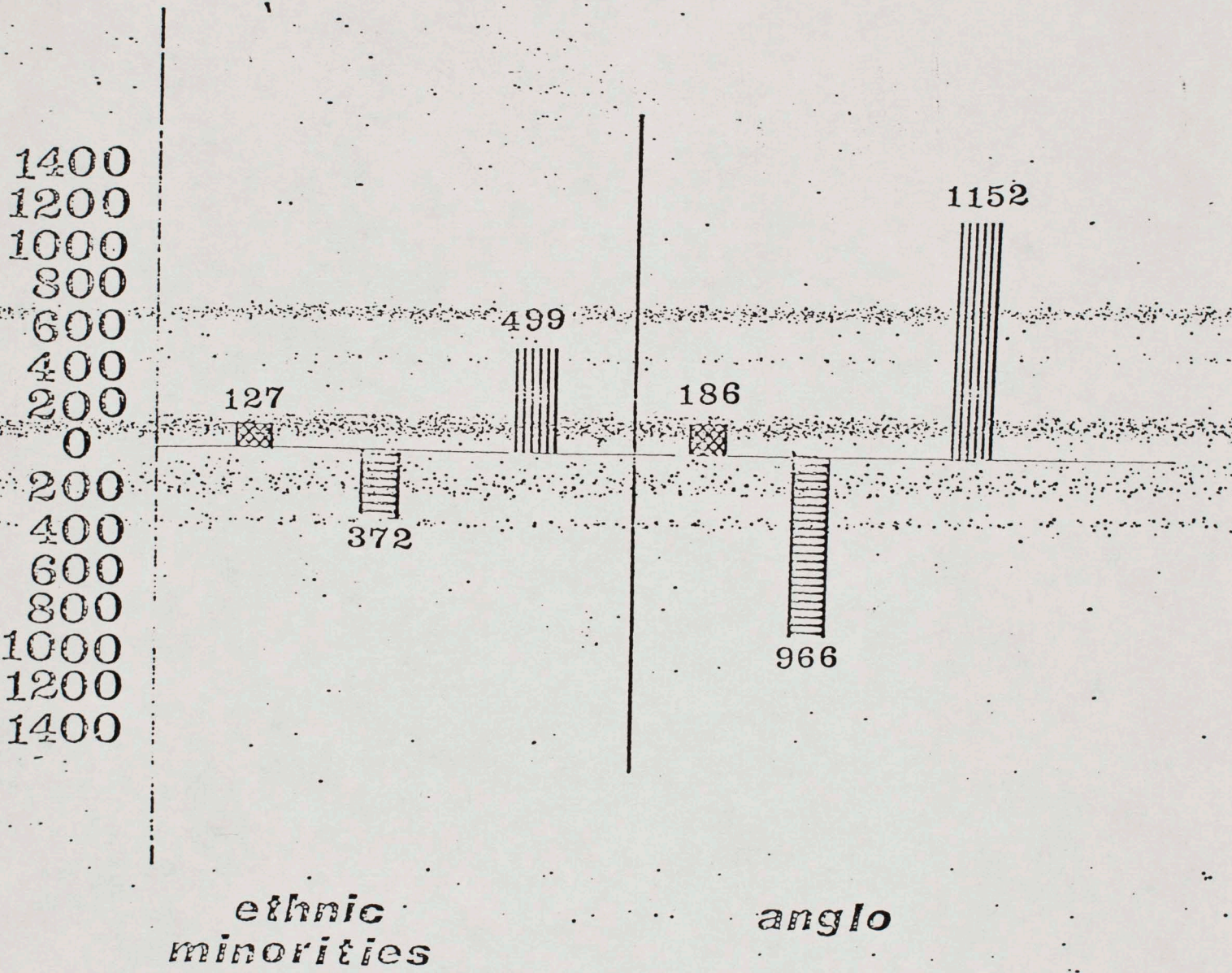


NEW HIRES

DISCREPANCY



STAFF INCREASES




\*Taken from EEO-5 data.


\*\*Calculated difference from previous year data.

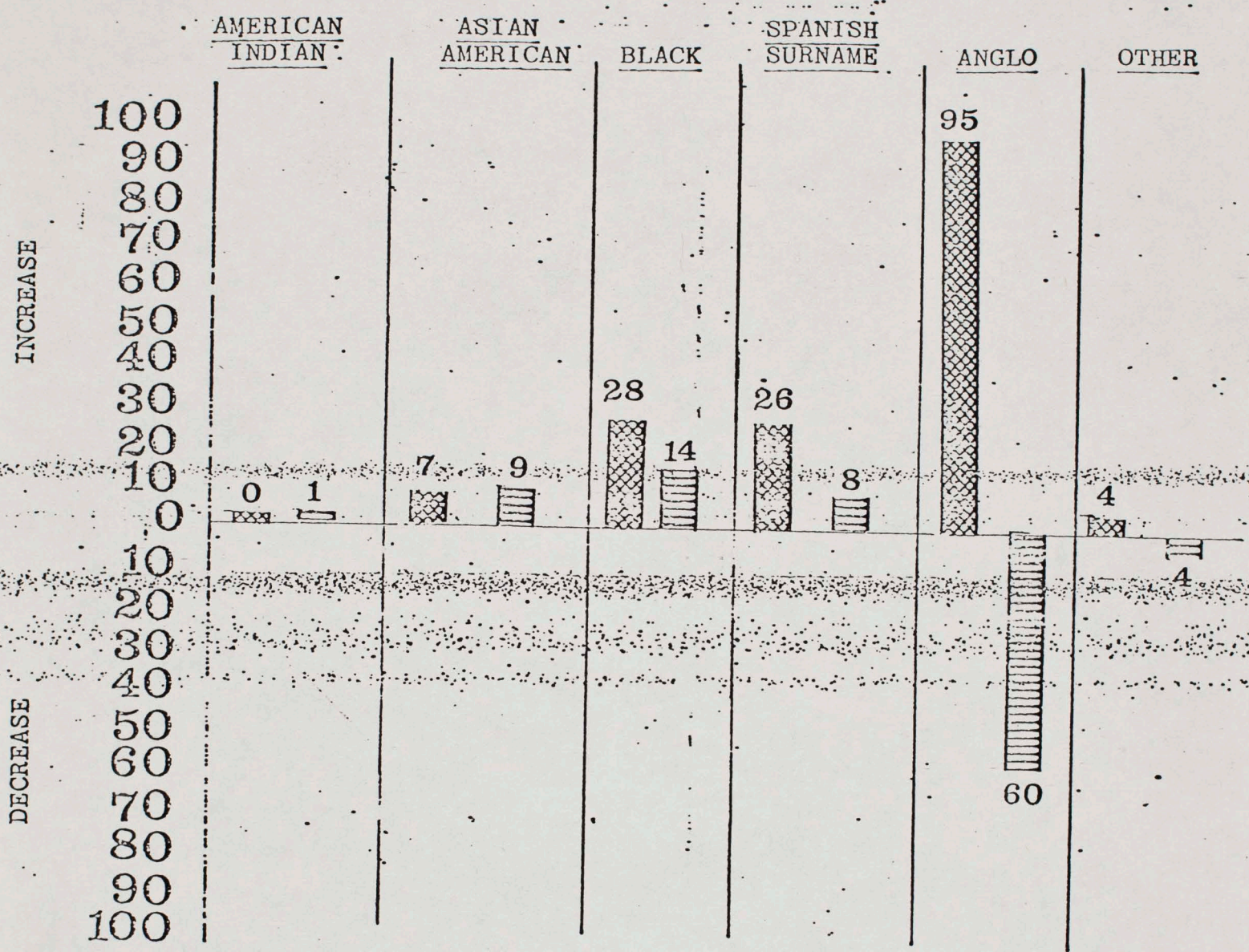
COMPARISON OF NEW HIRE DATA AND STAFF INCREASE DATA BY ETHNICITY FOR 1974-75 FOR SAN DIEGO UNIFIED SCHOOL DISTRICTS

FOR Classroom Teachers

**Legend**

 NEW HIRES

 STAFF INCREASES



\*Taken from EEO-5 new-hire data for July 1, to October 1, 1974.  
 \*\*Calculated difference from previous year data.



# FIGURE 17

## COMPARISON OF NEW HIRE DATA AND STAFF INCREASE DATA BY ETHNICITY FOR 1975-76 FOR CLASSROOM TEACHERS

FOR SAN DIEGO UNIFIED SCHOOL DISTRICTS

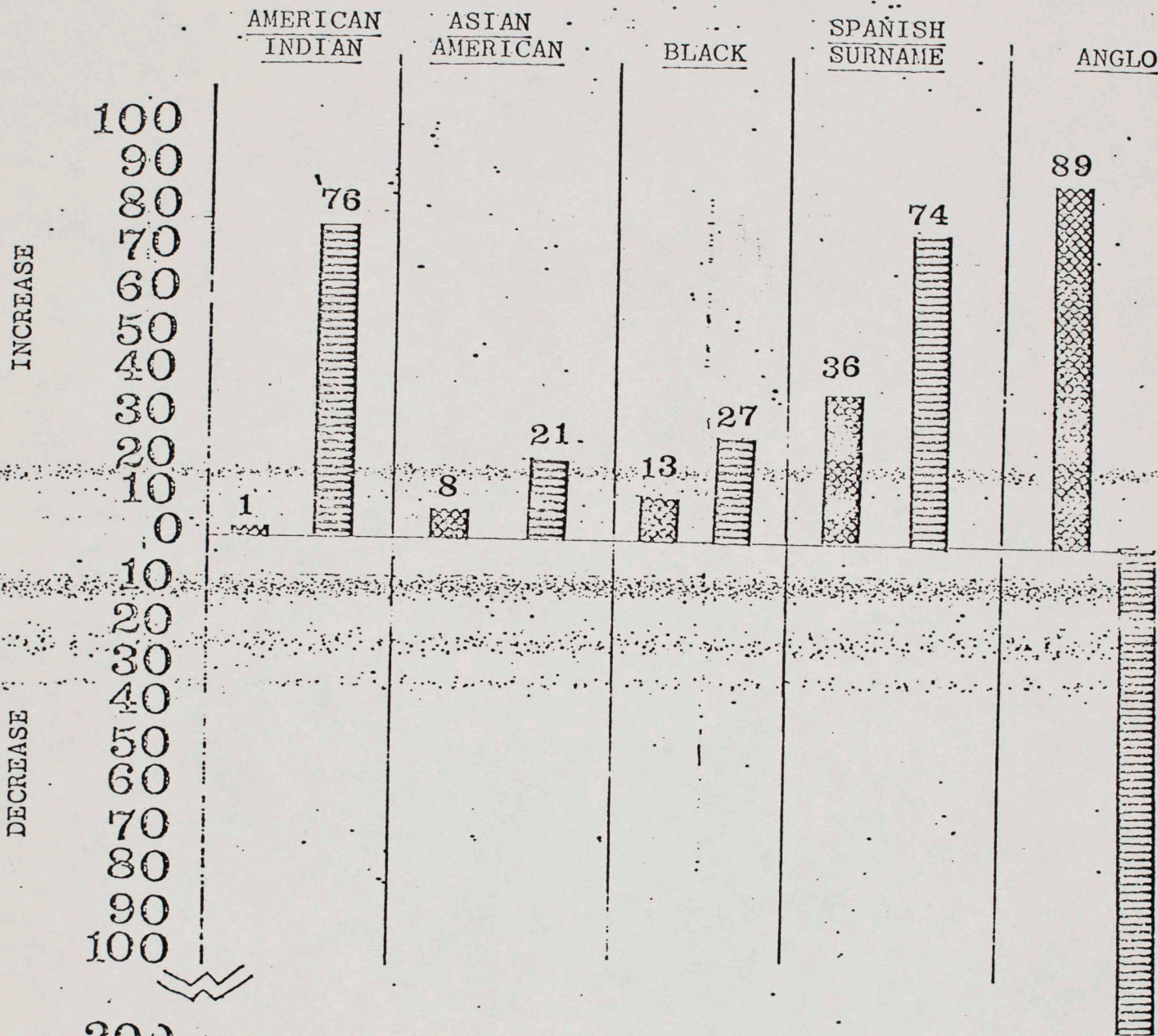
**Legend**



NEW HIRES



STAFF INCREASES



200

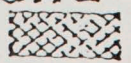
\*Taken from EEC-5 data, new hire data for 12 months.  
\*\*Calculated difference from previous year data.

161

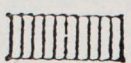
FIGURE 18

COMPARISON OF NEW HIRE DATA AND STAFF INCREASE DATA BY ETHNICITY FOR 1976-77 FOR CLASSROOM TEACHERS FOR SAN DIEGO UNIFIED SCHOOL DISTRICTS

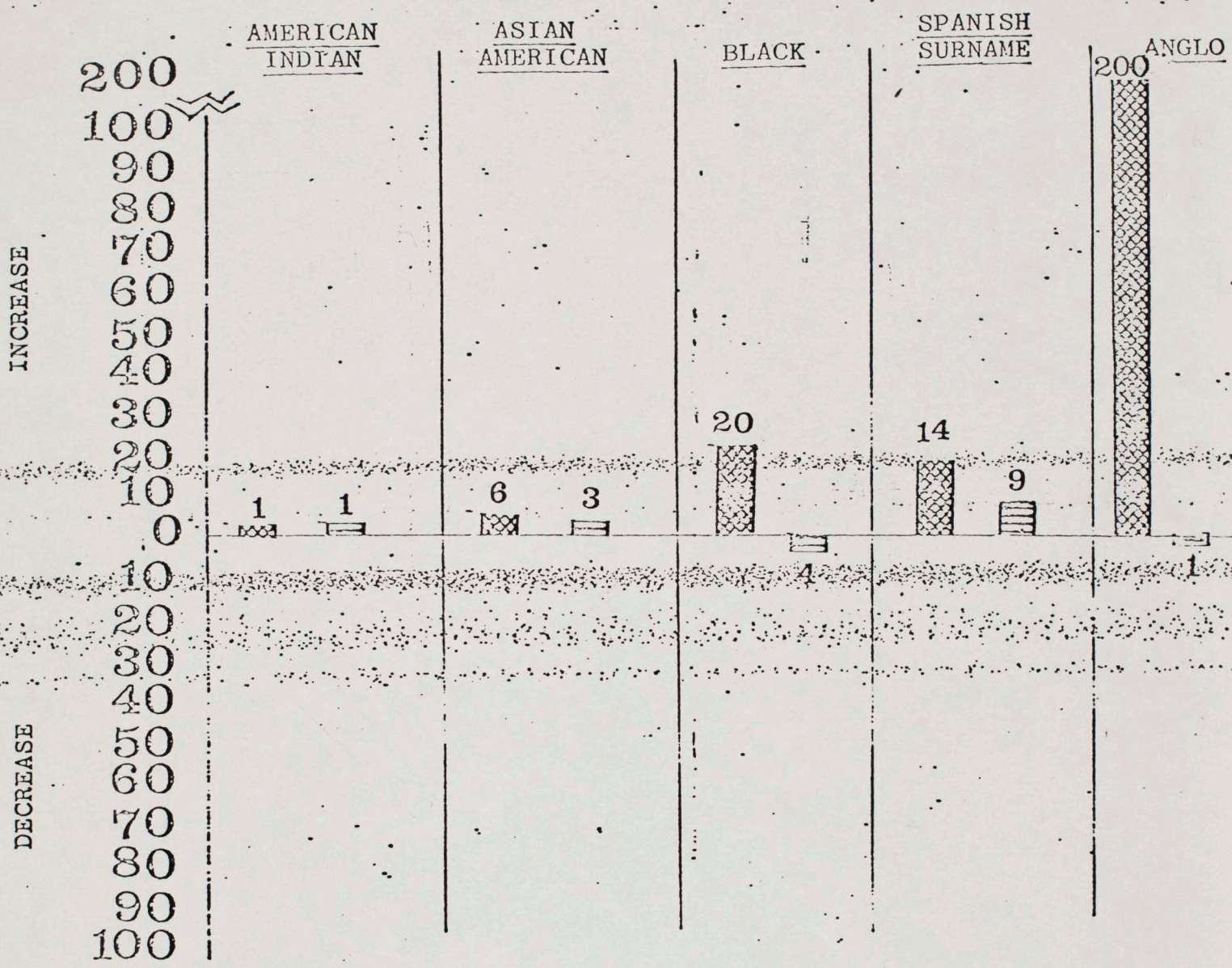
Legend



NEW HIRES



STAFF INCREASES



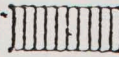
\*Taken from EEO-5 data, new hire data for 12 months.  
\*\*Calculated difference from previous year data.

19  
 COMPARISON OF NEW HIRE DATA AND STAFF INCREASE DATA BY  
 ETHNICITY FOR 1974-75 FOR CLASSROOM TEACHERS FOR  
 LOS ANGELES UNIFIED SCHOOL DISTRICT

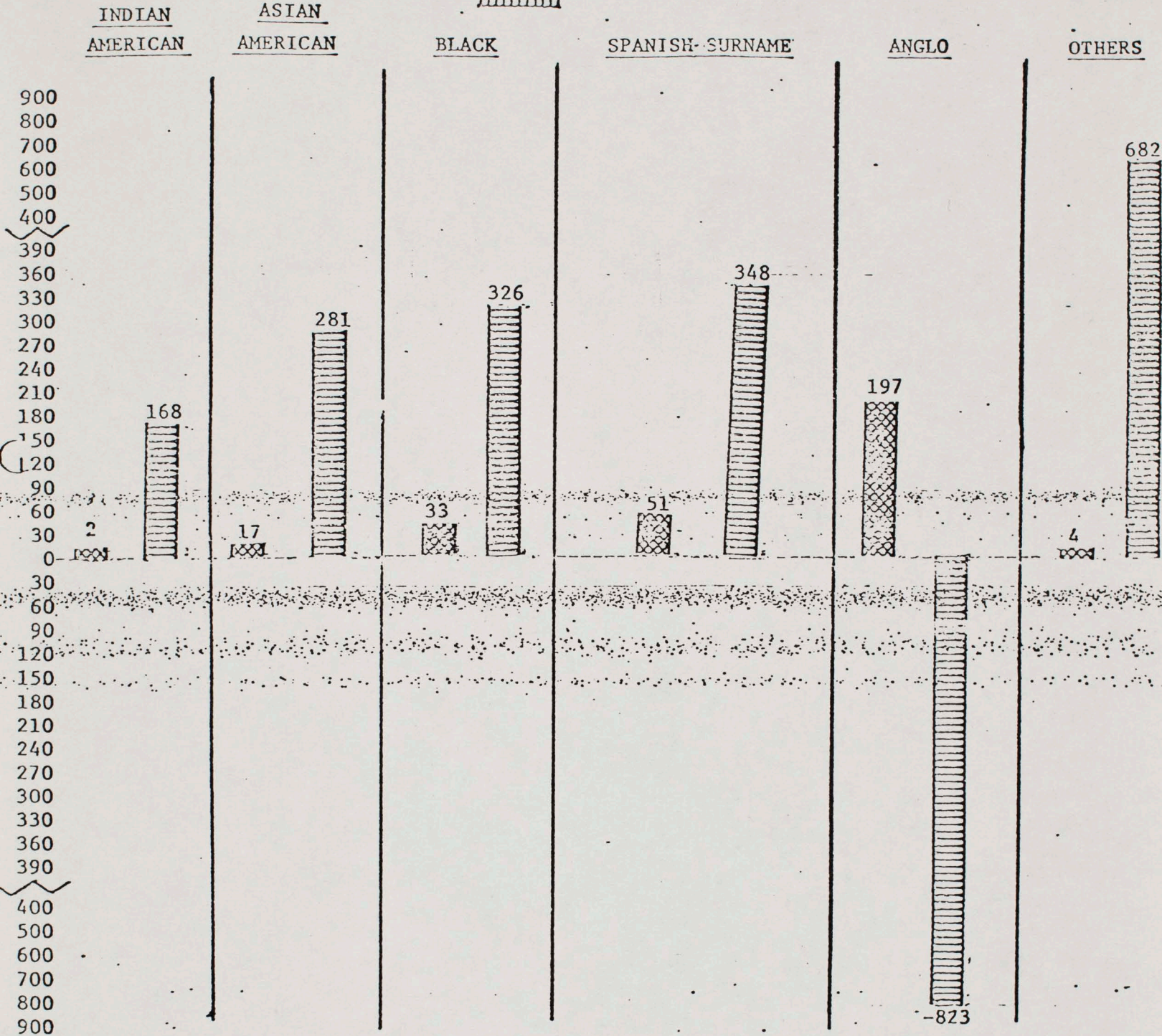
**Legend**



NEW HIRES



STAFF INCREASES



\* Taken from EEO-5 data  
 \*\* Calculated difference from previous year data

FIGURE 20  
COMPARISON OF NEW HIRE DATA AND STAFF INCREASE DATA BY

ETHNICITY FOR 1975-76 CLASSROOM TEACHERS FOR

LOS ANGELES UNIFIED SCHOOL DISTRICT

Legend



NEW HIRES



STAFF INCREASES

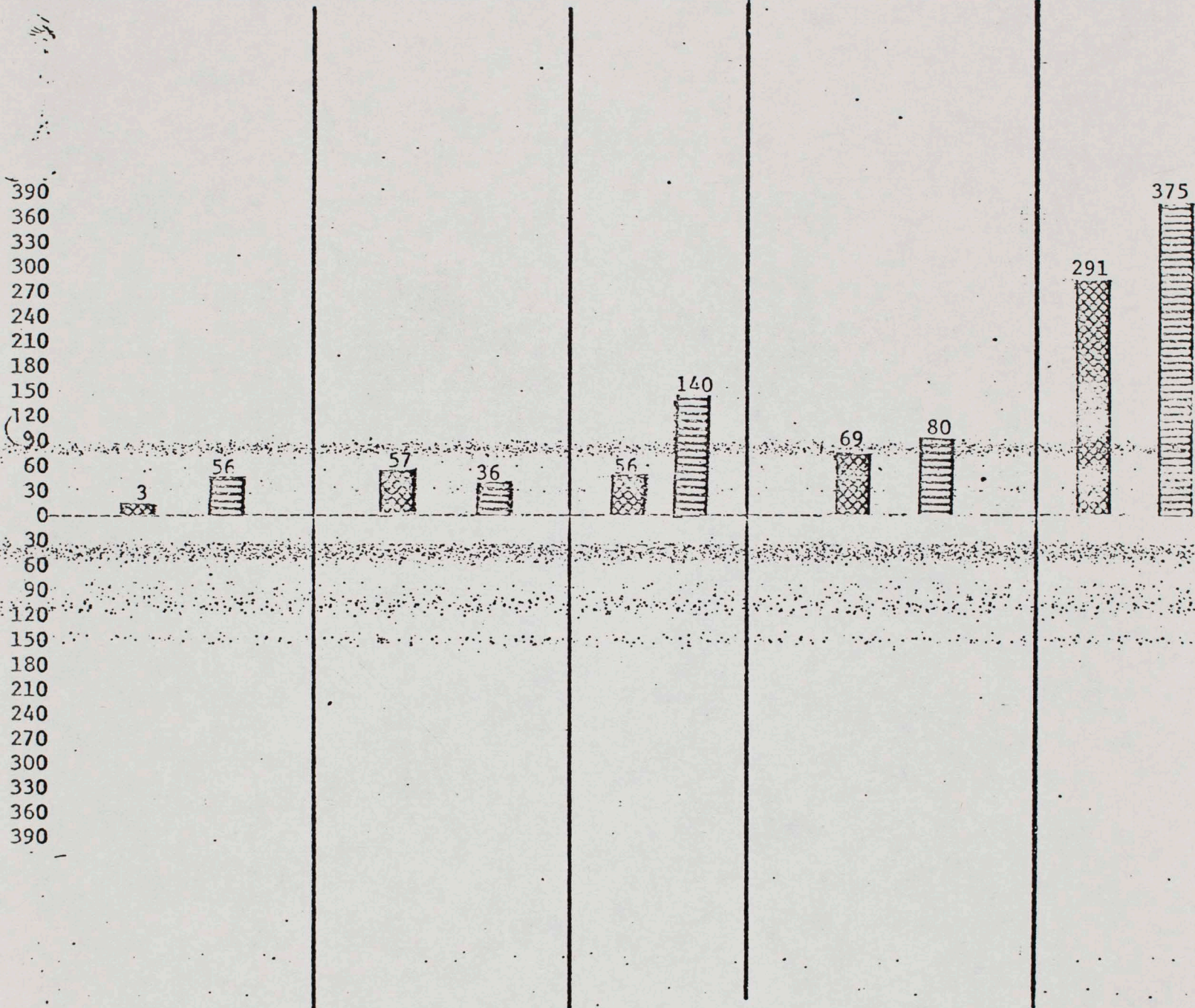
AMERICAN INDIAN

ASIAN AMERICAN

BLACK

SPANISH-SURNAME

ANGLO



† Taken from EEO-5 data

\*\* Calculated difference from previous year data

COMPARISON OF NEW HIRE DATA AND STAFF INCREASE DATA BY

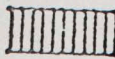
ETHNICITY FOR 1976-77 FOR CLASSROOM TEACHERS FOR

LOS ANGELES UNIFIED SCHOOL DISTRICT

Legend



NEW HIRES



STAFF INCREASES

AMERICAN INDIAN

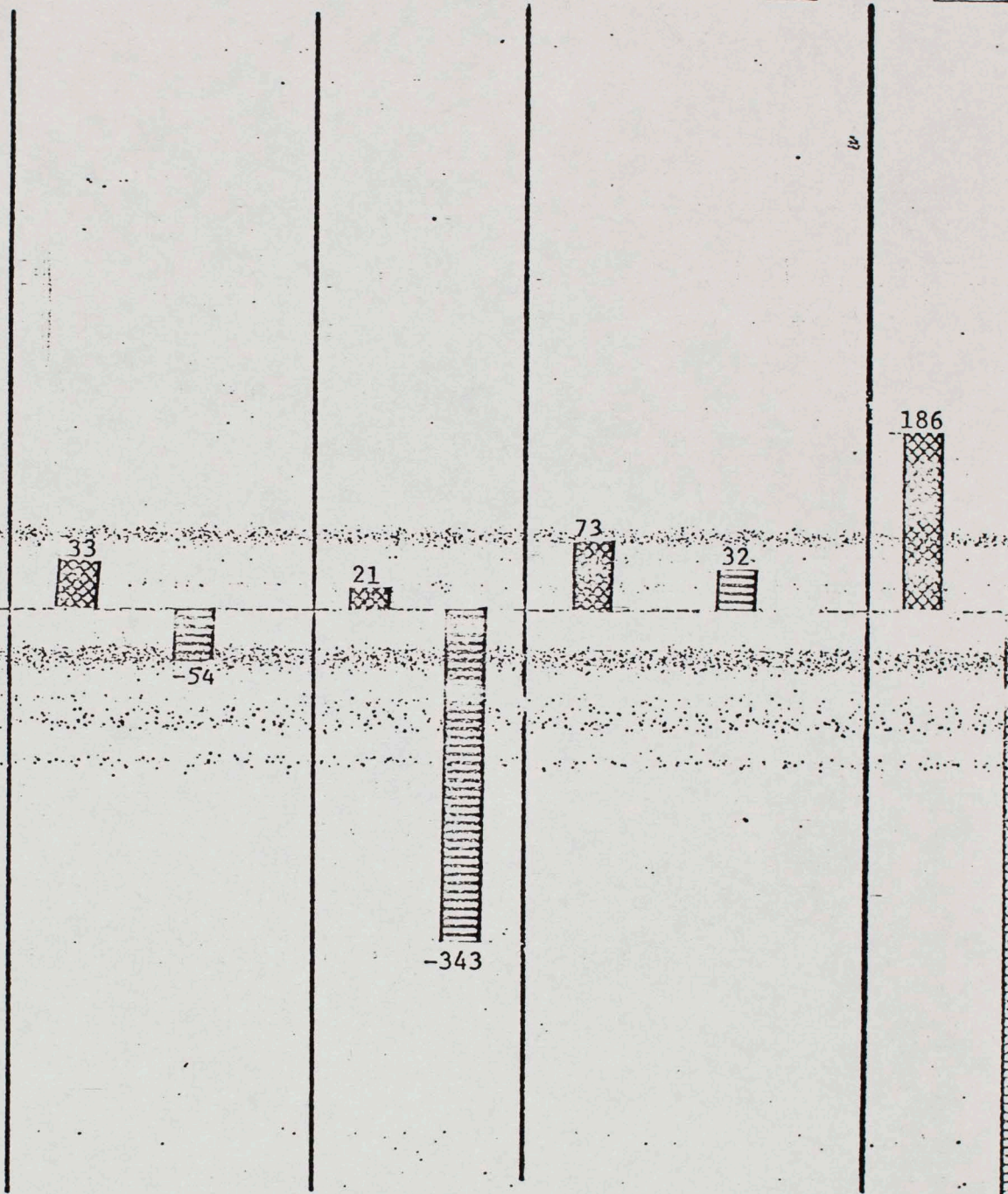
ASIAN AMERICAN

BLACK

SPANISH-SURNAME

ANGLO

900  
800  
700  
600  
500  
400  
390  
360  
330  
300  
270  
240  
210  
180  
150  
120  
90  
60  
30  
0  
30  
60  
90  
120  
150  
180  
210  
240  
270  
300  
330  
360  
390  
400  
500  
600  
700  
800  
900  
1000



\*Taken from EEO-5 data, new hire data for July 1, to October 1, 1976.  
 \*\*Calculated difference from previous year data.

## BIBLIOGRAPHY

San Diego City Schools, Personnel Division, "Report of Progress, 1976-77, District Affirmative Action Employment Program", January 20, 1977.

San Diego City Schools, Personnel Division, "Report of Progress, 1975-76, District Affirmative Action Employment Program", June 15, 1976.

San Diego Unified School District, Personnel Division, "1975-76 Ethnic Survey of Employees", Report No. 18, Personnel Operations Department, February 27, 1976.

San Diego Unified School District, Personnel Division, "1976-77 Ethnic Survey of Employees", Report No. 9, Personnel Operations Department, January 11, 1977.

APPENDIX

TABLE 1

## San Diego Unified School Districts

## Ethnic Composition of Classroom and Contract Teachers For

1973-74

Classroom  
TeachersContract  
TeachersDocument  
\*\*\*

	Document I *	Document II *	Document ***	
			EEO-5	New Hir
Hispanic	169	169	142	12
White	5007	5007	4347	114
Black	367	367	292	22
Asian/Pacific Islander	49	49	42	-
Other Non White	16	16	12	-
American Indian/Alaskan Natl.	-	-	3	0
Portugese	-	-	-	-
Filipino	-	-	-	-
All Employees	5608	5608	4838	149

\* 1975-76 Ethnic Survey of Employees, Table 1: 1968-1975, San Diego Unified School District, Report No. 18.

\*\* 1976-77 Ethnic Survey of Employees, Table 1: 1968-1976, San Diego Unified School District, Report No. 9.

\*\*\* Elementary-Secondary Staff Information (EEO-5), Equal Employment Opportunity Commission (Classroom teachers only.)



TABLE 2

San Diego Unified School Districts

Ethnic Composition of Classroom and Contract Teachers

	1974-75		Classroom Teachers	
	Document I *	Contract Teachers	Document ***	New Hir
Hispanic	190	190	EEO-5 150	26
White	4987	4987	4287	95
Black	389	389	306	28
Asian/Pacific Islander	64	64	51	7
Other Non White	17	17	8	4
American Indian/Alaskan Natl.	-	-	4	0
Portugese	-	-	-	-
Filipino	-	-	-	-
All Employees	5647	5647	4806	160

\* 1975-76 Ethnic Survey of Employees, Table 1: 1968-1975, San Diego Unified School District, Report No. 18.

\*\* 1976-77 Ethnic Survey of Employees, Table 1: 1968-1976, San Diego Unified School District, Report No. 9.

\*\*\* Elementary-Secondary Staff Information (EEO-5), Equal Employment Opportunity Commission.

TABLE 3

San Diego Unified School Districts

Ethnic Composition of Classroom and Contract Teachers

	1975-76		Classroom Teachers	
	Document I *	Contract Teachers Document II *	Document III *** EEO-5	New Hires
Hispanic	279	279	224	29
White	4835	4878 <sup>A</sup>	4126	47
Black	425	425	333	8
Asian/Pacific Islander	65	88 <sup>B</sup>	72	7
Other Non White	-	-	0	0
American Indian/Alaskan Natl.	89	89	80	1
Portugese	43 <sup>A</sup>	-	-	-
Filipino	23 <sup>B</sup>	-	-	-
<b>Total Employees</b>	<b>5759</b>	<b>5759</b>	<b>4835</b>	<b>92</b>

\* 1975-76 Ethnic Survey of Employees, Table 1: 1968-1975, San Diego Unified School District, Report No. 18.

\*\* 1976-77 Ethnic Survey of Employees, Table 1: 1968-1976, San Diego Unified School District, Report No. 9.

\*\*\* Elementary-Secondary Staff Information (EEO-5) Equal Employment Opportunity Commission.

A. Portuguese considered a sub-part of White by revised Federal and State guidelines.

B. Filipino considered a sub-part of Asian.

APPENDIX A  
TABLE 4

San Diego Unified School Districts

Ethnic Composition of Classroom and Contract Teachers

1976-77

	Contract Teachers		Classroom Teachers	
	Document I *	Document II *	Document *** EEO-5	New Hires
Hispanic		285	233	4
White		4818	4125	68
Black		426	329	5
Asian/Pacific Islander		89	75	5
Other Non White		-	-	-
American Indian/Alaskan Natl.		92	81	1
Portugese		-	-	-
Filipino		-	-	-
All Employees	N/A	5710	4843	83

\* 1975-76 Ethnic Survey of Employees, Table 1: 1968-1975, San Diego Unified School District, Report No. 18.

\*\* 1976-77 Ethnic Survey of Employees, Table 1: 1968-1976, San Diego Unified School District, Report No. 9.

\*\*\* Elementary-Secondary Staff Information (EEO-5), Equal Employment Opportunity Commission.

APPENDIX B

TABLE 1

Los Angeles Unified School District

Ethnic Composition of Classroom and Contract Teachers

1973-74

Classroom  
Teachers

	<u>Contract Teachers</u>	<u>Document II*</u>	
	<u>Racial and Ethnic Survey*</u>	<u>EEO-5</u>	<u>New-Hires</u>
Hispanic	2,428	855	132
White	20,423	17,738	784
Black	6,229	3,628	133
Asian/Pacific Islander	1,557	1,333	79
Other Non White	-	-	-
American Indian/Alaskan Ntl.	35	27	1
Portugese	-	-	-
Filipino	-	-	-
All Employees	30,672	23,581	1,129

\* Racial and Ethnic Survey, Research and Evaluation Branch, Los Angeles Unified School District, Fall, 1973, Report No. 332.

\*\* Elementary-Secondary Staff Information (EEO-5), Equal Employment Opportunity Commission.

APPENDIX B

TABLE 2

Los Angeles Unified School District  
Ethnic Composition of Classroom and Contract Teachers

1974-75

Classroom  
Teachers

	<u>Contract</u> <u>Teachers</u>	<u>Document II*</u>	
		<u>Racial and</u> <u>Ethnic Survey*</u>	<u>EEO-5</u>
Hispanic	1,469	1,203	51
White	22,398	16,910	197
Black	4,960	3,954	33
Asian/Pacific Islander	2,047	1,614	17
Other Non White	-	682	4
American Indian/Alaskan Ntl	222	195	2
Portugese	-	-	-
Filipino	-	-	-
All Employees	31,096	24,558	304

\* Racial and Ethnic Survey, Research and Evaluation Branch, Los Angeles Unified School District, Fall, 1974, Report No. 347.

\*\* Elementary-Secondary Staff Information (EEO-5) Equal Employment Opportunity Commission.

APPENDIX B

TABLE 3

Los Angeles Unified School District  
Ethnic Composition of Classroom and Contract Teachers  
1975-76

	<u>Contract Teachers</u>	<u>Classroom Teachers</u>	
		<u>Document II*</u>	
	<u>Racial and Ethnic Survey*</u>	<u>EEO-5</u>	<u>New Hires</u>
Hispanic	1,697	1,283	69
White	21,521	17,285	291
Black	4,911	4,094	56
Asian/Pacific Islander	1,908	1,650	57
Other Non White	-	-	-
American Indian/Alaskan Ntl.	283	251	3
Portugese	-	-	-
Filipino	-	-	-
All Employees	30,320	24,563	476

\* Racial and Ethnic Survey, Research and Evaluation Branch, Los Angeles Unified School District, Fall, 1975, Publication No. 354.

\*\* Elementary-Secondary Staff Information (EEO-5) Equal Employment Opportunity Commission.

APPENDIX B

TABLE 4

Los Angeles Unified School District  
Ethnic Composition of Classroom and Contract Teachers  
1976-77

	<u>Contract Teachers</u>	<u>Classroom Teachers</u>	
		Document II**	
	<u>Racial and Ethnic Survey*</u>	<u>EEO-5</u>	<u>New-Hires</u>
Hispanic	2,132	1,315	73
White	23,679	16,319	186
Black	5,531	3,751	21
Asian/Pacific Islander	2,247	1,596	33
Other Non White			
American Indian/Alaskan Ntl.	324	244	0
Portugese			
Filipino			
All Employees	33,913	23,225	313

\* Racial and Ethnic Survey, Research and Evaluation Branch, Los Angeles Unified School District, Fall, 1976, Publication No. 360.

\*\* Elementary-Secondary Staff Information (EEO-5) Equal Employment Opportunity Commission.

ETHNIC IDENTIFICATION CARD  
San Diego Unified School District

**PRESENT**

Name (last, first, middle)

Soc. Sec. No.

INSTRUCTIONS: See reverse side of card for definitions.

MARK ONLY ONE CATEGORY

I WISH TO BE CATEGORIZED AS:

- (0) HISPANIC
- (1) WHITE, NOT OF HISPANIC ORIGIN
- (2) BLACK, NOT OF HISPANIC ORIGIN
- (3) ASIAN OR PACIFIC ISLANDER
- (4) AMERICAN INDIAN OR ALASKAN NATIVE
- (6) PORTUGUESE
- (7) FILIPINO

DATE

SIGNATURE

DEFINITIONS

- (0) HISPANIC — a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- (1) WHITE — not of Hispanic origin — a person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
- (2) BLACK — not of Hispanic origin — a person having origins in any of the black racial groups.
- (3) ASIAN OR PACIFIC ISLANDER — a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, and Samoa.
- (4) AMERICAN INDIAN OR ALASKAN NATIVE — a person having origins in any of the original peoples of North America.
- (6) PORTUGUESE — a person of Portuguese descent.
- (7) FILIPINO — a person of Filipino descent.

These racial/ethnic categories and definitions are those agreed on by the Office for Civil Rights, the Equal Employment Opportunity Commission, the General Accounting Office, and the Office of Management and Budget. No employee should categorize him/herself in more than one race/ethnic group, and should use only the above-listed categories.



APPENDIX D

TABLE 1

NUMBER OF NEW HIRES AND STAFF INCREASES AND DISCREPANCIES FOR  
LOS ANGELES UNIFIED BETWEEN 1973-74 and 1974-75

1974-75	Total Staff Composition			New Hires (d)	Discrepancy (c-d)
	1973-74 (a)	1974-75 (b)	Inc/Dec (b-a)=c		
American Indian/ Alaskan Native	27	195	168	2	166
Asian or Pacific Islander	1333	1614	281	17	264
Black (Not Hispanic)	3628	3954	326	33	293
Hispanic	855	1203	348	51	297
White (Not Hispanic)	17738	16910	-828	197	-631
Other	0	682	682	4	678
<b>TOTAL</b>	<b>23581</b>	<b>24558</b>		<b>304</b>	

APPENDIX D

TABLE 2

NUMBER OF NEW HIRES AND STAFF INCREASES AND DISCREPANCIES FOR  
LOS ANGELES UNIFIED BETWEEN 1974-75 and 1975-76

1975-76	Total Staff Composition			New Hires (d)	Discrepancy (c-d)
	1974-75 (a)	1975-76 (b)	Inc/Dec (b-a)=c		
American Indian/ Alaskan Native	195	251	56	3	53
Asian or Pacific Islander	1614	1650	36	57	-21
Black (Not Hispanic)	3954	4094	140	56	84
Hispanic	1203	1283	80	69	11
White (Not Hispanic)	16910	17285	375	291	84
Other	682	-	-682	-	-
<b>TOTAL</b>	<b>24558</b>	<b>24563</b>		<b>476</b>	

APPENDIX D

TABLE 3

NUMBER OF NEW HIRES AND STAFF INCREASES AND DISCREPANCIES FOR

LOS ANGELES UNIFIED BETWEEN 1975-76 and 1976-77

1976-77	Total Staff Composition			New Hires (d)	Discrepancy (c-d)
	1975-76 (a)	1976-77 (b)	Inc/Dec (b-a)=c		
American Indian/ Alaskan Native	251	244	-7	0	-7
Asian or Pacific Islander	1650	1596	-54	33	-21
Black (Not Hispanic)	4094	3751	-343	21	-322
Hispanic	1283	1315	32	73	-41
White (Not Hispanic)	17285	16319	-966	186	-780
Other	-	-	-	-	-
<b>TOTAL</b>	<b>24563</b>	<b>23225</b>		<b>313</b>	

## APPENDIX E

TABLE 1

NUMBER OF SEPARATIONS AND NEW HIRES FOR THE PAST TWO YEARS ON A FULL FISCAL YEARBASIS - JULY 1, to JUNE 30, FOR SAN DIEGO UNIFIED FOR 1975 to 1977 FOR TYPE OF STAFF

	<u>TOTAL</u>	<u>HISPANIC</u>	<u>WHITE</u>	<u>BLACK</u>	<u>ASIAN</u>	<u>AM. INDIAN/ ALASKAN NAT.</u>	<u>TOTAL MINORITY</u>	<u>PERCENT</u>
<b>SEPARATIONS 1975-76:</b>								
Administrators	17	-	16	1	-	-	1	5.9
Contract Teachers	178	4	163	8	3	-	15	8.4
Classified	<u>594</u>	<u>75</u>	<u>393</u>	<u>85</u>	<u>32</u>	<u>9</u>	<u>201</u>	<u>33.8</u>
TOTAL	789	79	572	94	35	9	217	27.5
<b>NEW HIRES 1975-76:</b>								
Administrators	2	-	1	-	1	-	1	50.0
Contract Teachers	212	41	136	23	9	3	76	35.8
Classified	<u>861</u>	<u>141</u>	<u>516</u>	<u>133</u>	<u>54</u>	<u>17</u>	<u>345</u>	<u>40.1</u>
TOTAL	1075	182	653	156	64	20	422	39.3
<b>SEPARATIONS 1976-77:</b>								
Administrators	25	1	21	3	-	-	4	16.0
Contract Teachers	176	11	153	11	1	-	23	13.1
Classified	<u>537</u>	<u>66</u>	<u>367</u>	<u>82</u>	<u>14</u>	<u>8</u>	<u>170</u>	<u>31.7</u>
TOTAL	738	78	541	96	15	8	197	26.7
<b>NEW HIRES 1976-77:</b>								
Administrators	2	-	2	-	-	-	-	-
Contract Teachers	309	26	243	31	8	1	66	21.4
Classified	<u>1077</u>	<u>136</u>	<u>716</u>	<u>174</u>	<u>35</u>	<u>16</u>	<u>361</u>	<u>33.5</u>
TOTAL	1388	162	961	205	43	17	427	30.8

\*Information released from San Diego City Schools Personnel Office

NOTE: Long term leave of absence employees are not counted as a separation or a new hire. Promotions are not counted as a new hire.

## APPENDIX E

TABLE 2

NUMBER OF SEPARATIONS AND NEW HIRES FOR THE PAST TWO YEARS ON A FULL FISCAL YEAR BASISJULY 1, to JUNE 30, FOR SAN DIEGO UNIFIED FOR 1975 to 1977ALL CONTRACT TEACHERS

	TOTAL	HISPANIC	WHITE	BLACK	ASIAN	ALASKAN NAT.	MINORITY
SEPARATIONS 1975-76:							
Classroom Teachers	143	3	132	7	2	-	12
Other Professionals	<u>34</u>	<u>1</u>	<u>31</u>	<u>1</u>	<u>1</u>	-	<u>3</u>
TOTAL	178	4	163	8	3	-	15
NEW HIRES 1975-76:							
Classroom Teachers	147	36	89	13	8	1	58
Other Professionals	<u>65</u>	<u>5</u>	<u>47</u>	<u>10</u>	<u>1</u>	<u>2</u>	<u>18</u>
TOTAL	212	41	136	23	9	3	76
SEPARATIONS 1976-77:							
Classroom Teachers	149	8	135	6	-	-	14
Other Professionals	<u>27</u>	<u>3</u>	<u>18</u>	<u>5</u>	<u>1</u>	-	<u>9</u>
TOTAL	176	11	153	11	1		23
NEW HIRES 1976-77:							
Classroom Teachers	241	14	200	20	6	1	41
Other Professionals	<u>68</u>	<u>12</u>	<u>43</u>	<u>11</u>	<u>2</u>	-	<u>25</u>
TOTAL	309	26	243	31	8	1	66

\*Information released from San Diego City Schools Personnel Office.

NOTE: Long term leave of absence employees are not counted as a separation or new hire.  
Promotions are not counted as a new hire.