

CONTROLLED CHOICE MEETING

King Middle School Library

October 25, 1999

MINUTES

Alternatives – Open Choice

Irv stated that no decision has been made about what the recommendation to the Board will be.

- How do you define choice?
- No social consideration
- How do you provide transportation
- How to deal with logistics. Even transportation
- Closeness/residential segregation because parents choose schools in their neighborhood

No Change

- Keep present system
- One person raised the question as to how to present system works. Francisco explained the assignment process.
- Cost of litigation price \$200,000 – 300,000 - life witness, no appeal, and 800,000 upward to litigate in court.
- Price because of legal experts
- What law suit? Law coming down against the use of race. In California there are several lawsuits.
- Teachers want students be assigned at appropriate grade level. Some 4th graders reading at 1st grade level
- Race can be used as a last resort
- Pacific Legal Foundation focus on Huntington Beach
- We need something more concrete to respond to

Urgency – timeline

- Don't want to wait until law suit is filed it is better spent on kids, teachers, books than on litigation
- Even if suing no reason to jump because these are defenses. Possible defense is to look at data/evidence about discriminating, about damages because of discrimination

- What could we do to fight it?
- Diversity project about Berkeley High School. Large disparity between non-minority and African American students. African American students receiving "D's" & F's"
- Segregation is detrimental to our communities
- Must understand difference between Berkeley and Huntington Beach
- No doubt that money could be raised to have a defense. Political will can do it
- School with many students on Free & Reduced lunch tend to score lower on their test
- There are difference between Black and White test scores
- Strict scrutiny
- Compelling state interest and narrowly tailor to meet that
- Societal discrimination is not a compelling state interest. It maybe Individualized discrimination. Courts are become more demanding for compelling interest
- Difficult to prove because since the "60's" we have been strongly implementing desegregation programs
- How to show that we have discrimination in the past?
- Diversity – helps minority/however, diversity has to be individualized
- Don't use race. Why should some privileged minorities have special treatment?
- "Diversity and nothing is working" we have to identify the root of the problem. Is it because of racism we need to look at the problem
- Did we accomplish anything with what we have done? If kids are not achieving is there and good?
- Having neighborhood school. Hill schools have more resources than flatlands. We would have De facto segregation
- Moving away from racial balance. Would it help minority children?
- Parent would make the best choice
- Resources tend to be were we have needs. Title I money tends to go where the need exist
- Equality among schools. Jefferson raised \$6,000.00. Cragmont raised \$30,000.00
- Racial diversity. It's not just the money. There is an atmosphere at the school
- Maintained diversity but keep our money
- Money from Title I does not make up for the difference that children bring from an educationally enriched family

- Diversity and choice is very important
- Divide available space into three, High, Middle, Low income
- If we have more applicants than have a lottery
- Ideally all schools would be equal
- Race is important. Racism exist in this country
- Before litigation we must file a complaint
- If we use race we must define "racial isolation"
- Come up with impeccable evidence
- Numbers provided last week were in error

Options

- Publicity through the community
- District wide effort
- Don't we need some discussion how to include all the differences and then come up with something
- Communicate with the following:
 - Effective forum
 - Daily Planet
 - Principal's newsletters
 - PTA
 - Teacher Union

We need to look more