

INVESTIGATION REPORT

September 6, 2016

Investigator: Felicita A. Torres, Legal Counsel

INTRODUCTION

On May 26, 2016, a Canalino parent, Ms. Jessica Isaac, submitted a complaint to the Carpinteria Unified School District ("CUSD" or "District") concerning the "current racial make-up of the Carpinteria Family School." [See Complaint attached as Exhibit A.] Ms. Isaac's complaint alleged that Carpinteria Family School ("CFS") capped its class sizes at 24, and that classes contained "less than 1% of english (sic) language learners while a school like Canalino with 60-70% english (sic) language learners can have class sizes that swell to near (sic) 30 students per class." Isaac also alleged that, given the racial composition of the Family School, "There is a direct violation of the Equal Protection Clause of the Fourteenth Amendment of the US Constitution," and added that, "it is the Carpinteria Unified School District's responsibility to balance schools racially."

On June 7, 2016, Isaac and another Canalino parent who shares the concerns set forth in the complaint, Nikki Yamaoka, met with Barnaby Gloger (at the time, principal of Rincon and Foothill High Schools), and detailed additional areas of concern relating to the complaint, which they articulated as follows:

- 1 – Family School, which is not a Title I school, racially diverse, or socioeconomically disadvantaged, is utilizing Canalino's resources, some of which have been paid for with Title I funds (i.e. cafeteria, library, curriculum, etc.), and through Canalino parent group funds.
- 2 – Family School is requiring parents to give time ("volunteer hours") and money (\$500.00 "donation").
- 3 – The class size cap of 24 is not fair to other CUSD elementary schools, and limits the number of students that can be accepted into CFS.
- 4 - There has not been enough transparency with the CFS lottery, and there are indications that the lottery has not been fair in the past.
- 5 - CFS and CUSD have not made an active effort to balance the CFS's lack of diversity. And by not increasing the diversity at CFS, CUSD is in violation of *Brown vs. Board of Education*.

6 - There has been no public acknowledgment by CUSD that there are problems, or have been problems, with CFS, which perpetuates the lack of public awareness around race and diversity matters (including amongst CFS parents).

See email dated 6/10/16 detailing complaint issues. [Exh. B]

A. Background:

Isaac's complaint raises issues regarding the history of education in Carpinteria, and implicates the broader national issue of economically and racially imbalanced schools.

The same day Isaac filed her complaint, she also published a letter in the local newspaper, *Carpinteria Coastal View News*, regarding the complaint and the lack of diversity at CFS entitled "Carpinteria's segregated school." This letter prompted strong reactions from those on different sides of the spectrum in the Carpinteria community.

On June 16, 2016, a CUSD demographics chart was published in the *Coastal View News*. This chart provided a stark graphic regarding the racial demographics of CUSD schools: of CFS's 71 students, 59% are White, 24% are Hispanic, and 17% are "other." Of Summerland School's 66 students, 74% are White, 14% are Hispanic, and 12% are "other." In contrast, of Canalino's 511 students, 17% are White, 79% are Hispanic, and 4% are other. Of Aliso School's 405 students, 14% are White, 83% are Hispanic and 3% are identified as other. [Exh. C (Lea Boyd column, "Family School demographics spark debate," June 16, 2016)].

CFS and Canalino school are sharply divided in socioeconomic terms as well, with 24% of the CFS student population falling into the economically disadvantaged category per District data gathered for the year 2015-16, and 66% of the student population at Canalino in the same category.

The disparities between CFS and Canalino are particularly marked given that they share the same physical campus.

Isaac has, for many years, raised the issues presented by the stark demographic disparities between CFS and Canalino, and CFS and District policies that she alleges perpetuate the socio-economic and racial divide and encourages a "separate but equal" segregated public school campus site.

Carpinteria Family School

CFS was founded in 2003 as a third through eighth grade alternative educational program, and in 2004, the CUSD board voted to extend the program to include grades K-2. The CFS model was conceived of by a group of community members composed of administrators, parents and educators interested in creating an educational model that differed from other programs already

offered in the District. [See 2015 School Accountability Report Card Carpinteria Family School.pdf– Exhibit D].

CFS's mission statement provides that:

Carpinteria Family School (CFS) is a co-operative community of students, educators and parents dedicated to a safe, nurturing and creative learning environment. Our multi-age classrooms cultivate intrinsically motivated individuals who are contributing, compassionate members of our local and global communities.

Parent participation is the heart of our school and crucial in encouraging our children to reach their own unique potential. Carpinteria Family School honors diversity and inspires the "Whole-Child" through social, emotional and challenging academic experiences, laying a foundation for developing creative, critical thinkers and life-long learners.

CFS is located on the Canalino school campus, with three CFS classrooms interspersed amongst the Canalino classrooms. CFS students use the Canalino library, computer lab, cafeteria and playground, and enter campus each day through the Canalino front office.

B. Investigation Process

Commencing in June 2016, the investigator conducted extensive interviews with several key individuals who were familiar with Canalino and CFS, and with the facts underlying the subject matter of the complaint. During this process, Ms. Isaac was given the opportunity to detail the several allegations of her complaint, and additional perspectives were gathered from staff and administrators at the District. All interviews were conducted by legal counsel, Felicita A. Torres.

The investigation included detailed review of documentation from the District and from CFS and Canalino, including school accounting budgets, a District student demographics chart for academic year 2015-16; the CFS school lottery policy, the CFS parent expectation policy, CFS sibling preference policy, and CFS lottery and enrollment data compiled for five academic years (2011-12, 2012-13, 2013-14, 2014-15, and 2015-16). The investigator also attempted to ascertain the District's historical relationship with the CFS community, and to review any documentation prepared in the past by the District for internal use, or dissemination to the parent community, regarding CFS.

The investigation further included an in-depth review of state and federal case law, state and federal legislation, and commentary regarding the following issues (all of which were implicated by the complaint): state and federal education funding models; state targeted student funding; public school utilization of Title I and Title III funding streams; the No Child Left Behind Act ("NCLB") and student priority transfer requests; alternative public education models and the law regarding the admission process, preferences, and enrollment lotteries at alternative schools;

program improvement (“PI”) schools; the Every Student Succeeds Act (the NCLB’s successor legislation); affirmative action; equity in education, and the phenomenon of racial imbalance in American public education.

FINDINGS AND LEGAL CONCLUSIONS

Equity, Diversity and Inclusion –

The CFS and Canalino communities are significantly divided, with the racial and socio-economic disparity between the schools creating an unsustainable “us vs them” mentality that models segregation for the students. Unfortunately, this model of de facto segregated public education is not unique. Rather, the issue of racial and economic inequity in public school education is a national problem with historical and multilayered causes. In her article about the New York City public education system in the *New York Magazine* article entitled, “Choosing a School for My Daughter in a Segregated City,” Nikole Hannah-Jones writes: “In a city where white children are only 15 percent of the more than one million public-school students, half of them are clustered in just 11 percent of the schools, which not coincidentally include many of the city’s top performers. Part of what makes those schools desirable to white parents, aside from the academics, is that they have some students of color, but not too many.”¹ [Exh. E]. Similarly, in Carpinteria, over time CFS has evolved into a relatively whiter, wealthier and smaller “enclave” within the Canalino campus site.

While Carpinteria has a history of racial segregation in public education, (see Barney Brantingham article, “Split Schools,” February 10, 2011 – Exh. F), the current racial and socioeconomic imbalance between CFS and Canalino did not come about through intentional segregative practices on the part of CFS or the District. Nevertheless, the cultural and economic division between the two schools was unintentionally fostered over the years, in part, due to certain practices implemented at the District level, and at CFS.

1. Racial Balancing:

Contrary to the allegation made in Isaac’s complaint, the District is not responsible for “racially balancing” its schools. The law is otherwise. *Dayton Board of Education v. Brinkman*, 433 U.S. 406, 413 (1977) (“‘Racial isolation’ or ‘imbalance’ that is not the result of segregative intent does not require a racially discriminatory ‘desegregation’ plan.”) In fact, student placement plans developed by a school district based on race in the interest of promoting the goal of “racial balance” have been held to violate the Equal Protection Clause of the 14th Amendment. *See*

¹ Hannah-Jones also writes that, segregated school communities is not just a “New York problem.” Rather, nationally, “[m]ost black and Latino students today are segregated by both race and class, a combination that wreaks havoc on the learning environment.” [Exh. E at 3 of 25.] As one individual interviewed pursuant to this investigation noted, “‘This [the CFS/Canalino climate] is just a symptom of a larger problem- systemic racism, and we are not the only community dealing with this.’”

Parents Involved in Community Schools v. Seattle School Dist. No. 1 (“*Parents Involved*”), 551 U.S. 701 (2007). In *Parents Involved*, a group of parents filed suit against school districts that voluntarily adopted student assignment plans which relied on race to make placement decisions to promote the goal of diversity and “racial integration” in their districts. The United States Supreme Court found that those District policies violated the Equal Protection Clause of the 14th Amendment. In contrast, programs that treat race as only one factor in a holistic program with the goal of increasing diversity do not violate the Equal Protection Clause. *Fisher v. University of Texas at Austin*, 136 S.Ct. 2198 (2016).

2. NCLB violation:

During the course of the investigation, it was discovered that, for the last 8 to 10 years, the District did not send transfer request letters to students attending program improvement (“PI”) schools as mandated by the NCLB. The NCLB (which was federal law in effect until it was replaced by Every Student Succeeds Act in December 2015) required that school districts identify PI schools and inform district parents with students at PI schools that their child had the right to transfer to a non-PI school. 34 CFR § 200.44(a)(1). Per this transfer policy, the “lowest achieving children from low-income families” at a PI school would get priority for transfer to a non-PI school. 34 CFR § 200.44(e). If such a letter had been delivered by the District, as mandated by federal law, the letter would have been delivered to parents of students at Canalino, which has been in PI status for many years. And those families would have been notified that one of their transfer options was CFS, since it has never been in PI status. Further, in any enrollment lottery conducted, the District would have had to give the lowest achieving students from the lowest performing schools a kind of “super priority” over all other applicants to a given school. For example, those students who requested transfer to CFS under the NCLB who were the lowest achieving and from the lowest-income families, would have had priority over any other applicant, would not have been subject to any lottery (unless more priority transfer students requested CFS as a priority transfer choice than the spaces available), and would have trumped even the CFS sibling preference policy. With regard to space availability, the NCLB also provided that a district could not deny school choice transfer to eligible students due to lack of capacity.

The District’s failure to deliver the NCLB transfer rights letter is significant, particularly when one considers that a family determining whether to exercise a right to transfer often takes location of the available transfer school into account. For example, a Canalino family might hesitate to request a transfer to Summerland School (another non-PI school in the District) for their Canalino student. However, with CFS sharing the same location with Canalino, the logistical and social barriers that might exist in requesting transfer from one school community to another may have been reduced, if not eliminated entirely.

3. CFS “Parent Expectations” Policy:

Prior to the filing of Isaac’s complaint, CFS maintained a parent participation policy outlined in a letter posted on the website, and distributed to the school community for parent and CFS

principal signature, entitled “Parent/Caregiver Participation and Expectations.” The policy stated, in part, that, “Parents/Caregivers work in the classroom for 1 hour each week,” and “Each family assists their student to raise \$500.00 to provide essential services to the school.” [Exh. G].

The language of the policy suggested that the \$500 donation and volunteer requirements were mandatory, not completely voluntary. As such, the CFS “parent expectation” policy was likely not in compliance with state law which prohibits public school imposition of mandatory school participation fees. *See* California Education Code § 49011(c) (prohibiting schools and school districts from requiring volunteer hours, or payment in lieu of volunteer hours, as a condition of admission, enrollment or continued enrollment, sibling preference, etc.).

After Isaac filed her complaint, Superintendent Miglis required that the CFS policy sheet be revised to ensure it was clear that all hours and monetary donations were entirely voluntary. [Exh. H – revised policy statement]. But given that, for many years, the policy was worded in a way that suggested a donation of \$500 and a certain number of volunteer hours were mandatory, families of a lower socio-economic status were likely deterred from seeking admission to CFS via the lottery, or even deterred from finding out more about the school. Currently, the District data sheet reflects that for the 2015-16 school year, 24% of the CFS student population was what the District termed economically disadvantaged, while at Canalino, 66% of the student population fell into this category.²

4. Recruitment/Translation efforts:

CFS outreach efforts to racially and socio-economically diverse student communities can be improved.

The evidence gathered during the course of the investigation regarding the extent of CFS recruiting efforts at Carpinteria preschools was mixed. On one hand, the investigator was informed by CFS affiliates that CFS recruited broadly, and that presentations about CFS were made at all area preschools in both English and Spanish. In contrast, the investigator was informed by other interviewees that while CFS may have disseminated pamphlets and brochures to some area preschools, CFS only gave admissions presentations at Lou Grant, and generally focused recruitment efforts there. For the purposes of this report, it is not necessary that this conflict in evidence be resolved, given the obvious disparity between the number of white students who applied for enrollment to the school in 2015-16 (20), and the number of ELL (1) and Hispanic (2) students who applied for enrollment. This disparity belies reported statements made by members of the CFS community that “we can’t help who applies to our school,” and

² Over the years, families of the Lou Grant Parent Child Workshop preschool have been drawn to CFS, and CFS has actively recruited there. By all accounts, the Lou Grant community is comprised of a wealthier segment of the population given that, by design, the preschool functions as a parent co-operative requiring significant involvement by at least one parent. As one interviewee noted about Lou Grant: “Most of the Family School students at this point come from Lou Grant preschool. Because it’s a co-op, they are not poor people.”

suggests that improved outreach targeted at the ELL and Hispanic families in the District should be considered. Further, the much smaller percentage of CFS students who are economically disadvantaged relative to the Canalino school population suggests that more efforts can be made to publicize the fact that CFS is a free, public school of choice.

Further, it was only after Isaac filed her complaint that the CFS website was translated into Spanish. And the CFS School Accountability Report Card (which provides important data about a school's test scores and other data) is the only school report card on the District website that does not have a corresponding version translated into Spanish.

5. The CFS Lottery :

District personnel conducted the CFS lottery each year, and at each lottery, the prior CFS principal, Leslie Gravitz, and her office assistant, Chris Karpenko, were present, and recorded data regarding the lottery process, the waitlist, and corresponding enrollment records.

This investigator reviewed the lottery data from the last five academic years: 2011-12; 2012-13, 2013-14; 2014-15; 2015-16. The notes were handwritten. The process appeared straightforward, and there was no evidence of bias in the lottery or skewed data.

Because the CFS sibling preference policy [Exh. I] provided that if all available spots were taken by siblings in any given year, no lottery would be conducted, some years no lottery was conducted. However, a lottery was conducted in each of the five years for which records were examined. Over the years, the sibling preference policy, combined with the limited CFS class sizes (see paragraph 5 below), has made it extremely difficult to enroll in the school as a new student through the lottery, particularly after the kindergarten year.

6. Class Caps :

The District does not maintain a formal class student cap policy. Nor does any written policy exist regarding a class cap at CFS. The only known written reference to a class cap is set forth in the teachers' labor contract, which provides that class size cannot go over 34. However, the District has made it a "stated board priority" to have small class sizes, especially in the primary grades. The evidence gathered in the investigation indicated that the CFS class size cap of 24 students was informally agreed upon by a previous District Superintendent (Cordeiro), and the CFS principal at the time (Gravitz.) The limited CFS class size has resulted in a situation in which very few enrollment spots open up at the school after the kindergarten year. And when any spots do open up, they are often offered to a sibling of an enrolled student, per the sibling preference policy.

7. Use of Title I and Targeted Student Funding:

There is no evidence of intentional diversion or misuse of Title I or other public targeted funding on the part of the District or the individual schools. And any evidence of “dual use” by CFS and Canalino students of resources paid for, in whole or in part, with Title I or state targeted funds indicates that overlap in utilization of these resources was minimal.

As noted by one interviewee, “It is almost impossible to pull out dollar per dollar how much is being spent by Canalino on shared resources such as toner, printer services, and software for the computer lab, and “when the budget changed and went to categorical funding, it’s kind of a nightmare to pull the funding streams apart.”

Due to the complexity of school funding, and the difficulty in untangling the distinct funding streams per school resource, it is impossible to determine based on the evidence gathered in the investigation what percentage of resources or services shared by CFS and Canalino students is paid for with Title I or state targeted funding dollars intended only for at-risk students. In only one instance, the matter was clear, with the principal at Canalino noting that one hour per day of the librarian/computer technician’s salary is paid for with targeted student funds. CFS and Canalino share the library and computer lab.

8. Student Self-Segregation/Community Cultural Perspectives:

The divide between the CFS and Canalino communities, and the tensions developed between the two over the years, have generated an environment in which the CFS and Canalino students “learn” to separate themselves at a very early age – whether at the playground, or while eating lunch.

None of the interviewees denied that the students self-segregate. Further, because CFS students are viewed as having privileged access to certain amenities (such as eating lunch in spots reserved by CFS instructional assistants in the shade), the division creates a social environment of the “haves” vs. the “have nots.” One interviewee reported that, due to the way CFS has operated, even CFS instructional assistants assume that CFS and Canalino students are not permitted to associate, and offered an anecdote wherein two white students from Canalino were playing on the lawn outside CFS and were not redirected until they were joined by their Hispanic friend from Canalino, at which point a CFS instructional assistant directed the group that if they were from Canalino, they could not play in the area. As one interviewee commented, “the younger kids start out kind of wondering if they can play together, but . . . by the time they get to fourth and fifth grade, there is no commingling [between CFS students and Canalino Students] at all.”

The tension between the two schools is felt in the broader community as well, and involves a serious conflict between ingrained perceptions regarding culture, race, and attitudes regarding education. As Persoon noted, she is in regular communication with the Spanish-speaking families in the community, and she knows that “they are very upset about the CFS situation, and

distressed that it is happening in front of their children's faces." And one interviewee reported that a CFS community member attempted to explain why CFS attracts a very narrow group of applicants with a presumption that Hispanic families are "hands off" and "don't want to get involved" in their children's education.

9. Resource Utilization and Reciprocity

A consistent refrain in the investigation related to CFS' ability to utilize the resources of the Canalino school, while simultaneously benefiting from items that can be purchased with CFS parent funds, giving CFS an abundance of resources relative to Canalino. One interviewee noted that CFS wants to hold itself separate and apart from Canalino, but when it behooves the CFS community to partake in the programs and opportunities that the Canalino school pays for, they take advantage of that. Another individual commented that the CFS default position is to assume that Canalino will "pick up the tab" for educational activities such as the Math Superbowl, and the attitude becomes "Canalino can pay for that. They are such a big school." This practice encourages comparison and builds resentment due, in large part, to the fact that CFS is comprised of families that are primarily middle class, while the majority of Canalino's students are students who are underserved and intended recipients of targeted student funds.

One example of this noticeable resource disparity arises in the use and availability of instructional assistants at the two schools. Persoon reported that CFS parents pay for CFS instructional assistants with parent funds, and CFS' kindergarten/first grade class has two instructional assistants, while Canalino kindergarten classes each have one instructional assistant (paid for with site funds). Persoon stated that the perspective becomes "they get to have two aides, and yet I have 'harder' kids, and I'm not getting as much help. That's not fair." As the grades move on, CFS still has instructional aides in the 2nd and 3rd grade class and in their 4th and 5th grade class, whereas Canalino can't afford to have instructional assistants for each class past kindergarten, so must have instructional assistants who split time or do partial days, and by the time of Canalino 4th and 5th grade, there are no instructional assistants at all. Because CFS is paying its instructional assistants with parent funds, Persoon stated that "It's all on the up and up, but the argument has become you are putting all of these parents in one spot who can afford the \$500, and can raise money, whereas . . . Canalino can't afford the same level of resources." This sentiment echoed a comment made by another interviewee: "Their [CFS] parents are giving \$500 per kid, volunteering, using all of the communal facilities, and you're wondering why our test scores might be different?"

10. Site issues:

The evidence gathered during the investigation indicated that previous District representatives had informed Isaac and other Canalino parent group members that the District would seek to relocate CFS off the Canalino school site if Measure U passed. Although Measure U passed, the District determined in Spring 2016 that CFS needed to remain at the same site, as its current placement presents the most cost-effective option. Even if CFS were to be moved, it would do nothing to resolve the issues needing to be addressed.

INTERIM AND RECOMMENDED CORRECTIVE ACTION

Despite the fact that the demographic and socioeconomic divide between CFS and Canalino did not come about through intentional segregative practices or policies by the District or CFS, the District is committed to taking corrective action to ameliorate the divide and to work toward the goal of equity. The District further recognizes that working toward that goal will require that the broader community confront the difficult social issues presented by the complaint.

1. Interim Actions:

a. District Action

It is noteworthy that after Isaac's complaint was filed, the District took immediate steps to revise the CFS parent expectation letter to resolve any ambiguity regarding the voluntary nature of the monetary and time contributions and to ensure that the letter was in compliance with state law; the CFS website was translated into Spanish, and informational material regarding CFS (in both English and Spanish) was placed in all kindergarten registration packets mailed by the District in Spring 2016.

b. Action by CFS and Canalino Leadership

While the complaint investigation was pending, the principals at Canalino (Persoon) and CFS (Gloger) were proactive in taking additional action to address the division between the school communities. These actions included:

(i) Joint Meetings:

Persoon and Gloger have scheduled three parent meetings on the master calendar – one each for Fall, Winter, and Spring. At these meetings, Canalino English and Spanish-speaking parent groups will meet, as well as the Family School parent group to discuss “campus-wide interests.”

Persoon has also asked Gloger to co-facilitate leadership meetings she hosts every month on campus, and has encouraged Gloger to bring CFS representatives to the meetings as well.

All instructional assistants will also be invited to attend the instructional assistant meetings that Persoon holds on campus on a monthly basis.

(ii) Social:

Persoon and Gloger have planned to have joint social and fundraising events this academic year. For example, Persoon has invited CFS to join in the “family picnic lunch” held five times a year at Canalino. Persoon and Gloger are also brainstorming about how the CFS harvest fair can be made into a campus-wide event, and they are planning to have a joint jog-a-thon.

(iii) Instructional Assistants:

Persoon and Gloger have decided that all instructional assistants (whether from CFS or Canalino) will wear the same yellow vests when they supervise children on the playground and during lunch. (In the past, the CFS instructional assistants wore vests with CFS printed in black block lettering.) This will symbolize to students that the instructional assistants are there, and available, to all the students on campus, regardless of the student's individual school. Along the same lines, Persoon and Gloger have begun to use the word "campus," regarding the site rather than differentiating the individual schools.

(iv) Flowchart:

Persoon has created a comprehensive organization flow chart regarding "who is who" on campus, and identifying the various roles and duties fulfilled by each person on campus. This is intended to assist in the joint effort at equitable cost sharing and resource utilization on campus between the two school communities.

2. Additional recommended corrective actions to be taken by the District and the individual schools are as follows:

- a) The CFS community will pay for the one hour of the librarian/computer lab technician's salary which is otherwise being paid for with Canalino targeted student funds. CFS will also be proactive about paying its students' share of participation in joint activities such as the Math Superbowl, and paying for its use of shared facilities and supplies.
- b) CFS will develop and implement a plan to actively reciprocate for the benefits it has received from the Canalino community. For example, CFS might look into developing a program wherein CFS parents give presentations to the wider campus community on topics that a CFS parent may have a great deal of experience in, or other areas of broad general interest (such as non-violent communication). And CFS should consider opening up its after-school programs and activities to Canalino students as well, just as Canalino has historically invited CFS students to participate in its after-school programs, assemblies, and extracurricular activities such as chalk drawing. These non-monetary contributions are just as important to bridging the gap between the schools and alleviating ongoing resentment as equitable monetary contribution between the schools for shared resources.
- c) The District will consider devising board policies to ameliorate the effects stemming from the District's failure to deliver the NCLB parent transfer notification letter for the

past eight years.³ Part of this effort might include setting target numbers for increasing CFS class sizes. These target numbers could be set based on a review of the average class sizes at all of the schools in the District. The District will also consider reserving the additional spaces created when the CFS class size is increased for applicants from diverse socio-economic and educational backgrounds (special needs, ELL, etc).

- d) The District and CFS should consider conducting the CFS enrollment lottery in a “public” setting, and invite any interested parties to attend. This will eliminate any mystique surrounding the process, and any suspicion of bias or inequity.
- e) CFS will make efforts to increase recruitment efforts targeted to Spanish-speaking and lower socioeconomic family communities. In addition to holding annual bilingual presentations at the area preschools, CFS might also consider delivering presentations to the Canalino Spanish-speaking parent group (COPLA), and the Spanish-speaking parent groups at the other District schools.
- f) CFS should consider asking current Hispanic and/or bilingual parents to be CFS representatives and reach out to other community members about the school. – a CFS “ambassador” program.
- g) The District and CFS need to further reinforce through web resources, informational leaflets and brochures, and CFS presentations that CFS is a free, public school choice, and that monetary donations, as well as volunteer hours are entirely discretionary. In addition, CFS should audit all other CFS documentation (informational pamphlets, brochures, etc) to ensure the information is up to date and contains no remaining references to monetary donations and volunteer hours that suggest either is mandatory for enrollment at the school.
- h) The District and CFS will continue to ensure that all documents, informational pamphlets, and website communications of CFS are translated into Spanish – such as the school accountability report card.
- i) The CFS and Canalino student communities will eat lunch together – at the same time and in the same eating areas, and will no longer be physically divided either at lunchtime or at recess. This corrective action also requires that no additional lunch resources (such as lunch tables or patio shading) are provided to, or accessible to, one group of students over another.
- j) CFS and Canalino principals will direct, train, and collaborate with instructional assistants and staff regarding the “new normal” on campus of unity amongst the student groups and an environment of shared interests and common goals.

³ Contrary to what the NCLB required, the Every Child Succeeds Act does *not* require school districts to offer intra-district school transfer choice to students at PI schools.

- k) CFS will share in the responsibility of providing campus special education services, including being available for “mainstreaming” students from the District special education services program. CFS is well-prepared to participate equally in this process. The new CFS principal, Gloger, has a background and expertise in social work and child welfare, and has formal education in identifying special needs students, promoting District-wide compliance with the “Child Find” law (which requires that schools “find and identify all children who have disabilities and who may be entitled to special education services.”)
- l) The District should consider inviting a knowledgeable third-party to facilitate community-wide discussion regarding equity in education, inclusion and diversity. This would be an important step in acknowledging the problem that exists and committing as a community to creating a fair and equitable environment for the benefit of all students and families in the District.

From: Jessica Isaac [REDACTED]
Date: May 26, 2016 at 8:09:29 PM PDT
To: Barnaby Gloger <bgloger@cusd.net>
Subject: Uniform Complaint 5/26/16
Reply-To: Jessica Isaac [REDACTED]

Mr Gloger,

I would like to make a uniform complaint in regards to the current racial make up of the Carpinteria Family School. There is a direct violation of the Equal Protection Clause of the Fourteenth Amendment of the US Constitution. It is the Carpinteria Unified School District's responsibility to balance schools racially. I am also very concerned about the capping of class size at the CFS to 24 with less than 1% of english language learners while a school like Canalino with 60-70% english language learners can have class sizes that swell to near 30 students per class. The failure, whether born of good faith, or bad faith, or a combination of the two, has deprived CFS and the greater student population in Carpinteria the constitutionally guaranteed right to an integrated education. I look forward to your investigation and am eager to learn about your findings.

Sincerely,
Jessica Isaac
[REDACTED]

EXHIBIT "A"

From: Barnaby Gloger <bgloger@cusd.net>
Sent: Friday, July 08, 2016 11:21 AM
To: Felicita A. Torres
Subject: Fwd: 6/7/16

----- Forwarded message -----

From: Jessica Isaac [REDACTED]
Date: Fri, Jun 10, 2016 at 3:23 PM
Subject: Re: 6/7/16
To: Barnaby Gloger <bgloger@cusd.net>
Cc: Nikki Yamaoka [REDACTED]

Sounds close...

To issue 1. The funds are title 1,3 and state funds for students on free and reduced lunch and ELL. Also diversity includes special needs, and ELL.

Thanks.

I hope the school board can act quickly.

Jess

On Jun 10, 2016, at 2:53 PM, Barnaby Gloger <bgloger@cusd.net> wrote:

Jessica and Nikki,

Thank you so much for spending the time to meet with me this week, and continuing to share your concerns and thoughts with me regarding CFS.

As we discussed in our meeting, I want to make sure that I truly understand the concerns you are sharing regarding CFS as it relates to the Uniform Complaint Process. Please let me know what I am missing, or if I need any clarification on the points below. But from what you explained to me, you are filing a uniform complaint for the following reasons:

- 1 - CFS (not Title 1, diverse, or socioeconomically disadvantaged) is utilizing Canalino's resources, some of which have been paid for with Title 1 funds (i.e. cafeteria, library, curriculum, etc) and through Canalino parent group funds.
- 2 - CFS is requiring parents to give time ("volunteer hours") and money (\$500.00 "donation"). Not only is this a violation of the law in regards to CA public schools, but it also deters a more diverse parent/family make up from applying to CFS.
- 3 - Class size cap of 24 is not fair to other CUSD elementary schools, and limits the number of students that can be accepted into CFS.
- 4 - There has not been enough transparency with the lottery, and based on what people have shared with you, the lottery has not been fair in the past.

5 - CFS and CUSD has not made an active effort to balance the school's lack of diversity. And by not increasing the diversity at CFS, CUSD is in violation of Brown vs. Board of Education.

6 - There has been no public acknowledgment by CUSD that there are problems, have been problems, with CFS, which perpetuates the lack of public awareness around race and diversity matters (incl. CFS parents).

Family School demographics spark debate – June 16, 2016

By Lea Boyd

Carpinteria Family School's close-knit community and emphasis on students' social emotional development have attracted loads of positive attention and a stack of applicants that far exceeds the school's capacity each year. In recent weeks, however, CFS has attracted unwanted scrutiny for being a predominantly white, English speaking, middle class island in a public school district with a much higher percentage of Hispanic, English Learners and impoverished students.

The 71-student alternative elementary school is housed in three classrooms on the 511-student Canalino School campus, where the contrast in demographics is striking. CFS is 59 percent white, compared to Canalino's 17 percent. CFS is 90 percent English only, Canalino 46 percent, and CFS is 24 percent socioeconomically disadvantaged, Canalino 66 percent.

Jessica Isaac, a Canalino parent whose explosive letter to CVN on May 26 highlighted the school's mostly white makeup and triggered a landslide of strong reactions for and against the small school, recently filed a formal complaint with the school district alleging that Title 1-funded Canalino resources are being inappropriately used by CFS, a non Title 1 school. Her complaint also questions the legality of expecting parent volunteerism and a \$500 fundraising contribution per family.

Superintendent Micheline Miglis said that language in the parent expectation forms was amended last week. Classroom volunteering is encouraged but not required, and longtime CFS teachers Jan Silk and Lori Lee Collins said that they have always worked with parents to find ways they can get involved. Fundraising is critical to keep the small school ticking, they said, and each year parents work on fundraisers like the school jog-a-thon to meet goals.

Thirteen years ago, CFS was founded by a group of parents and educators seeking an alternative to the district's mainstream education. It started small with one teacher, Collins, in a single classroom. The parent volunteer component came about because parents wanted to be a part of it, "and frankly I needed the help teaching third through eighth grade," said Collins.

Teachers were added and grades reconfigured. Now the school has three combination classes and serves kindergarten through fifth-grade. It's difficult, Collins said, to put a finger on exactly what makes the school different from other elementary schools, which have also begun focusing on social and emotional learning. CFS's small size fosters a family-like community, and multi-age classrooms facilitate leadership development and closeness among students. Collins said that teachers work hard to tailor educational experiences around specific student interests.

Sought-after vacant seats at CFS are filled through an annual lottery open to the entire district. The school welcomes anyone, parent group co-president Julie Sigwart said, but few Hispanic families seek enrollment. This year's lottery included 31 children, only five of which were Hispanic and one an English Learner.

"We welcome anyone who comes in the door," she said. "If that family were more representative of the community, we'd be happy about that too."

Critics of the school say greater efforts should be made to involve more Spanish-speaking families. Application materials were printed in Spanish for the first time this year, Miglis said. The school's

website will soon include Spanish translation. “We want to be accessible to everyone,” Collins said.

Isaac points out that the school’s office is hard to find and open just a few hours a day. She argues that the lottery should be more transparent and sibling preferences should be reconsidered. The kindergarten class has only 12 students, and in this spring’s lottery seven of those spaces automatically went to siblings of enrolled students.

Families whose kids have attended Lou Grant Parent-Child Workshop, a local preschool that is also predominantly white, make up a substantial portion of CFS families. CUSD School Board President Andy Sheaffer said Lou Grant parents gravitate toward CFS because it’s based on a similar model of high parent involvement and parents tend to go to elementary schools where their friends go. (The author of this article has a daughter who attended Lou Grant for the last two years.)

When Sheaffer’s eldest child started at Aliso as a kindergartner several years ago, the Sheaffers were one of few English only families at the kindergarten orientation. Sheaffer said he could see how Spanish-speaking families might not feel completely comfortable at CFS where the situation is reversed.

The lottery for CFS may be disproportionately white, but Hispanic interest cannot be forced, Sheaffer said. CFS recruitment efforts should be improved, but eliminating the school is not an option, according to Sheaffer. Other members of the school board voiced their support for CFS at the June 14 school board meeting.

Friction between CFS and Canalino has been mounting for years, and two issues arose recently that fanned the flames. Both schools hoped that Measure U’s influx of \$90 million to the district would pay for CFS to establish its own site. Family School Parent Group President Julie Sigwart said that the school’s top choice would have been relocation to the former Main campus, but that solution proved too expensive. Now the school board is leaning toward creating a small CFS campus by replacing portables on the east side of the Canalino playing fields with a cluster of modular classrooms. Still resources like the cafeteria and library would be shared.

The second hot button issue was the school board’s postponement of a Dual Language Immersion program. Initiated by Canalino Principal Jamie Persoon and her staff, the progressive program, which by design would have served equal numbers of English Learners and English Only students, won early praise from the school board. When it came time to make a decision, however, the school board opted to reconsider it next year—a disappointment to several parents and teachers.

“This is not about diversity at all,” Sigwart said of conflicts on the campus. She holds that the real issue is territory, and Canalino parents and staff are most concerned about getting CFS relocated.

Miglis, who has spent less than a year in the district, said a number of “irritants” have aggravated issues between the two schools. Playground rules, lunch tables, library and computer cost sharing have all contributed to tensions. To lay to rest Canalino complaints that CFS fails to pay its share of common resources, Miglis recently shifted \$8,000 to the Canalino site fund.

Isaac said the issue of shared resources is serious and won’t be resolved with a one-time payment from the shared district pot. Canalino needs all of its extra Title 1 funding to serve the population intended, namely children of low income families, yet the larger school is expected to fold CFS into its programs. It often does, she said, but CFS’s small size doesn’t allow for reciprocity.

As the unintended result of CFS policies, the two schools occupying a single campus appear racially segregated, Isaac said. "Charter schools and alternative schools all over have become a haven for white flight," she said.

In Carpinteria Unified School District, the white student population declined steadily between 2000 and 2010 and appears to have plateaued in the last five years. Overall, CUSD's enrollment has dropped by nearly a third, from 3,161 students in 1999 to 2,227 in 2015. English Learners made up 35 percent of kindergartners in 1995, but accounted for 61 percent in 2014.

White flight, an issue affecting districts throughout the country, has intensified the racial and ethnic differences between the CFS and Canalino. Some families that are not selected in the CFS lottery leave the district altogether, enrolling their children in nearby private schools or home schooling them.

Summerland School's ethnic makeup has also been put under the magnifying glass. The 66-student school, whose enrollment is based mainly on geographic boundaries, is 74 percent white and 92 percent English only. Together, CFS and Summerland make up 13 percent of the district's elementary school students, but 39 percent of the district's white elementary school students.

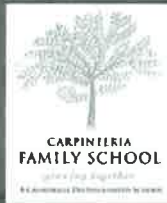
Public accusations of segregation rocked CFS at the close of its school year. Parents were quick to point out that CFS's racial makeup is more diverse by some standards than Canalino's. The school has a low Hispanic population, but a higher percentage of other races, such as Asian and African American.

Sigwart said that students were devastated by the idea that their school was being called racist. "These bombs have been lobbed," she said, "and the kids are really feeling it. It's not promoting safety."

The controversy that has arisen is important to address, Miglis said, but it must be done respectfully and civilly. The district, she said, absolutely does not tolerate racism.

Longtime CFS principal Leslie Gravitz's contract with the district was not renewed for next year, and the board is preparing to announce who will become the school's next leader. Collins said that she is optimistic that the next principal will help to start a new and wonderful chapter for CFS.

Isaac's formal complaint will be investigated and resolved within 60 days according to district policy. She says that unless something changes dramatically, CUSD will repeat an ugly chapter in its history, that of elementary school segregation between Hispanics and whites in the 1930s and 1940s.



Carpinteria Family School

1480 Linden Avenue • Carpinteria, CA 93013 • 805-684-5481 • Grades K-5

Ms. Leslie Gravitz, Principal

agravitz@cusd.net

<https://sites.google.com/a/cusd.net/cfs/>

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Carpinteria Unified School District

1400 Linden Avenue
Carpinteria, CA 93013
805-684-4511
www.cusd.net

District Governing Board

Terry Hickey Banks
Jaclyn Phuong Fabre
Alicia Morales Jacobson
Michelle Robertson
Andy Sheaffer

District Administration

Micheline G. Miglis
Superintendent

School Description

The Carpinteria Family School, first called Carpinteria Alternative School, was created in the fall of 2003 as a third through eighth grade educational program. The Carpinteria Unified School District Board voted to extend the program in 2004 to include grades kindergarten, first, and second. It was conceived by a community group composed of administrators, parents, and educators who were interested in creating an educational model that differed from other programs already offered in the District. This model includes a large parent involvement component both in the classroom and in having a voice in the direction of the school's programs. Hands-on projects, an emphasis on the arts, and communication following Marshall Rosenberg's "compassionate communication" model are all essential elements of the school's program. Currently, the school has grades kindergarten through five, and an enrollment of 75 students. Presently, the school is a K-5 school. The school is located at 1480 Linden Avenue in Carpinteria.

An alternative school is defined in California Education Code Section 58500 as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the students in their own time to follow their own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

Mission Statement:

To promote a community of learners where the students' academic, social, and emotional needs flourish so that students become life-long learners.

Vision Statement:

Through active participation of parents in the classroom, school activities, and committees, parents and staff blend into a larger community that supports the total development of all students.

EXHIBIT



About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 805-684-5481 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	12
Grade 1	12
Grade 2	12
Grade 3	14
Grade 4	10
Grade 5	18
Total Enrollment	78

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	3.8
Asian	9
Filipino	1.3
Hispanic or Latino	21.8
White	62.8
Two or More Races	1.3
Socioeconomically Disadvantaged	25.6
English Learners	5.1
Students with Disabilities	12.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Carpinteria Family School	13-14	14-15	15-16
With Full Credential	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Carpinteria Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	116
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Carpinteria Family School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Carpinteria Unified School District selects textbooks and other instructional materials from the most recent list of Standards-based materials adopted by the State Board of Education. Students have current textbooks in the core areas of the curriculum and textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The District has affirmed that each pupil, including English Learners, has their own textbook to use in class and to take home. Every student has access to his or her own textbook for each subject area.

Carpinteria Unified School District adopted a new K-6 Language Arts program during the 2009-10 school year and was purchased and implemented in the 2010-11 school year. A new K-5 Mathematics program was piloted during the 2010-11 school year and was purchased and implemented in the 2011-12 school year. CUSD also adopted a new K-5 Science program.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Excursions (K-5), Houghton Mifflin Harcourt, Adopted 2008 Excursions English Language Development System (K-5), Houghton Mifflin Harcourt, Adopted 2008 Read 180, Scholastics, Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math (K-5), Scott Foresman-Addison Wesley, Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science California (K-5), Harcourt, Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Reflections (K-5), Harcourt, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Carpinteria Family School is located on Canalino School's campus. Presently we have three classrooms on the campus. Canalino School was built in 1955 with a well-maintained campus, an extensive asphalted play area was installed in summer 2005, large grass areas including a variety of play equipment, and well-equipped classrooms. The campus has 39 classrooms. The facility includes an office area, afterschool classrooms, cafeteria/auditorium, and a multimedia center. The school provides a safe, clean, and functional environment for learning through proper facilities maintenance and campus supervision. The principal and custodial staff work closely together to maintain the campus environment. The district operates an online work order system that maintenance crews prioritize and see to it that the school is safe, clean, and in good repair. Our school has two custodians available during school hours and evenings. A county Medical Therapy Unit is housed in a portable, which provides physical therapy for qualified students. A Healthy Start facility offers resources and parenting workshops for District families. Playground equipment is checked regularly for safety, as are the classrooms. Earthquake and fire drills are practiced monthly, and each classroom has an emergency pack stocked with first aid supplies. The transportation supervisor conducts a safety program yearly. Supervisors are assigned to the parking lots during arrival and dismissal times, and supervise recess and lunch activities. District facilities, maintenance, and grounds managers adequately repair, replace, and provide major upkeep to the school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year, the District budgeted \$91,107 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/15/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/15/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	48	41	44
Math	48	34	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	92	--	58	62	58	62	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.80	29.40	58.80

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced Science (grades 5, 8, and 10)
All Students in the LEA	62
All Student at the School	58
Male	72
Female	--
Asian	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	14	14	100.0	36	36	14	14
	4	9	9	100.0	--	--	--	--
	5	17	17	100.0	18	12	47	24
Male	3		4	28.6	--	--	--	--
	4		6	66.7	--	--	--	--
	5		11	64.7	18	9	36	36
Female	3		10	71.4	--	--	--	--
	4		3	33.3	--	--	--	--
	5		6	35.3	--	--	--	--
Asian	4		1	11.1	--	--	--	--
	5		3	17.6	--	--	--	--
Hispanic or Latino	3		4	28.6	--	--	--	--
	4		1	11.1	--	--	--	--
	5		6	35.3	--	--	--	--
White	3		10	71.4	--	--	--	--
	4		7	77.8	--	--	--	--
	5		8	47.1	--	--	--	--
Socioeconomically Disadvantaged	3		6	42.9	--	--	--	--
	4		3	33.3	--	--	--	--
	5		2	11.8	--	--	--	--
English Learners	3		2	14.3	--	--	--	--
	5		1	5.9	--	--	--	--
Students with Disabilities	3		1	7.1	--	--	--	--
	4		3	33.3	--	--	--	--
	5		2	11.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	14	14	100.0	21	14	50	14
	4	9	9	100.0	--	--	--	--
	5	17	17	100.0	24	35	18	24
Male	3		4	28.6	--	--	--	--
	4		6	66.7	--	--	--	--
	5		11	64.7	18	27	18	36
Female	3		10	71.4	--	--	--	--
	4		3	33.3	--	--	--	--
	5		6	35.3	--	--	--	--
Asian	4		1	11.1	--	--	--	--
	5		3	17.6	--	--	--	--
Hispanic or Latino	3		4	28.6	--	--	--	--
	4		1	11.1	--	--	--	--
	5		6	35.3	--	--	--	--
White	3		10	71.4	--	--	--	--
	4		7	77.8	--	--	--	--
	5		8	47.1	--	--	--	--
Socioeconomically Disadvantaged	3		6	42.9	--	--	--	--
	4		3	33.3	--	--	--	--
	5		2	11.8	--	--	--	--
English Learners	3		2	14.3	--	--	--	--
	5		1	5.9	--	--	--	--
Students with Disabilities	3		1	7.1	--	--	--	--
	4		3	33.3	--	--	--	--
	5		2	11.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

At Carpinteria Family School we believe that parent/family support and involvement is critical to the academic, emotional, and social success of each child. Parent participation is highly encouraged and a cornerstone of our school. Parents are always welcome in the classroom and on extended activities such as our all-school campout and the upper grade week-long nature fieldtrip that culminates the year. Although the extent and manner of that participation may look different from family to family, all parents/guardians are expected to assist and contribute to the learning process. Parents/guardians are "part of the staff."

Parents are also asked to sit on at least one committee. Committees include (but are not limited to) community relations, newsletter, enrichment, and fundraising. Some committees are yearlong, and others more task specific. Committees and parent groups meet at least once a month. Parents are asked periodically to participate in a school clean up or a special project day. Parent education events are also held throughout the school year.

The school has a garden that provides outdoor learning for our students and an opportunity for students and parents to participate together either during the school day or after school hours, including weekends.

For more information on how to become involved, contact Julie Sigwart or Brittney Crooks, Co- presidents of Parents for Carpinteria Family School, at (805) 684-5481.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Because the Carpinteria Family School is located on Canalino's campus, we follow that site's School Safety Plan. The School Site Plan is updated yearly, and on an ongoing basis as needed through the year. The emergency supply bin placed on campus by Direct Relief International was reevaluated, and supplied in December 2005. Each classroom has a red emergency backpack, which is checked and refilled yearly. Violence Response Kits are evaluated, updated, and placed in strategic places on campus for police/emergency usage yearly. Disaster drills are conducted schoolwide on a monthly basis; they include fire, earthquake, and intruder drills. A District Safety Committee meets five times per year. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in December 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.30	5.13	3.85
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.34	4.64	3.20
Expulsions Rate	0.29	0.30	0.26
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	24	24				1	1	1			
3	26	26	26				1	1	1			
5	25	28	28				1	1	1			

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.35
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	.2
Resource Specialist	.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

The District and school staff development in-service training includes workshops and training in the area of language arts and math programs; aligning content standards with assessment and instruction; and meeting the needs of economically disadvantaged students and English Learners. Additional staff development is offered to meet specific teacher/aide needs through site, District, and county workshops; conferences; and, for beginning teachers, Beginning Teacher Support and Assessment (BTSA). Principals have gone through AB75 training to help them in carrying out the many responsibilities of a site administrator, including assisting teachers in improving instruction and meeting the needs of under-performing students. The training also includes extensive data analysis.

Three staff development days are scheduled each year and facilitated by the District administrative team. The content of the training is determined by teachers and administrators and focuses on identified needs. Monthly grade level and department meetings are held at each school site to provide time for ongoing teacher training, dialogue, problem solving, monitoring student progress, and meeting needs of students. In addition, teacher teams are sent to conferences annually.

Minimum days are offered throughout the year for elementary schools. During this release time, specific training is conducted according to teacher needs and interests, and schoolwide goals.

At the elementary level, teams of teachers have received training in the writing process, Guided Language Acquisition Development (GLAD), and science teaching techniques to the end that they will become teacher trainers/ leaders in these areas. Teacher trainers/ leaders train other District staff.

Administrators and teachers have received training in data analysis and how to use the findings to improve student performance.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,527	\$40,379
Mid-Range Teacher Salary	52,499	\$62,323
Highest Teacher Salary	\$72,195	\$81,127
Average Principal Salary (ES)	93,267	\$99,192
Average Principal Salary (MS)	97,199	\$91,287
Average Principal Salary (HS)	120,041	\$112,088
Superintendent Salary	154,620	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,027	36	4,991	67,402
District	♦	♦	6,921	\$59,935
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-27.9	12.5
Percent Difference: School Site/ State			-6.7	3.3

* Cells with ♦ do not require data.

Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title II (Teacher & Principal Training & Recruiting)
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- School Improvement Program (SIP)
- Special Education
- Migrant Education
- Peer Assistance and Review (PAR)
- Block Grant
- AB1113 School Safety & Violence Prevention
- National School Lunch Program
- After School Education and Safety Grant (ASES)
- Safe Schools Healthy Students Initiative Grant (SSHS)
- Safe and Drug Free Schools Counseling Grant (Pride)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

The New York Times Magazine | <http://nyti.ms/1TXcq5c>

Choosing a School for My Daughter in a Segregated City

How one school became a battleground over which children benefit from a separate and unequal system.

By NIKOLE HANNAH-JONES JUNE 9, 2016

In the spring of 2014, when our daughter, Najya, was turning 4, my husband and I found ourselves facing our toughest decision since becoming parents. We live in Bedford-Stuyvesant, a low-income, heavily black, rapidly gentrifying neighborhood of brownstones in central Brooklyn. The nearby public schools are named after people intended to evoke black uplift, like Marcus Garvey, a prominent black nationalist in the 1920s, and Carter G. Woodson, the father of Black History Month, but the schools are a disturbing reflection of New York City's stark racial and socioeconomic divisions. In one of the most diverse cities in the world, the children who attend these schools learn in classrooms where all of their classmates — and I mean, in most cases, every single one — are black and Latino, and nearly every student is poor. Not surprisingly, the test scores of most of Bed-Stuy's schools reflect the marginalization of their students.

I didn't know any of our middle-class neighbors, black or white, who sent their children to one of these schools. They had managed to secure seats in the more diverse and economically advantaged magnet schools or gifted-and-talented programs outside our area, or opted to pay hefty tuition to progressive but largely white private institutions. I knew this because from the moment we arrived in New York with our 1-year-old, we had many conversations about where we would, should and definitely should not send our daughter to school when the time came.

EXHIBIT "E"

My husband, Faraji, and I wanted to send our daughter to public school. Faraji, the oldest child in a military family, went to public schools that served Army bases both in America and abroad. As a result, he had a highly unusual experience for a black American child: He never attended a segregated public school a day of his life. He can now walk into any room and instantly start a conversation with the people there, whether they are young mothers gathered at a housing-project tenants' meeting or executives eating from small plates at a ritzy cocktail reception.

I grew up in Waterloo, Iowa, on the wrong side of the river that divided white from black, opportunity from struggle, and started my education in a low-income school that my mother says was distressingly chaotic. I don't recall it being bad, but I do remember just one white child in my first-grade class, though there may have been more. That summer, my mom and dad enrolled my older sister and me in the school district's voluntary desegregation program, which allowed some black kids to leave their neighborhood schools for whiter, more well off ones on the west side of town. This was 1982, nearly three decades after the Supreme Court ruled in *Brown v. Board of Education* that separate schools for black and white children were unconstitutional, and near the height of desegregation in this country. My parents chose one of the whitest, richest schools, thinking it would provide the best opportunities for us. Starting in second grade, I rode the bus an hour each morning across town to the "best" public school my town had to offer, Kingsley Elementary, where I was among the tiny number of working-class children and the even tinier number of black children. We did not walk to school or get dropped off by our parents on their way to work. We showed up in a yellow bus, visitors in someone else's neighborhood, and were whisked back across the bridge each day as soon as the bell rang.

I remember those years as emotionally and socially fraught, but also as academically stimulating and world-expanding. Aside from the rigorous classes and quality instruction I received, this was the first time I'd shared dinners in the homes of kids whose parents were doctors and lawyers and scientists. My mom was a probation officer, and my dad drove a bus, and most of my family members on both sides worked in factories or meatpacking plants or did other manual labor. I understood, even then, in a way both intuitive and defensive, that my school friends' parents weren't better than my neighborhood friends' parents, who worked hard

every day at hourly jobs. But this exposure helped me imagine possibilities, a course for myself that I had not considered before.

It's hard to say where any one person would have ended up if a single circumstance were different; our life trajectories are shaped by so many external and internal factors. But I have no doubt my parents' decision to pull me out of my segregated neighborhood school made the possibility of my getting from there to here — staff writer for The New York Times Magazine — more likely.

Integration was transformative for my husband and me. Yet the idea of placing our daughter in one of the small number of integrated schools troubled me. These schools are disproportionately white and serve the middle and upper middle classes, with a smattering of poor black and Latino students to create “diversity.”

In a city where white children are only 15 percent of the more than one million public-school students, half of them are clustered in just 11 percent of the schools, which not coincidentally include many of the city's top performers. Part of what makes those schools desirable to white parents, aside from the academics, is that they have some students of color, but not too many. This carefully curated integration, the kind that allows many white parents to boast that their children's public schools look like the United Nations, comes at a steep cost for the rest of the city's black and Latino children.

The New York City public-school system is 41 percent Latino, 27 percent black and 16 percent Asian. Three-quarters of all students are low-income. In 2014, the Civil Rights Project at the University of California, Los Angeles, released a report showing that New York City public schools are among the most segregated in the country. Black and Latino children here have become increasingly isolated, with 85 percent of black students and 75 percent of Latino students attending “intensely” segregated schools — schools that are less than 10 percent white.

This is not just New York's problem. I've spent much of my career as a reporter chronicling rampant school segregation in every region of the country, and the ways that segregated schools harm black and Latino children. One study published in 2009 in *The Journal of Policy Analysis and Management* showed that the academic achievement gap for black children increased as they spent time in segregated

schools. Schools with large numbers of black and Latino kids are less likely to have experienced teachers, advanced courses, instructional materials and adequate facilities, according to the United States Department of Education's Office for Civil Rights. Most black and Latino students today are segregated by both race and class, a combination that wreaks havoc on the learning environment. Research stretching back 50 years shows that the socioeconomic makeup of a school can play a larger role in achievement than the poverty of an individual student's family. Getting Najya into one of the disproportionately white schools in the city felt like accepting the inevitability of this two-tiered system: one set of schools with excellent resources for white kids and some black and Latino middle-class kids, a second set of underresourced schools for the rest of the city's black and Latino kids.

When the New York City Public Schools catalog arrived in the mail one day that spring, with information about Mayor Bill de Blasio's new universal prekindergarten program, I told Faraji that I wanted to enroll Najya in a segregated, low-income school. Faraji's eyes widened as I explained that if we removed Najya, whose name we chose because it means "liberated" and "free" in Swahili, from the experience of most black and Latino children, we would be part of the problem. Saying my child deserved access to "good" public schools felt like implying that children in "bad" schools deserved the schools they got, too. I understood that so much of school segregation is structural — a result of decades of housing discrimination, of political calculations and the machinations of policy makers, of simple inertia. But I also believed that it is the choices of individual parents that uphold the system, and I was determined not to do what I'd seen so many others do when their values about integration collided with the reality of where to send their own children to school.

One family, or even a few families, cannot transform a segregated school, but if none of us were willing to go into them, nothing would change. Putting our child into a segregated school would not integrate it racially, but we are middle-class and would, at least, help to integrate it economically. As a reporter, I'd witnessed how the presence of even a handful of middle-class families made it less likely that a school would be neglected. I also knew that we would be able to make up for Najya anything the school was lacking.

As I told Faraji my plan, he slowly shook his head no. He wanted to look into parochial schools, or one of the “good” public schools, or even private schools. So we argued, pleading our cases from the living room, up the steps to our office lined with books on slavery and civil rights, and back down, before we came to an impasse and retreated to our respective corners. There is nothing harder than navigating our nation’s racial legacy in this country, and the problem was that we each knew the other was right and wrong at the same time. Faraji couldn’t believe that I was asking him to expose our child to the type of education that the two of us had managed to avoid. He worried that we would be hurting Najya if we put her in a high-poverty, all-black school. “Are we experimenting with our child based on our idealism about public schools?” he asked. “Are we putting her at a disadvantage?”

At the heart of Faraji’s concern was a fear that grips black families like ours. We each came from working-class roots, fought our way into the middle class and had no family wealth or safety net to fall back on. Faraji believed that our gains were too tenuous to risk putting our child in anything but a top-notch school. And he was right to be worried. In 2014, the Brookings Institution found that black children are particularly vulnerable to downward mobility — nearly seven of 10 black children born into middle-income families don’t maintain that income level as adults. There was no margin for error, and we had to use our relative status to fight to give Najya every advantage. Hadn’t we worked hard, he asked, frustration building in his voice, precisely so that she would not have to go to the types of schools that trapped so many black children?

Eventually I persuaded him to visit a few schools with me. Before work, we peered into the classrooms of three neighborhood schools, and a fourth, Public School 307, located in the Vinegar Hill section of Brooklyn, near the East River waterfront and a few miles from our home. P.S. 307’s attendance zone was drawn snugly around five of the 10 buildings that make up the Farragut Houses, a public-housing project with 3,200 residents across from the Brooklyn Navy Yard. The school’s population was 91 percent black and Latino. Nine of 10 students met federal poverty standards. But what went on inside the school was unlike what goes on in most schools serving the city’s poorest children. This was in large part because of the efforts of a remarkable principal, Roberta Davenport. She grew up in Farragut, and her younger siblings attended P.S. 307. She became principal five decades later in 2003, to a low-

performing school. Davenport commuted from Connecticut, but her car was usually the first one in the parking lot each morning, often because she worked so late into the night that, exhausted, she would sleep at a friend's nearby instead of making the long drive home. Soft of voice but steely in character, she rejected the spare educational orthodoxy often reserved for poor black and brown children that strips away everything that makes school joyous in order to focus solely on improving test scores. These children from the projects learned Mandarin, took violin lessons and played chess. Thanks to her hard work, the school had recently received money from a federal magnet grant, which funded a science, engineering and technology program aimed at drawing middle-class children from outside its attendance zone.

Faraji and I walked the bright halls of P.S. 307, taking in the reptiles in the science room and the students learning piano during music class. The walls were papered with the precocious musings of elementary children. While touring the schools, Faraji later told me, he started feeling guilty about his instinct to keep Najya out of them. Were these children, he asked himself, worthy of any less than his own child? "These are kids who look like you," he told me. "Kids like the ones you grew up with. I was being very selfish about it, thinking: I am going to get mine for my child, and that's it. And I am ashamed of that."

When it was time to submit our school choices to the city, we put down all four of the schools we visited. In May 2014, we learned Najya had gotten into our first choice, P.S. 307. We were excited but also nervous. I'd be lying if I said I didn't feel pulled in the way other parents with options feel pulled. I had moments when I couldn't ignore the nagging fear that in my quest for fairness, I was being unfair to my own daughter. I worried — I worry still — about whether I made the right decision for our little girl. But I knew I made the just one.

For many white Americans, millions of black and Latino children attending segregated schools may seem like a throwback to another era, a problem we solved long ago. And legally, we did. In 1954, the Supreme Court issued its landmark *Brown v. Board of Education* ruling, striking down laws that forced black and white children to attend separate schools. But while *Brown v. Board* targeted segregation by state law, we have proved largely unwilling to address segregation that is maintained by other means, resulting from the nation's long and racist history.

In the Supreme Court's decision, the justices responded unanimously to a group of five cases, including that of Linda Brown, a black 8-year-old who was not allowed to go to her white neighborhood school in Topeka, Kan., but was made to ride a bus to a black school much farther away. The court determined that separate schools, even if they had similar resources, were "inherently" — by their nature — unequal, causing profound damage to the children who attended them and hobbling their ability to live as full citizens of their country. The court's decision hinged on sociological research, including a key study by the psychologists Kenneth Clark and Mamie Phipps Clark, a husband-and-wife team who gave black children in segregated schools in the North and the South black and white dolls and asked questions about how they perceived them. Most students described the white dolls as good and smart and the black dolls as bad and stupid. (The Clarks also found that segregation hurt white children's development.) Chief Justice Earl Warren felt so passionate about the issue that he read the court's opinion aloud: "Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does." The ruling made clear that because this nation was founded on a racial caste system, black children would never become equals as long as they were separated from white children.

In New York City, home to the largest black population in the country, the decision was celebrated by many liberals as the final strike against school segregation in the "backward" South. But Kenneth Clark, the first black person to earn a doctorate in psychology at Columbia University and to hold a permanent professorship at City College of New York, was quick to dismiss Northern righteousness on race matters. At a meeting of the Urban League around the time of the decision, he charged that though New York had no law requiring segregation, it intentionally separated its students by assigning them to schools based on their race or building schools deep in segregated neighborhoods. In many cases, Clark said, black children were attending schools that were worse than those attended by their black counterparts in the South.

Clark's words shamed proudly progressive white New Yorkers and embarrassed those overseeing the nation's largest school system. The New York City Board of Education released a forceful statement promising to integrate its schools:

“Segregated, racially homogeneous schools damage the personality of minority-group children. These schools decrease their motivation and thus impair their ability to learn. White children are also damaged. Public education in a racially homogeneous setting is socially unrealistic and blocks the attainment of the goals of democratic education, whether this segregation occurs by law or by fact.” The head of the Board of Education undertook an investigation in 1955 that confirmed the widespread separation of black and Puerto Rican children in dilapidated buildings with the least-experienced and least-qualified teachers. Their schools were so overcrowded that some black children went to school for only part of the day to give others a turn.

The Board of Education appointed a commission to develop a citywide integration plan. But when school officials took some token steps, they faced a wave of white opposition. “It was most intense in the white neighborhoods closest to African-American neighborhoods, because they were the ones most likely to be affected by desegregation plans,” says Thomas Sugrue, a historian at New York University and the author of “Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North.” By the mid-’60s, there were few signs of integration in New York’s schools. In fact, the number of segregated junior-high schools in the city had quadrupled by 1964. That February, civil rights leaders called for a major one-day boycott of the New York City schools. Some 460,000 black and Puerto Rican students stayed home to protest their segregation. It was the largest demonstration for civil rights in the nation’s history. But the boycott upset many white liberals, who thought it was too aggressive, and as thousands of white families fled to the suburbs, the integration campaign collapsed.

Even as New York City was ending its only significant effort to desegregate, the Supreme Court was expanding the Brown ruling. Beginning in the mid-’60s, the court handed down a series of decisions that determined that not only did Brown v. Board allow the use of race to remedy the effects of long-segregated schools, it also *required* it. Assigning black students to white schools and vice versa was necessary to destroy a system built on racism — even if white families didn’t like it. “All things being equal, with no history of discrimination, it might well be desirable to assign pupils to schools nearest their homes,” the court wrote in its 1971 ruling in Swann v. Charlotte-Mecklenburg Board of Education, which upheld busing to desegregate

schools in Charlotte, N.C. “But all things are not equal in a system that has been deliberately constructed and maintained to enforce racial segregation. The remedy for such segregation may be administratively awkward, inconvenient and even bizarre in some situations, and may impose burdens on some; but all awkwardness and inconvenience cannot be avoided.”

In what would be an extremely rare and fleeting moment in American history, all three branches of the federal government aligned on the issue. Congress passed the 1964 Civil Rights Act, pushed by President Lyndon B. Johnson, which prohibited segregated lunch counters, buses and parks and allowed the Department of Justice for the first time to sue school districts to force integration. It also gave the government the power to withhold federal funds if the districts did not comply. By 1973, 91 percent of black children in the former Confederate and border states attended school with white children.

But while Northern congressmen embraced efforts to force integration in the South, some balked at efforts to desegregate their own schools. They tacked a passage into the 1964 Civil Rights Act aiming to limit school desegregation in the North by prohibiting school systems from assigning students to schools in order to integrate them unless ordered to do so by a court. Because Northern officials often practiced segregation without the cover of law, it was far less likely that judges would find them in violation of the Constitution.

Not long after, the nation began its retreat from integration. Richard Nixon was elected president in 1968, with the help of a coalition of white voters who opposed integration in housing and schools. He appointed four conservative justices to the Supreme Court and set the stage for a profound legal shift. Since 1974, when the *Milliken v. Bradley* decision struck down a lower court’s order for a metro-area-wide desegregation program between nearly all-black Detroit city schools and the white suburbs surrounding the city, a series of major Supreme Court rulings on school desegregation have limited the reach of *Brown*.

When Ronald Reagan became president in 1981, he promoted the notion that using race to integrate schools was just as bad as using race to segregate them. He urged the nation to focus on improving segregated schools by holding them to strict

standards, a tacit return to the “separate but equal” doctrine that was roundly rejected in Brown. His administration emphasized that busing and other desegregation programs discriminated against white students. Reagan eliminated federal dollars earmarked to help desegregation and pushed to end hundreds of school-desegregation court orders.

Yet this was the very period when the benefits of integration were becoming most apparent. By 1988, a year after Faraji and I entered middle school, school integration in the United States had reached its peak and the achievement gap between black and white students was at its lowest point since the government began collecting data. The difference in black and white reading scores fell to half what it was in 1971, according to data from the National Center for Education Statistics. (As schools have since resegregated, the test-score gap has only grown.) The improvements for black children did not come at the cost of white children. As black test scores rose, so did white ones.

Decades of studies have affirmed integration’s power. A 2010 study released by the Century Foundation found that when children in public housing in Montgomery County, Md., enrolled in middle-class schools, the differences between their scores and those of their wealthier classmates decreased by half in math and a third in reading, and they pulled significantly ahead of their counterparts in poor schools. In fact, integration changes the entire trajectory of black students’ lives. A 2015 longitudinal study by the economist Rucker Johnson at the University of California, Berkeley, followed black adults who had attended desegregated schools and showed that these adults, when compared with their counterparts or even their own siblings in segregated schools, were less likely to be poor, suffer health problems and go to jail, and more likely to go to college and reside in integrated neighborhoods. They even lived longer. Critically, these benefits were passed on to their children, while the children of adults who went to segregated schools were more likely to perform poorly in school or drop out.

But integration as a constitutional mandate, as justice for black and Latino children, as a moral righting of past wrongs, is no longer our country’s stated goal. The Supreme Court has effectively sided with Reagan, requiring strict legal colorblindness even if it leaves segregation intact, and even striking down

desegregation programs that ensured integration for thousands of black students if a single white child did not get into her school of choice. The most recent example was a 2007 case that came to be known as *Parents Involved*. White parents in Seattle and Jefferson County, Kentucky, challenged voluntary integration programs, claiming the districts discriminated against white children by considering race as a factor in apportioning students among schools in order to keep them racially balanced. Five conservative justices struck down these integration plans. In 1968, the court ruled in *Green v. County School Board of New Kent County* that we should no longer look across a city and see a “‘white’ school and a ‘Negro’ school, but just schools.” In 2007, Chief Justice John Roberts Jr. wrote: “Before *Brown*, schoolchildren were told where they could and could not go to school based on the color of their skin. The school districts in these cases have not carried the heavy burden of demonstrating that we should allow this once again — even for very different reasons. ... The way to stop discrimination on the basis of race is to stop discriminating on the basis of race.”

Legally and culturally, we’ve come to accept segregation once again. Today, across the country, black children are more segregated than they have been at any point in nearly half a century. Except for a few remaining court-ordered desegregation programs, intentional integration almost never occurs unless it’s in the interests of white students. This is even the case in New York City, under the stewardship of Mayor de Blasio, who campaigned by highlighting the city’s racial and economic inequality. De Blasio and his schools chancellor, Carmen Fariña, have acknowledged that they don’t believe their job is to force school integration. “I want to see diversity in schools organically,” Fariña said at a town-hall meeting in Lower Manhattan in February. “I don’t want to see mandates.” The shift in language that trades the word “integration” for “diversity” is critical. Here in this city, as in many, diversity functions as a boutique offering for the children of the privileged but does little to ensure quality education for poor black and Latino children.

“The moral vision behind *Brown v. Board of Education* is dead,” Ritchie Torres, a city councilman who represents the Bronx and has been pushing the city to address school segregation, told me. Integration, he says, is seen as “something that would be nice to have but not something we need to create a more equitable society. At the

same time, we have an intensely segregated school system that is denying a generation of kids of color a fighting chance at a decent life.”

Najya, of course, had no idea about any of this. She just knew she loved P.S. 307, waking up each morning excited to head to her pre-K class, where her two best friends were a little black girl named Imani from Farragut and a little white boy named Sam, one of a handful of white pre-K students at the school, with whom we car-pooled from our neighborhood. Four excellent teachers, all of them of color, guided Najya and her classmates with a professionalism and affection that belied the school’s dismal test scores. Faraji and I threw ourselves into the school, joining the parent-teacher association and the school’s leadership team, attending assemblies and chaperoning field trips. We found ourselves relieved at how well things were going. Internally, I started to exhale.

But in the spring of 2015, as Najya’s first year was nearing its end, we read in the news that another elementary school, P.S. 8, less than a mile from P.S. 307 in affluent Brooklyn Heights, was plagued by overcrowding. Some students zoned for that school might be rerouted to ours. This made geographic sense. P.S. 8’s zone was expansive, stretching across Brooklyn Heights under the Manhattan bridge to the Dumbo neighborhood and Vinegar Hill, the neighborhood around P.S. 307. P.S. 8’s lines were drawn when most of the development there consisted of factories and warehouses. But gentrification overtook Dumbo, which hugs the East River and provides breathtaking views of the skyline and a quick commute to Manhattan. The largely upper-middle-class and white and Asian children living directly across the street from P.S. 307 were zoned to the heavily white P.S. 8.

To accommodate the surging population, P.S. 8 had turned its drama and dance rooms into general classrooms and cut its pre-K, but it still had to place up to 28 kids in each class. Meanwhile, P.S. 307 sat at the center of the neighborhood population boom, half empty. Its attendance zone included only the Farragut Houses and was one of the tiniest in the city. Because Farragut residents were aging, with dwindling numbers of school-age children, P.S. 307 was underenrolled.

In early spring 2015, the city’s Department of Education sent out notices telling 50 families that had applied to kindergarten at P.S. 8 that their children would be

placed on the waiting list and instead guaranteed admission to P.S. 307. Distraught parents dashed off letters to school administrators and to their elected officials. They pleaded their case to the press. “We bought a home here, and one of the main reasons was because it was known that kindergarten admissions [at P.S. 8] were pretty much guaranteed,” one parent told The New York Post, adding that he wouldn’t send his child to P.S. 307. Another parent whose twins had secured coveted spots made the objections to P.S. 307 more plain: “I would be concerned about safety,” he said. “I don’t hear good things about that school.”

That May, as I sat at a meeting that P.S. 8 parents arranged with school officials, I was struck by the sheer power these parents had drawn into that auditorium. This meeting about the overcrowding at P.S. 8, which involved 50 children in a system of more than one million, had summoned a state senator, a state assemblywoman, a City Council member, the city comptroller and the staff members of several other elected officials. It had rarely been clearer to me how segregation and integration, at their core, are about power and who gets access to it. As the Rev. Dr. Martin Luther King Jr. wrote in 1967: “I cannot see how the Negro will totally be liberated from the crushing weight of poor education, squalid housing and economic strangulation until he is integrated, with power, into every level of American life.”

As the politicians looked on, two white fathers gave an impassioned PowerPoint presentation in which they asked the Department of Education to place more children into already-teeming classrooms rather than send kids zoned to P.S. 8 to P.S. 307. Another speaker, whose child had been wait-listed, choked up as he talked about having to break it to his kindergarten-age son that he would not be able to go to school with the children with whom he’d shared play dates and Sunday dinners. “We haven’t told him yet” that he didn’t get into P.S. 8, the father said, as eyes in the crowd grew misty. “We hope to never have to tell him.”

The meeting was emotional and at times angry, with parents shouting out their anxieties about safety and low test scores at P.S. 307. But the concerns they voiced may have also masked something else. While suburban parents, who are mostly white, say they are selecting schools based on test scores, the racial makeup of a school actually plays a larger role in their school decisions, according to a 2009 study published in The American Journal of Education. Amy Stuart Wells, a professor of

sociology and education at Columbia University's Teachers College, found the same thing when she studied how white parents choose schools in New York City. "In a post-racial era, we don't have to say it's about race or the color of the kids in the building," Wells told me. "We can concentrate poverty and kids of color and then fail to provide the resources to support and sustain those schools, and then we can see a school full of black kids and then say, 'Oh, look at their test scores.' It's all very tidy now, this whole system."

I left that meeting upset about how P.S. 307 had been characterized, but I didn't give it much thought again until the end of summer, when Najya was about to start kindergarten. I heard that the community education council was holding a meeting to discuss a potential rezoning of P.S. 8 and P.S. 307. The council, an elected group that oversees 28 public schools in District 13, including P.S. 8 and P.S. 307, is responsible for approving zoning decisions. School was still out for the summer, and almost no P.S. 307 parents knew plans were underway that could affect them. At the meeting, two men from the school system's Office of District Planning projected a rezoning map onto a screen. The plan would split the P.S. 8 zone roughly in half, divided by the Brooklyn Bridge. It would turn P.S. 8 into the exclusive neighborhood school for Brooklyn Heights and reroute Dumbo and Vinegar Hill students to P.S. 307. A tall, white man with brown hair that flopped over his forehead said he was from Concord Village, a complex that should have fallen on the 307 side of the line. He thanked the council for producing a plan that reflected his neighbors' concerns by keeping his complex in the P.S. 8 zone. It became clear that while parents in Farragut, Dumbo and Vinegar Hill had not even known about the rezoning plan, some residents had organized and lobbied to influence how the lines were drawn.

The officials presented the rezoning plan, which would affect incoming kindergartners, as beneficial to everyone. If the children in the part of the zone newly assigned to P.S. 307 enrolled at the school, P.S. 8's overcrowding would be relieved at least temporarily. And P.S. 307, the officials' presentation showed, would fill its empty seats with white children and give all the school's students that most elusive thing: integration.

It was hard not to be skeptical about the department's plan. New York, like many deeply segregated cities, has a terrible track record of maintaining racial

balance in formerly underenrolled segregated schools once white families come in. Schools like P.S. 321 in Brooklyn's Park Slope neighborhood and the Academy of Arts and Letters in Fort Greene tend to go through a brief period of transitional integration, in which significant numbers of white students enroll, and then the numbers of Latino and black students dwindle. In fact, that's exactly what happened at P.S. 8.

A decade ago, P.S. 8 was P.S. 307's mirror image. Predominantly filled with low-income black and Latino students from surrounding neighborhoods, P.S. 8, with its low test scores and low enrollment, languished amid a community of affluence because white parents in the neighborhood refused to send their children there. A group of parents worked hard with school administrators to turn the school around, writing grants to start programs for art and other enrichment activities. Then more white and Asian parents started to enroll their children. One of them was David Goldsmith, who later became president of the community education council tasked with considering the rezoning of P.S. 8 and P.S. 307. Goldsmith is white and, at the time, lived in Vinegar Hill with his Filipino wife and their daughter.

As P.S. 8 improved, more and more white families from Brooklyn Heights, Dumbo and Vinegar Hill enrolled their children, and the classrooms in the lower grades became majority white. The whitening of the school had unintended consequences. Some of the black and Latino parents whose children had been in the school from the beginning felt as if they were being marginalized. The white parents were able to raise large sums at fund-raisers and could be dismissive of the much smaller fund-raising efforts that had come before. Then, Goldsmith says, the new parents started seeking to separate their children from their poorer classmates. "There were kids in the school that were really high-risk kids, kids who were homeless, living in temporary shelters, you know, poverty can be really brutal," Goldsmith says. "The school was really committed to helping all children, but we had white middle-class parents saying, 'I don't want my child in the same class with the kid who has emotional issues.'"

The parents who had helped build P.S. 8, black, Latino, white and Asian, feared they were losing something important, a truly diverse school that nurtured its neediest students, where families held equal value no matter the size of their

paychecks. They asked for a plan to help the school maintain its black and Latino population by setting aside a percentage of seats for low-income children, but they didn't get approval.

P.S. 8's transformation to a school where only one in four students are black or Latino and only 14 percent are low-income began during the administration of Mayor Michael Bloomberg, known for its indifference toward efforts to integrate schools. But integration advocates say that they've also been deeply disappointed by the de Blasio administration's stance on the issue. In October 2014, after the release of the U.C.L.A. study pointing to the extreme segregation in the city's schools, and nearly a year after de Blasio was elected, Councilmen Ritchie Torres and Brad Lander moved to force the administration to address segregation, introducing what became the School Diversity Accountability Act, which would require the Department of Education to release school-segregation figures and report what it was doing to alleviate the problem. "It was always right in front of our faces," says Lander, a representative from Brooklyn, whose own children attend heavily white public schools. "Then the U.C.L.A. report hit, and the segregation in the city became urgent."

The same month that Lander and Torres introduced the bill, Fariña, the schools chancellor, took questions at a town-hall-style meeting for area schools held at P.S. 307. A group of four women, two white, two black, walked to the microphone to address Fariña. They said that they were parents in heavily gentrified Park Slope, and that Fariña's administration had been ignoring their calls to help their school retain its diminishing black and Latino populations by implementing a policy to set aside seats for low-income children. Fariña, a diminutive woman with a no-nonsense attitude, responded by acknowledging that there "are no easy answers" to the problem of segregation, and warned that there were "federal guidelines" limiting "what we can do around diversity." What Fariña was referring to is unclear. While the Supreme Court's 2007 ruling in *Parents Involved* tossed out integration plans that took into account the race of individual students, the court has never taken issue with using students' socioeconomic status for creating or preserving integration, which is what these parents were seeking. In addition, the Obama administration released guidelines in 2011 that explicitly outlined the ways school systems could

legally use race to integrate schools. Those include drawing a school's attendance zone around black and white neighborhoods.

At another town-hall meeting in Manhattan last October, Fariña said, "You don't need to have diversity within one building." Instead, she suggested that poor students in segregated schools could be pen pals and share resources with students in wealthier, integrated public schools. "We adopt schools from China, Korea or wherever," Fariña told the room of parents. "Why not in our own neighborhoods?" Integration advocates lambasted her for what they considered a callous portrayal of integration as nothing more than a cultural exchange. "Fariña's silly pen-pal comment shows how desensitized we've become," Torres told me. "It could be that the political establishment is willfully blind to the impact of racial segregation and has led themselves to believe that we can close the achievement gap without desegregating our school system. At worst it's a lie; at best it's a delusion." He continued, "The scandal is not that we are failing to achieve diversity. The scandal is we are not even trying."

Fariña would only talk to me for 15 minutes by phone. She told me in May that her pen-pal comments had been taken out of context. "If you hear any of my public speeches, this has always been a priority of mine," she said. "Diversity of all types has always been a priority." She went on to talk about the city's special programs for autistic students and about how Japanese students have benefited from the expansion of dual-language programs. But Asian-American students are already the group most integrated with white students. When pressed about integration specifically for black and Latino students, Fariña said the city has been working to support schools that are seeking more diversity and mentioned a socioeconomic integration pilot program at seven schools. "I do believe New York City is making strides. It is a major focus going forward."

On May 30, four days after our interview, the Department of Education said in an article in The Daily News that it was starting a voluntary systemwide "Diversity in Admissions" program and would be requesting proposals from principals. In 2014, several principals said they had submitted integration proposals and had not gotten any response from Fariña.

The announcement of the new initiative caught both principals and parents by surprise. Jill Bloomberg, principal at Brooklyn's Park Slope Collegiate, which teaches sixth through 12th grade, says she learned about the initiative from the news article but otherwise had heard nothing about it, even though the deadline to submit proposals is July 8, about a month away. "I am eager for some official notification for exactly what the program is," she told me.

David Goldsmith, who has been working on desegregation efforts as a member of the community education council, says he found the initiative, its timing and the short deadline for submitting proposals "puzzling." "We could be very cynical and say, 'They are not serious,' " he says.

Last June, de Blasio signed the School Diversity Accountability Act into law. But the law mandates only that the Department of Education report segregation numbers, not that it do anything to integrate schools. De Blasio declined to be interviewed, but when asked at a news conference in November why the city did not at least do what it could to redraw attendance lines, he defended the property rights of affluent parents who buy into neighborhoods to secure entry into heavily white schools. "You have to also respect families who have made a decision to live in a certain area," he said, because families have "made massive life decisions and investments because of which school their kid would go to." The mayor suggested there was little he could do because school segregation simply was a reflection of New York's stark housing segregation, entrenched by decades of discriminatory local and federal policy. "This is the history of America," he said.

Of course, de Blasio is right: Housing segregation and school segregation have always been entwined in America. But the opportunity to buy into "good" neighborhoods with "good" schools that de Blasio wants to protect has never been equally available to all.

To best understand how so many poor black and Latino children end up in neglected schools, and why so many white families have the money to buy into neighborhoods with the best schools, you need to look no further than the history of the Farragut Houses and P.S. 307. Looking at P.S. 307 today, you might find it hard to imagine that the school did not start out segregated. The low-slung brick

elementary school, which opened in 1964, and the Farragut public-housing projects right outside its front doors once stood as hopeful, integrated islands in a city fractured by strict color lines in both its neighborhoods and its schools.

The 10 Farragut buildings, spread across roughly 18 acres, opened in 1952 as part of a scramble to house returning G.I.s and their families after World War II. When the first tenants moved in, the sprawling campus — named for David Farragut, an admiral of the United States Navy — was considered a model of progressive working-class housing, with its open green spaces, elevators, modern heating plant, laundry and community center.

In 1952, a black woman named Gladys McBeth became one of Farragut's earliest tenants. Nearly three generations later, when I visited her in November, she was living in the same 14th-floor apartment, where she paid about \$1,000 a month in rent. Back then, she said, Farragut was a place for strivers. "I didn't know nothing about projects when I moved in," she said. "It was veteran housing." The project housed roughly even numbers of black and white tenants, including migrants escaping hardship from Poland, Puerto Rico and Italy, and from the feudal American South. To get in, everyone had to show proof of marriage, a husband's military-discharge papers and pay stubs.

Robert McBeth, Gladys's husband, drove a truck, while she stayed home raising their four children. In the years before the Brown decision, the oldest of the McBeth children went to a nearby school where the kids were predominantly black and Latino, because the New York City Board of Education bused white children in the area to other schools, according to the N.A.A.C.P. School officials at the time, as today, claimed the racial makeup of the schools was an inevitable result of residential segregation. Though Farragut was not yet segregated, most of the city was. And that segregation in housing often resulted from legal and open discrimination that was encouraged and condoned by the state, and at times required by the federal government.

Nowhere would that become more evident than in Farragut, which by the 1960s was careering toward the same fate overtaking nearly all public housing in big cities. White residents used Federal Housing Administration-insured loans to buy their

way out of the projects and to move to shiny new middle-class subdivisions. This subsidized home-buying boom led to one of the broadest expansions of the American middle class ever, almost exclusively to the benefit of white families. The F.H.A.'s explicitly racist underwriting standards, which rated black and integrated neighborhoods as uninsurable, made federally insured home loans largely unavailable to black home seekers. Ninety-eight percent of these loans made between 1934 and 1968 went to white Americans.

Housing discrimination was legal until 1968. Even if black Americans managed to secure home loans, many homes were off-limits, either because they had provisions in their deeds prohibiting their sale to black buyers or because entire communities — including publicly subsidized middle-class developments like Levittown on Long Island and Stuyvesant Town in Manhattan — barred black home buyers and tenants outright. The McBeths tried to buy a house, but like so many of Farragut's black tenants, they were not able to. They continued to rent while many of their white neighbors bought homes and built wealth. Scholars attribute a large part of the yawning wealth gap between black and white Americans — the typical white person has 13 times the wealth of a typical black person — to discriminatory housing policies.

But before Farragut's white tenants left, parents of all colors sent their children to P.S. 307. Gladys McBeth, who died in May, sent her youngest child across the street to P.S. 307 and worked there as a school aide for 23 years. "It was one of the best schools in the district," she reminisced, sitting in a worn paisley chair. But by 1972, Farragut was more than 80 percent black, and to fill the vacant units and house the city's growing indigent population, the city changed the guideline for income and work requirements, turning the projects from largely working-class to low-income.

At some point, P.S. 307's attendance zone was redrawn to include only the Farragut Houses, ensuring the students would be black, Latino and poor. The New York City Department of Education does not keep attendance data before 2000, but as McBeth remembered it, by the late '80s, P.S. 307 was also almost entirely black and Latino. McBeth, who sent all four of her children to college, shook her head. "It all changed."

P.S. 307 was a very different place from what it had been, but Najya was thriving. I watched as she and her classmates went from struggling to sound out three-letter words to reading entire books. She would surprise me in the car rides after school with her discussions of hypotheses and photosynthesis, words we hadn't taught her. And there was something almost breathtaking about witnessing an auditorium full of mostly low-income black and Latino children confidently singing in Mandarin and beating Chinese drums as they performed a fan dance to celebrate the Lunar New Year.

But I also knew how fragile success at a school like P.S. 307 could be. The few segregated, high-poverty schools we hold up as exceptions are almost always headed by a singular principal like Roberta Davenport. But relying on one dynamic leader is a precarious means of ensuring a quality education. With all the resources Davenport was able to draw to the school, P.S. 307's test scores still dropped this year. The school suffers from the same chronic absenteeism that plagues other schools with large numbers of low-income families. And then Davenport retired last summer, just as the clashes over P.S. 307's integration were heating up, causing alarm among parents.

Najya and the other children at P.S. 307 were unaware of the turmoil and the battle lines adults were drawing outside the school's doors. Faraji, my husband, had been elected co-president of P.S. 307's P.T.A. along with Benjamin Greene, another black middle-class parent from Bed-Stuy, who also serves on the community education council. As the potential for rezoning loomed over the school, they were forced to turn their attention from fund-raising and planning events to working to prevent the city's plan from ultimately creating another mostly white school.

It was important to them that Farragut residents, who were largely unaware of the process, had a say over what happened. Faraji and I had found it hard to bridge the class divides between the Farragut families and the middle-class black families, like ours, from outside the neighborhood. We parents were all cordial toward one another. Outside the school, though, we mostly went our separate ways. But after the rezoning was proposed, Faraji and Benjamin worked with the Rev. Dr. Mark V. C. Taylor of the Church of the Open Door, which sits on the Farragut property, and canvassed the projects to talk to parents and inform them of the city's proposal. Not

one P.S. 307 parent they spoke to knew anything about the plan, and they were immediately worried and fearful about what it would mean for their children. P.S. 307 was that rare example of a well-resourced segregated school, and these parents knew it.

The Farragut parents were also angry and hurt over how their school and their children had been talked about in public meetings and the press. Some white Dumbo parents had told Davenport that they'd be willing to enroll their children only if she agreed to put the new students all together in their own classroom. Farragut parents feared their children would be marginalized. If the school eventually filled up with children from high-income white families — the median income for Dumbo and Vinegar Hill residents is almost 10 times that of Farragut residents — the character of the school could change, and as had happened at other schools like P.S. 8, the results might not benefit the black and Latino students. Among other things, P.S. 307 might no longer qualify for federal funds for special programming, like free after-school care, to help low-income families.

"I don't have a problem with people coming in," Saaiba Coles, a Farragut mother with two children at P.S. 307, told those gathered at a community meeting about the rezoning. "I just don't want them to forget about the kids that were already here." Faraji and Benjamin collected and delivered to the education council a petition with more than 400 signatures of Farragut residents supporting the rezoning, but only under certain conditions, including that half of all the seats at P.S. 307 would be guaranteed for low-income children. That would ensure that the school remained truly integrated and that new higher-income parents would have to share power in deciding the direction of the school.

In January of this year, the education council held a meeting to vote on the rezoning. Nearly four dozen Farragut residents who'd taken two buses chartered by the church filed into the auditorium of a Brooklyn elementary school, sitting behind a cluster of anxious parents from Dumbo. Reporters lined up alongside them. In the months since the potential rezoning plan was announced, the spectacle of an integration fight in the progressive bastion of Brooklyn had attracted media attention. Coverage appeared in *The New York Times*, *The Wall Street Journal* and on WNYC. "Brooklyn hipsters fight school desegregation," the news site Raw Story proclaimed. The

meeting lasted more than three hours as parents spoke passionately, imploring the council to delay the vote so that the two communities could try to get to know each other and figure out how they could bridge their economic, racial and cultural divides. Both Dumbo and Farragut parents asked the district for leadership, fearing integration that was not intentionally planned would fail.

In the end, the council proceeded with the vote, approving the rezoning with a 50 percent low-income set-aside, but children living in P.S. 307's attendance zone would receive priority. But that's not a guarantee. White children under the age of 5 outnumber black and Latino children of the same age in the new zone, according to census data. And the white population will only grow as new developments go on the market. Without holding seats for low-income children, it's not certain the school will achieve 50 percent low-income enrollment.

David Goldsmith, president of the council, told me he didn't believe that creating low-income set-asides in only one school made sense; he is working to create a plan that would try to integrate the schools in the entire district that includes P.S. 8 and P.S. 307. But Benjamin Greene, who voted against the rezoning because it did not guarantee that half of the seats would remain for low-income children, said: "We cannot sit around and wait until somebody decides on this wonderful formula districtwide. We have to preserve these schools one at a time."

In voting for the rezoning, the council touted its bravery and boldness in choosing integration in a system that seemed opposed to it. "With the eyes of the nation upon us," Goldsmith began. "Voting 'yes' means we refuse to be victims of the past. We are ready to do this. The time is now. We owe this to our children."

But the decision felt more like a victory for the status quo. This rezoning did not occur because it was in the best interests of P.S. 307's black and Latino children, but because it served the interests of the wealthy, white parents of Brooklyn Heights. P.S. 8 will only get whiter and more exclusive: The council failed to mention at the meeting that the plan would send future students from the only three Farragut buildings that had been zoned for P.S. 8 to P.S. 307, ultimately removing almost all the low-income students from P.S. 8 and turning it into one of the most affluent schools in the city. The Department of Education projects that within six years, P.S.

8 could be three-quarters white in a school system where only one-seventh of the kids are white.

P.S. 307 may eventually look similar. Without seats guaranteed for low-income children, and with an increasing white population in the zone, the school may flip and become mostly white and overcrowded. Farragut parents worry that at that point, the project's children, like those at P.S. 8, could be zoned out of their own school. A decade from now, integration advocates could be lamenting how P.S. 307 went from nearly all black and Latino to being integrated for a period to heavily white.

That transition isn't going to happen immediately, so some Dumbo parents have threatened to move, or enroll their children in private schools. Others are struggling over what to do. By allowing such vast disparities between public schools — racially, socioeconomically and academically — this city has made integration the hardest choice.

“You're not living in Brooklyn if you don't want to have a diverse system around your kid,” Michael Jones, who lives in Brooklyn Heights and considered sending his twins to P.S. 307 for pre-K because P.S. 8 no longer offered it, told me over coffee. “You want it to be multicultural. You know, if you didn't want that, you'd be in private school, or you would be in a different area. So, we're all living in Brooklyn because we want that to be part of the upbringing. But you can understand how a parent might look at it and go, ‘While I want diversity, I don't want profound imbalance.’ ” He thought about what it would have meant for his boys to be among the few middle-class children in P.S. 307. “We could look at it and see there is probably going to be a clash of some kind,” he said. “My kid's not an experiment.” In the end, he felt that he could not take a chance on his children's education and sent them to private preschool; they now go to P.S. 8.

This sense of helplessness in the face of such entrenched segregation is what makes so alluring the notion, embraced by liberals and conservatives, that we can address school inequality not with integration but by giving poor, segregated schools more resources and demanding of them more accountability. True integration, true equality, requires a surrendering of advantage, and when it comes to our own

children, that can feel almost unnatural. Najya's first two years in public school helped me understand this better than I ever had before. Even Kenneth Clark, the psychologist whose research showed the debilitating effects of segregation on black children, chose not to enroll his children in the segregated schools he was fighting against. "My children," he said, "only have one life." But so do the children relegated to this city's segregated schools. They have only one life, too.

Correction: June 26, 2016

An article on June 12 about segregation in New York City schools misstated the number of buildings from the Farragut Houses, a public-housing project in Brooklyn, that were previously included in P.S. 307's attendance zone. It was five of the 10 buildings, not seven.

Correction: July 3, 2016

An article on June 12 about segregation in New York City schools referred incorrectly to homes in Stuyvesant Town. They have always been rental properties; residents have never been able to buy the homes there.

Nikole Hannah-Jones is a staff writer for the magazine. She won a 2016 Peabody Award for her series on school segregation for "This American Life."

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A version of this article appears in print on June 12, 2016, on page MM34 of the Sunday Magazine with the headline: Worlds Apart.



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Carpinteria's Segregated Past

Aliso School: 'For the Mexican Children'

Thursday, February 10, 2011

By [Barney Brantingham](#) ([Contact](#))

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SPLIT SCHOOLS: Carpinteria, the pleasant little city on "The World's Safest Beach," has an embarrassing, shameful secret buried in its not-too-distant history.

For about 27 years, the town's school system "was almost as sharply divided by racial segregation as those of the American South," former student John McCafferty revealed in his book *Aliso School: 'For the Mexican Children.'*



Barney Brantingham

From about 1920 until 1947, Mexican Americans and others with Spanish surnames were shunted off to Aliso School "regardless of their language abilities or rights as American citizens" and received a substandard education preparing them, for the most part, to quit school early and work in the lemon fields and packing sheds, according to McCafferty.

At one point the school board became concerned about possibly violating state law and took advantage of a statute allowing segregation of "Indians" and "Orientals." The board declared the Latinos to be "Indians."

The *Carpinteria Herald* and the Santa Barbara newspapers apparently didn't find the bias worthy of news coverage, even though this was at a time when Santa Barbara, Summerland, and Goleta schools found no reason to be strictly segregated.

EXHIBIT

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Mexican Americans were also required to sit on the right side of Carpinteria's Del Mar movie theater and were told not to swim or sunbathe on the portion of "The World's Safest Beach" at the foot of Linden Avenue. Aliso students were slapped or smacked with a ruler for speaking Spanish, even on the playground.

"A few parents successfully challenged the segregation, but it was difficult to do so unless parents were extremely insistent and quite skilled in speaking English," McCafferty wrote in his follow-up book, *Aliso II: Recuerdos*. For the most part, students were children of lemon workers and struggled to learn a language not spoken at home.

In *Recuerdos*, McCafferty writes that "Numerous Aliso graduates have pointed out that, to some extent, Aliso School was a feeder school to the lemon industry. It was not to the industry's advantage to have Aliso students become well-educated and eventually move to jobs that paid more than lemon packing and picking and ranch work.

"As a result, there were some fairly strong efforts to keep Aliso graduates from enrolling in college-prep classes and making long-range educational plans." He quotes Richard Perez, a 1944 Aliso graduate who felt ill-prepared for high school, "They put me in dumbbell English in the ninth grade, and I really wanted to be in college-preparatory English," he told McCafferty. "But they gave me some tests, and while they never told me the results, they didn't move me, either."

Perez, however, praised his 7th- and 8th-grade teacher, Robert Leslie, for pushing students to do their best. "He was honest, strict, and fair," Perez also recalled hearing the joint principal of both Aliso and the Anglo-only Crosstown elementary school telling Leslie, "Why don't you come over to Main School? You're wasting your time here. These kids won't be going to college anyway."

But some managed to, against the odds. With perseverance and a Carpinteria Woods Scholarship, which also helped other Aliso grads go to college, Perez went on to Cal Poly, served in the Marines during World War II, graduated in math from La Verne College, and became an engineering supervisor for Computer Sciences Corporation in Ventura County, McCafferty said.

Others recall the Aliso experience with a bitter and lingering sense of being demeaned, treated like second-class citizens, and cheated out of the future they deserved.

Roberto "Olly" Olivas found a substandard classroom when he transferred from the integrated Summerland school. "I can attest to the inferior quality of education and administrative practices that failed to challenge our abilities or expectations. Emotionally unsuited individuals were assigned as teachers, some of whom did not care if we attended class or not"

Olivas recalled painful and embarrassing times. He felt that some teachers were not only ill-equipped for the classroom but also racially prejudiced against the students. After attending Aliso from 1936 to 1940, he dropped out to pick lemons. In a 1992 speech, he said, "Our work opportunity was limited to joining a powerless, voiceless, Hispanic army of stoop-labor migrant farmworkers who toiled in the hot sun, harvesting the rich fields and orchards of California. We were subjected to unwarranted indignities and denied any recourse for complaint or appeal"

Olivas, however, went on to serve in the Army, open a paint and body shop, become a Summerland-Carpinteria district firefighter, and get elected to the Carpinteria City Council.

Carpinteria's schools were finally integrated in 1947 after the state Supreme Court banned school segregation, McCafferty said. Aliso students were no longer "Indians." It was one of California's last segregated schools. Now that Anglo students in grades one through four would be attending Aliso, the school board hastened to improve the disgraceful separate-but-unequal conditions there. Aliso remains a school today, in a new, more enlightened era.

McCafferty attended Main School starting in 1947. He went on to earn a master's degree, teach English at Santa Barbara City College, and become my friend and colleague at the *Santa Barbara News-Press*.

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Parent/Caregiver Participation and Expectations

Expectations for Parents of Carpinteria Family School (a minimum of 40 hours of parent/caregiver participation per year) are:

1. Parents/Caregivers work in the classroom for 1 hour each week. This can be completed in a variety of ways including: working with children on academics, bringing personal expertise, e.g. cooking lessons or art lessons to the children and/or assisting teachers with other classroom activities. Other options to fulfill this time are doing projects at home, after work, or on the weekend.
2. Parent/Caregivers attend PFCFS monthly, one hour meetings. These evening meetings are a valuable opportunity to connect with staff and other parents at the school and for giving your input.
3. Parent/Caregivers participate in one of the Parent Tribes which includes (but is not limited to);
 - o "Fun-(d)" Raising Tribe
 - o Community Tribe
 - o Publicity Tribe
 - o Green Initiative Tribe
 - o Enrichment Tribe
4. Each family assists their student to raise \$500.00 to provide essential services to the school. Fundraising opportunities such jog-a-thon, etc. occur yearly.
5. Parent/Caregivers participate in one "Compassionate Communication" two hour workshop provided by the school.

By signing below, I agree to the Parent/Caregiver Expectations.

Parent/Caregiver _____ (Sign name)

_____ (Print name.)

Carpinteria Family School Principal _____

President of PFCFS _____

The Carpinteria Unified School District prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, sexual orientation or gender identity.

EXHIBIT "6"

Carpinteria Unified School District



CARPINTERIA FAMILY SCHOOL

growing together

Parent/Caregiver Voluntary Participation

Parents at Carpinteria Family School are active participants in their children's education and play an integral role in the school's environment. We encourage parents of Carpinteria Family School to spend 40 or more hours of participation per year. However, participation is entirely voluntary as we recognize that many parents have schedules and other needs that may not allow such participation. Participation can take several forms:

1. Parents are encouraged to volunteer in and/or outside the classroom for 1 hour each week. This can consist of a variety of activities including: working with children on academics, bringing personal expertise, e.g. cooking lessons or art lessons to the children and/or assisting teachers with other classroom activities. Alternatively, other options outside of the classroom can include preparing or supporting projects at home, after work, or on the weekend.
2. Parents are invited to PFCFS monthly, one hour meetings. These evening meetings provide a valuable opportunity to connect with staff and other parents at the school and for giving input.
3. Parents may participate in one of the Parent Tribes which include (but are not limited to):
 - "Fun-(d)" Raising Tribe
 - Community Tribe
 - Publicity Tribe
 - Green Initiative Tribe
 - Enrichment Tribe
4. Important services to the school are available through voluntary donations. Fundraising opportunities such as jog-a-thon, etc. occur yearly.
5. Parents are invited to participate in one "Compassionate Communication" two hour workshop provided by the school.

By signing below, I acknowledge receiving this information.

Parent/Caregiver _____ (Sign name)

_____ (Print name.)

Carpinteria Family School Principal _____

EXHIBIT

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Enrollment Process for School Year 2016-2017 Admissions Proceso de inscripción para la escuela Año 2016-2017 Admisión

2/22/2016	Enrollment Begins Packets available in Carpinteria Family School Office	La Inscripción Comienza Los formularios Consiguen en la oficina de la escuela Carpinteria Family School
3/22/2016	Carpinteria Family School Enrollment Information Meeting 6pm - 7pm (K-1 Room #7), Enrollment packets may be turned in	Reunión de Información de Inscripción Carpinteria Family School 6pm - 7pm (K-1 Salón # 7), paquetes de inscripción puede ser entregada
3/8/2016 3/18/2016 4/12/2016	Tour of Classrooms Times: 9:15 K/1st Room #7 9:30 2nd/3rd Room #28 9:45 Garden 10:00 4th/5th Room #35	Visita de aulas Horario: 9:15 K/1st Salón #7 9:30 2nd/3rd Salón #28 9:45 Jardín 10:00 4th/5th Salón #35
3/16/2016	Opportunity to Meet with Principal Gravitz Call to schedule appointment - 684-5481	Oportunidad de conocer la directora, Leslie Gravitz Llamado a la cita horario - 684-5481
4/15/2016	Enrollment Packets Due: Office will be open until 4:30	Formulario de inscripción se entrega en la oficina: Oficina Permanecerá abierta hasta las 4:30
4/22/2016	Lottery conducted if needed subject to Sibling First Process by District Office Staff and Notice of Enrollment Letters sent	Lotería realizada (si es necesario) por el Distrito Personal. Se envían cartas de notificación a los padres.
5/2/2016	Enrollment Confirmation Letter Due to office Please send back confirmation if you are Enrolling your child in Carpinteria Family School	Carta de Confirmación de Inscripción firmadas por los padres se entregan a la oficina Favor de entregar la notificación si va a inscribir a su hijo/a en Carpinteria Family School

Sibling First Process

- Kindergarten sibling students are enrolled first before the lottery takes place as long as their sibling currently attends Carpinteria Family School. **All paperwork for enrollment must be in on time for a sibling student to hold a spot in the kindergarten classroom.** If openings occur over the summer months, the next number on the lottery list will be contacted to determine if they want the spot.
- Siblings in 1-5 are enrolled first before the lottery takes place **if there is room in the classroom desired as long as their sibling currently attends Carpinteria Family School.** These families must:
 - Get, complete, and return intradistrict transfer to the district office
 - Transfer must be approved by the superintendent.
 - Immunizations, birth certificates must be up-to-date.
 - If there are two or more sibling families applying for a classroom that is full or only has limited space, there will be an internal lottery for these families. The internal lottery will supersede the general lottery for the following year placements.
 - If openings occur over the summer months, the next number on the lottery list will be contacted to determine if they want the spot.

Twin Policy: If twins are in the lottery, whichever lottery number the first twin receives, their twin sibling will get the following number.

Primer Proceso de hermanos

- Los hermanos de estudiantes que actualmente asisten Carpinteria Family School están matriculados en primer lugar antes de la lotería. **Todos papeles para la inscripción deben ser entregados a tiempo para mantener su lugar en el aula de jardín de infancia.** Si se abren más espacios durante los meses de verano, el siguiente número en lotería tendrá la oportunidad de matricular.
- Hermanos en grados 1 a 5 están inscritos antes que la lotería se conduce **si hay espacio en la clase deseada, y siempre que su hermano actualmente asiste a Carpinteria Family School.** Estas familias deben:
 - Obtener, completar y devolver transferencia a la oficina del distrito
 - Cambios deben ser aprobados por el superintendente.
 - Las vacunas completas y acto de nacimiento tienen que estar en los archivos.
 - Si hay dos o más familias de hermanos que solicitan un espacio limitado, habrá una lotería interna para estas familias. La lotería interna reemplazará a la lotería general para el año siguiente
 - Si se abren espacios durante los meses de verano, el siguiente número en lotería tendrá la oportunidad de matricular.

Política doble: Si los gemelos están en la lotería, lo que de lotería número recibe el primer gemelo, su hermano gemelo sale el siguiente número.

Carpinteria Unified School District

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Contact

1480 Linden Ave., Carpinteria, CA 93013 -- Ph 805.684.5481 -- Fx 805.684.3384 -- Principal - Barnaby Gloger - bgloger@cusd.net

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EXHIBIT "I"