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Student Assignment Methods to Achieve Desegregation

City of Berkeley Map

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APPENDIX B SUMMARY OF PROPOSED STUDENT ASSIGNMENT/GRADE CONFIGURATION MODELS

This is a summary of several models which were presented for consideration to the Superintendent's Ad Hoc Task Force for School Organization. Each model was accompanied by more detail than is included in this summary; for the sake of clustering only their key features are described. All the models are included in the Appendix.

All the models displayed here address only the regular day school students (K-8). Special Education Special Day classes and pre-school classes are not included in these descriptions.

Population Density Maps [Map 1]: The population density of the two major racial groups to whom the "grouping of students" policy would apply is displayed. The student population base used is the K-5 student population of BUSD.

K-3/4-6/7-8. "paired zones" (current) system [Model 2]: The present arrangement of small K-3 schools and larger 4-6 schools is displayed. Under the existing system, desegregation via the "paired zones" systems requires 12 zones - one each for Washington and Le Conte and two for each of the other K-3 sites. (Note however, that two schools sites which are currently closed [Cragmont & Columbus] are included in this model. If a "paired zone" system were to be implemented, there would need to be a redrawing of the boundaries, and there would need to be some additional dispersion of students so as not to exceed the capacity of the current receiving school [Franklin].

This model shows that if students could be strictly controlled in their assigned attendance zone, racial balance could be achieved. It is questionable whether intra-district transfers could be strictly controlled; two of the reasons that account for a significant percentage of the current transfers are transfers (1) into bilingual/bicultural programs, and (2) for child care.

K-5 Neighborhood Schools [Model 3a]: Under the "neighborhood schools" model, all Berkeley children simply attend the school closest to them. If this method were compatible with desegregation policy, many people would support it. However the extreme racial imbalance of some Berkeley neighborhoods would mean that some schools could not be racially desegregated under this model.

K-5 "Half Mile" Model [Map 3b]: Because of the number of Berkeley elementary schools, this model is similar to the K-5 neighborhood school model. An insufficient number of students are left "unassigned," therefore, racial desegregation would not be achievable under this model.

Proposed Student Assignment/Grade Configuration Models

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diagonal line but the line established two zones of schools; the NW zone would be K-5/6-8 with one K-6 magnet school, while the SE zone would remain as K-3/4-6 with one K-6 magnet school. Each half provides the capacity for a consistent student articulation through all K-8 grade levels. Students would have a choice of schools city-wide.

"Larkin Model K-4/5-8" [Model 6]: This offers for consideration an alternate two-transition grade configuration consisting mostly of K-4 and 5-8 schools. A student-assignment mechanism is not specified. A modelling was attempted using a "paired zone" system which roughly approximates the existing paired zone system.

2/13/93. Wicinas, Thyberg.

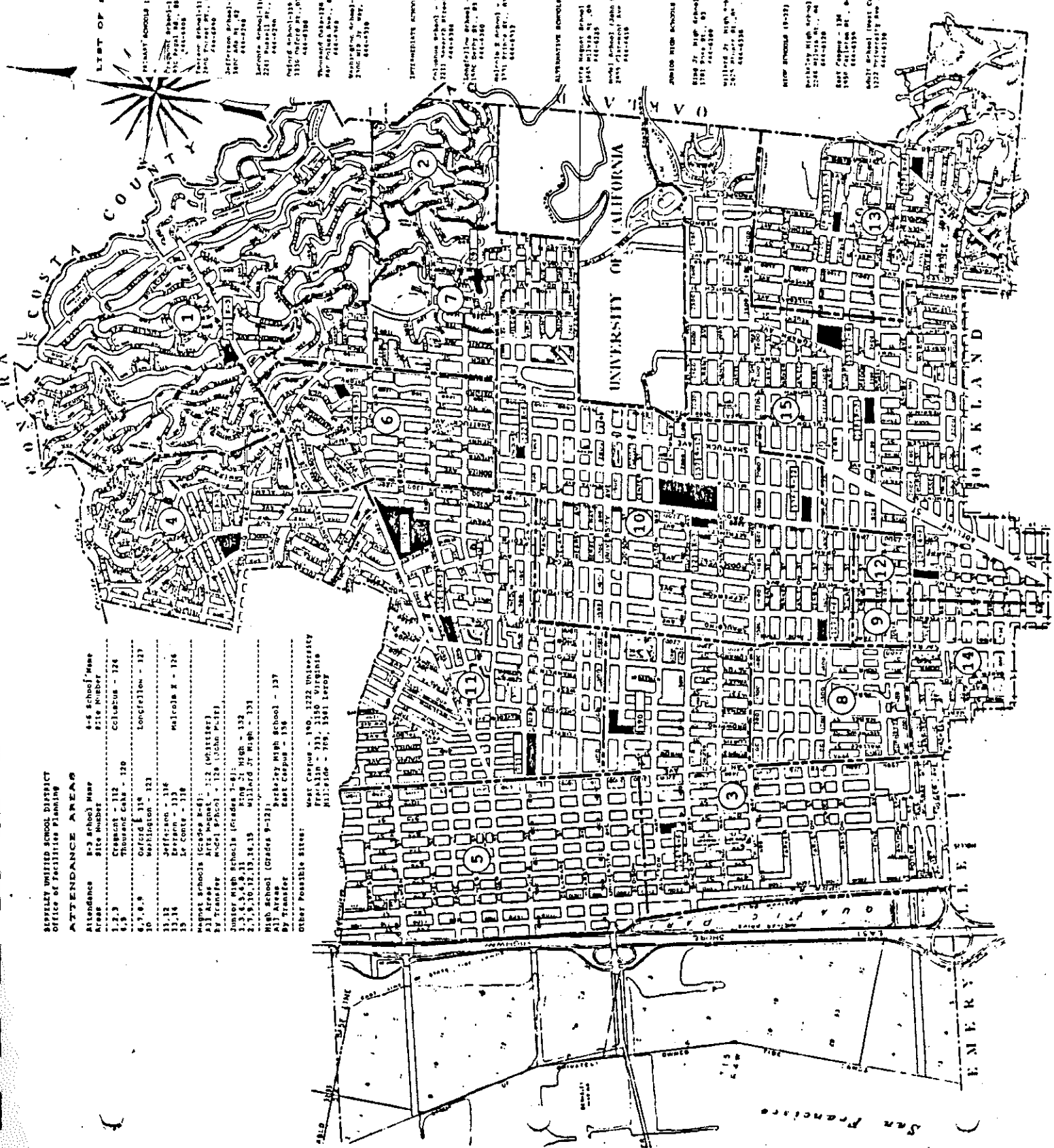
STUDENT ASSIGNMENT METHODS TO ACHIEVE DESEGREGATION									
KEY:	1/2 Mile Radius	1/4 Mile Radius Plus Controlled Choice	Controlled Choice	Open Enrollment	Status Quo + Open Transfer	New Zones + Tight Transfer Zones	Burt Levy Site Focus + Preference		
HI - Goal can be met									
MED - Difficult but possible									
LO - Probably not possible									
DESEGREGATION GOALS									
STATEMENT 1									
Plus/Minus 5%	Low/Impossible	Medium	High	Low	Low	Medium	High		High
A. Fairness	H-0	H-0	H-12	H-0	H-0	H-0	H-1		H-1
	M-2	M-8	M-5	M-0	M-12	M-10	M-7		M-7
	L-11	L-8	L-0	L-16	L-4	L-5	L-5		L-5
							ABS - 4		ABS - 4
STATEMENT 2									
Billingus/LEP Grouping	Low	Medium	High	Low	High/Medium	High	H-2		H-2
							M-5		M-5
							AB - 1		AB - 1
STATEMENT 3									
Grouping of Minorities Below Threshold	Low	Low	High	Medium/Low	Medium	High (?)	Medium		Medium
STATEMENT 4									
*Grandfather Family	Low	Low	High	Medium/Low	Medium	High (?)	Medium		Medium
STATEMENT 5									
Inter District Transfer	High	High	High	High	High	High	High		High
STATEMENT 6									
Enforceability	Low	Medium	High	Low	Medium/Low	Medium	High		High
B. Administrative Workability for BUSD	High	Medium	Medium	Low	Medium	Medium	Medium		Medium
C. Understandability for Parents	High	H-0	H-2	H-5	H-5	H-0	H-0		H-0
		M-5	M-4	M-2	M-2	M-0	M-1		M-1
		L-2	L-1	L-1	L-0	L-6	L-5		L-5
ON THE FOLLOWING TWO STANDARDS "HIGH" IS A LESS FAVORABLE RATING THAN "LOW"									
D. Probable number of Intra-District Transfer Requests	H-3	H-1	H-1	H-1	H-0	H-4	H-0		H-0
	M-3	M-2	M-2	M-1	M-0	M-2	M-1		M-1
	L-1	L-3	L-4	L-3	L-6	L-0	L-5		L-5
E. Cost of Transportation/BUSD Budget	Low	Medium	High	High	High	High	Medium		Medium

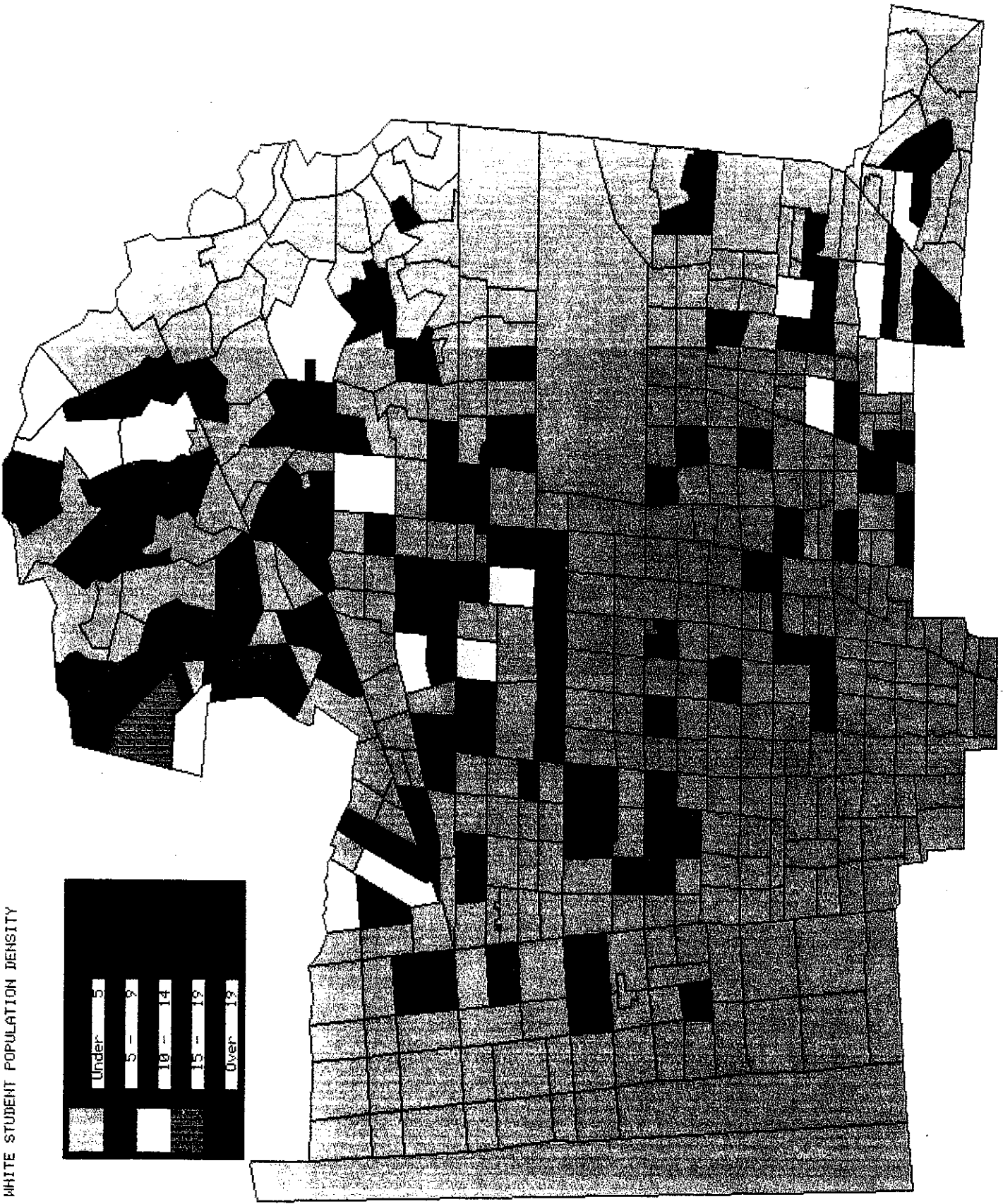
**SHEPHERD UNITED SCHOOL DISTRICT
Office of Facilities Planning**

ATTENDANCE AREAS

- Attendance 1-3 School Years 6-6 School Years
- Site Number
- 1, 2, 3 Crescent - 112 Cellarius - 124
- 4, 5 Thousand Oaks - 120
- 6, 7, 8, 9 Garza - 119 Longfellow - 121
- 10 Washington - 123
- 11 Jefferson - 126
- 12, 13, 14 La Coma - 128
- 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
- Elementary Schools (Grades K-6): 112 (Whittier), 119 (Garza), 120 (Thousand Oaks), 121 (Longfellow), 123 (Washington), 124 (Cellarius), 126 (Jefferson), 128 (La Coma)
- Junior High Schools (Grades 7-8): 119 (Garza), 120 (Thousand Oaks), 121 (Longfellow), 123 (Washington), 124 (Cellarius), 126 (Jefferson), 128 (La Coma)
- High School (Grades 9-12): 127 (Berkeley High School)
- All Areas By Transfer
- Other Possible Sites: West Campus - 190, 1222 University; Franklin - 211, 210 Virginia; Hillside - 109, 101 Leroy

- LIST OF SCHOOLS**
- Elementary Schools (1-3)
 - 112 Whittier - 112
 - 119 Garza - 119
 - 120 Thousand Oaks - 120
 - 121 Longfellow - 121
 - 123 Washington - 123
 - 124 Cellarius - 124
 - Elementary Schools (4-6)
 - 126 Jefferson - 126
 - 128 La Coma - 128
 - Intermediate Schools (4-6)
 - 112 Whittier - 112
 - 119 Garza - 119
 - 120 Thousand Oaks - 120
 - 121 Longfellow - 121
 - 123 Washington - 123
 - 124 Cellarius - 124
 - Elementary Schools (7-8)
 - 112 Whittier - 112
 - 119 Garza - 119
 - 120 Thousand Oaks - 120
 - 121 Longfellow - 121
 - 123 Washington - 123
 - 124 Cellarius - 124
 - High Schools (9-12)
 - 127 Berkeley High School - 127

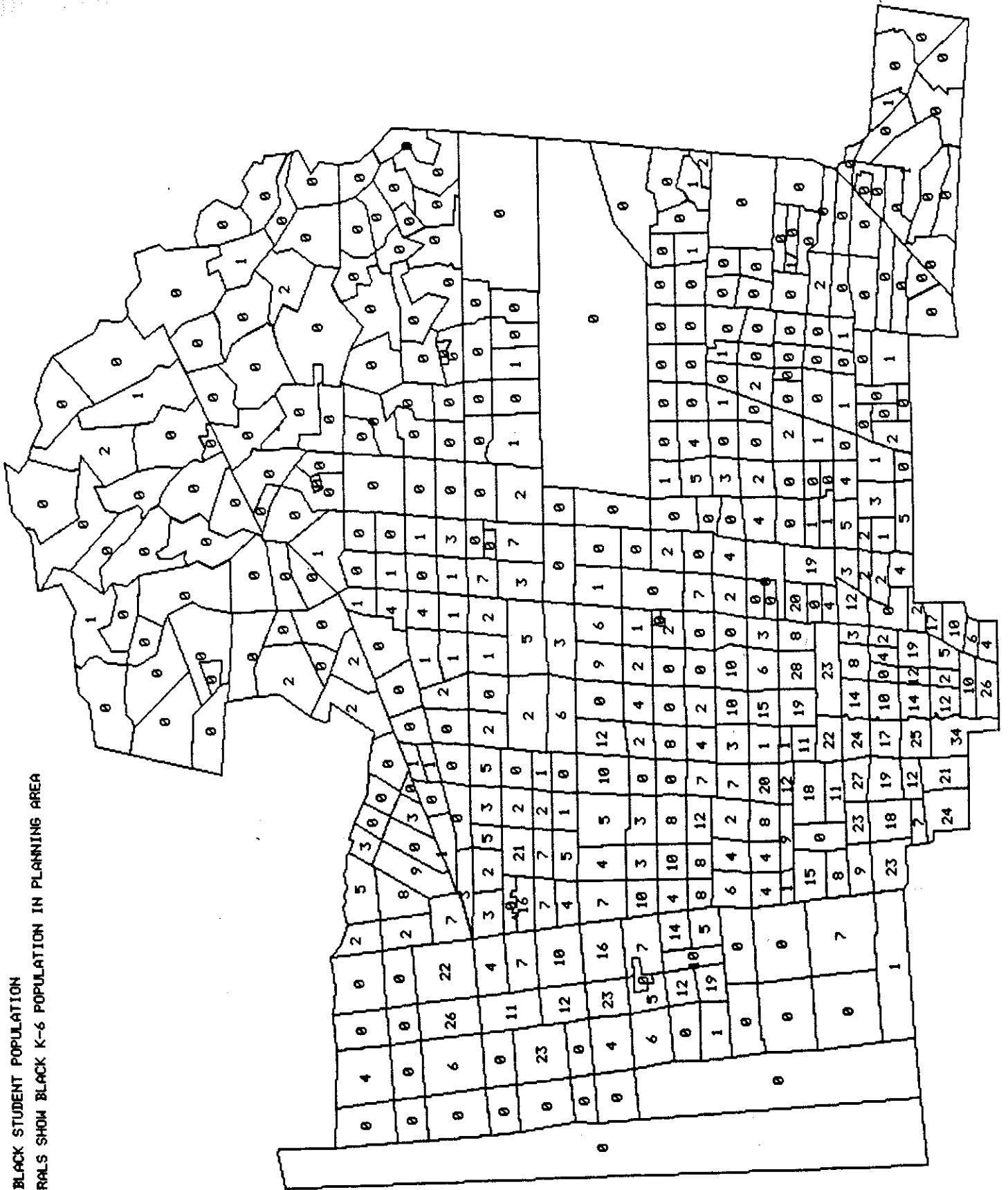


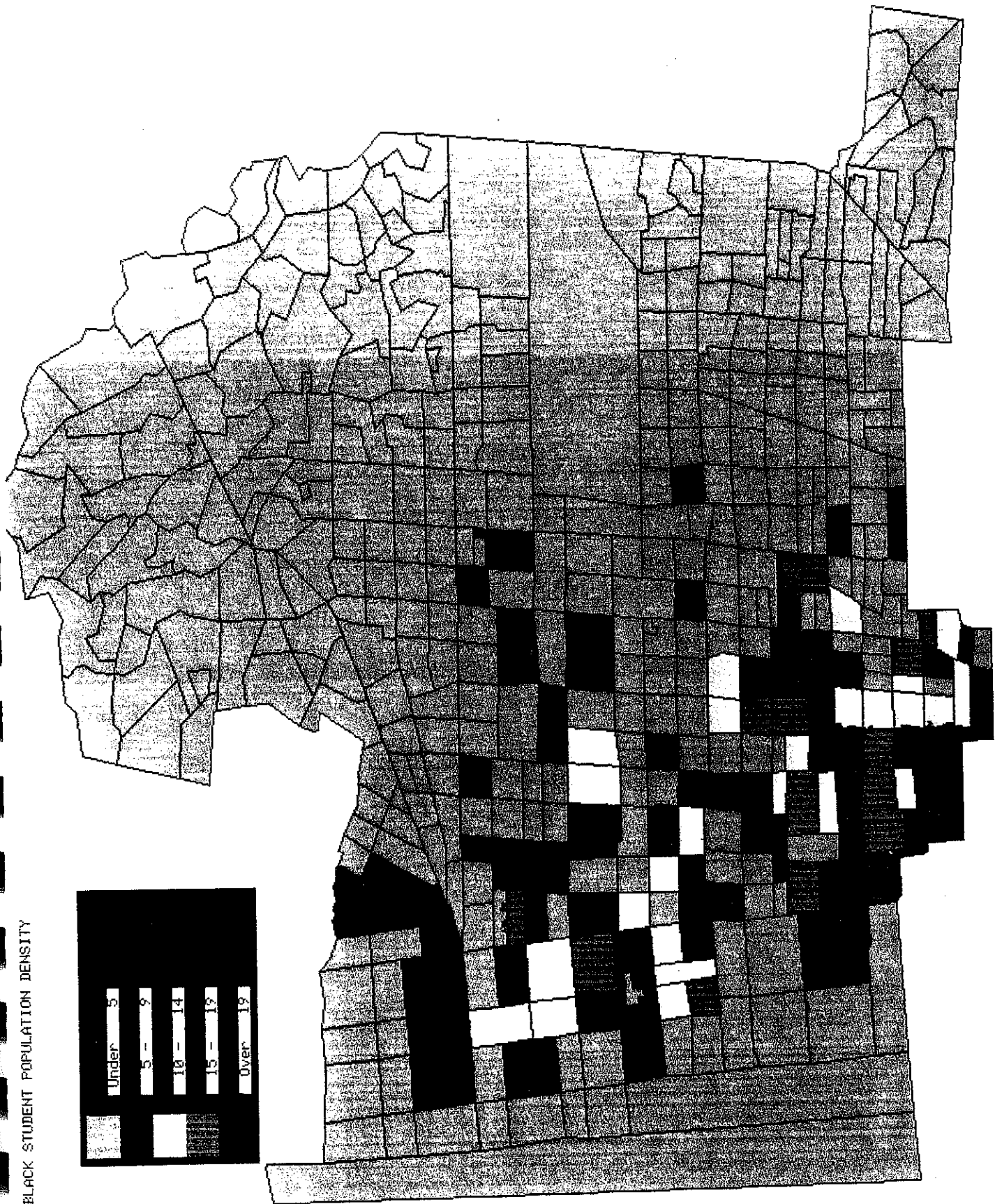


K-6 WHITE STUDENT POPULATION DENSITY

Under 5
5 - 9
10 - 14
15 - 19
Over 19

K-6 BLACK STUDENT POPULATION
 NUMERALS SHOW BLACK K-6 POPULATION IN PLANNING AREA

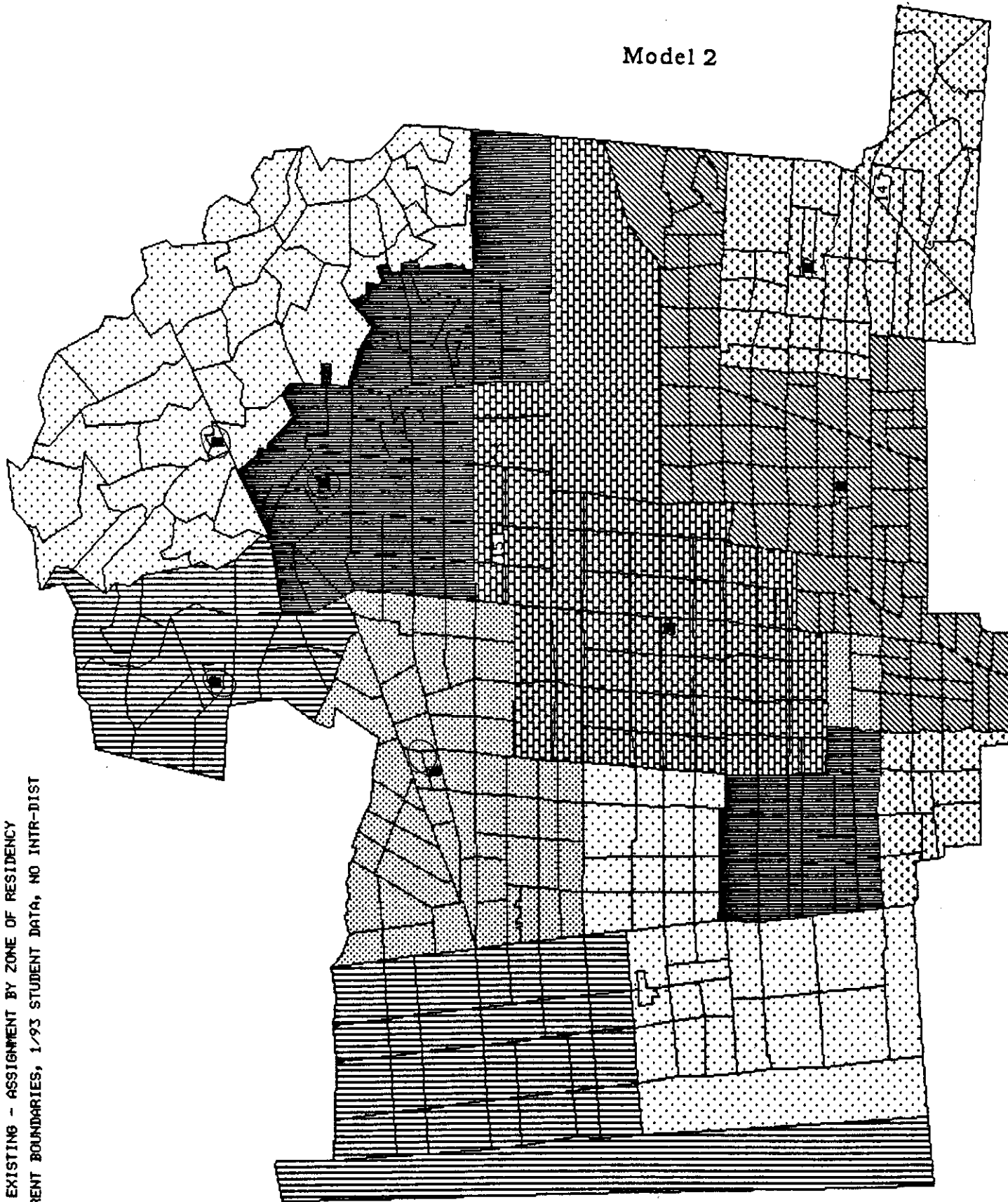




K-6 BLACK STUDENT POPULATION DENSITY

K-3 Existing System: Assignment by Zone of Residency [2/93 data, No Inter-district transfers included, current boundaries]. The current arrangement of K-3 boundaries is shown, including the zones paired by the busing scheme. The student totals show the assignment of students strictly according to zone of residency. These totals differ from the numbers of students actually each school (as displayed in the BUSD Racial Census of October, 1991) due to the effects of intra-district (between schools) and inter-district (between districts) transfers which redistribute a large number of students.

Model 2



K-3 EXISTING - ASSIGNMENT BY ZONE OF RESIDENCY
CURRENT BOUNDARIES, 1/93 STUDENT DATA, NO INTR-DIST

INTEGRATION REPORT

EDUCATIONAL DATA SYSTEMS, INC

Model 2

K-3 EXISTING - ASSIGNMENT BY ZONE OF RESIDENCY

CURRENT BOUNDARIES, 1/93 STUDENT DATA, NO INTR-DIST

17:34 02/15/93

SCHOOL		PERCENT ENROLLED							UNK
		WHI	BLA	ASN	HSP	NAT	FLP	MLT	
CRAG/FRA	ACTUAL	33.4%	31.2%	5.3%	19.4%	0.6%	0.3%	9.8%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	-0.1%	-5.9%	-1.8%	8.5%	0.3%	-0.2%	-0.9%	0.0%
EMERSON	ACTUAL	33.0%	39.1%	8.5%	6.1%	0.0%	0.3%	12.9%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	-0.5%	2.0%	1.4%	-4.8%	-0.3%	-0.2%	2.2%	0.0%
JEFFERSN	ACTUAL	43.6%	31.2%	10.0%	7.7%	0.0%	2.3%	5.2%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	10.1%	-5.9%	2.9%	-3.2%	-0.3%	1.8%	-5.5%	0.0%
LE CONTE	ACTUAL	31.8%	42.4%	5.9%	7.6%	0.0%	0.0%	12.3%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	-1.7%	5.3%	-1.2%	-3.3%	-0.3%	-0.5%	1.6%	0.0%
OXFORD	ACTUAL	31.5%	44.4%	7.2%	8.1%	0.3%	0.0%	8.4%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	-2.0%	7.3%	0.1%	-2.8%	0.0%	-0.5%	-2.3%	0.0%
THSNDOAK	ACTUAL	26.9%	33.6%	2.3%	24.9%	0.0%	0.0%	12.3%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	-6.6%	-3.5%	-4.8%	14.0%	-0.3%	-0.5%	1.6%	0.0%
WSHNGTON	ACTUAL	33.3%	37.3%	10.7%	3.4%	0.9%	0.3%	14.1%	0.0%
	DESIRED	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%
	DIFFERENCE	-0.2%	0.2%	3.6%	-7.5%	0.6%	-0.2%	3.4%	0.0%
TOTAL	ACTUAL	33.5%	37.1%	7.1%	10.9%	0.3%	0.5%	10.7%	0.0%

INTEGRATION ASSIGNMENTS SUMMARY EDUCATIONAL DATA SYSTEMS, INC Model 2
 K-3 EXISTING - ASSIGNMENT BY ZONE OF RESIDENCY
 CURRENT BOUNDARIES, 1/93 STUDENT DATA, NO INTR-DIST 17:19 02/15/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
1 CRAG/FRA	400	356	89.0%	3.43	237	66.6%
2 EMERSON	325	294	90.5%	2.03	197	67.0%
3 JEFFERSN	350	349	99.7%	1.10	197	56.4%
4 LE CONTE	400	406	101.5%	1.23	277	68.2%
5 OXFORD	300	333	111.0%	2.92	228	68.5%
6 THSNDOAK	300	301	100.3%	2.44	220	73.1%
7 WSHNGTON	400	327	81.8%	1.17	218	66.7%
14 JOHNMUIR	350	0	0.0%	0.00	0	66.7%
15 ARTS	300	0	0.0%	0.00	0	66.7%
TOTALS	3125	2366	75.7%	2.03	1574	66.5%
TOTAL STUDENTS	2366					
ASSIGNED	2366	100.0%				
UNASSIGNED	0	0.0%				

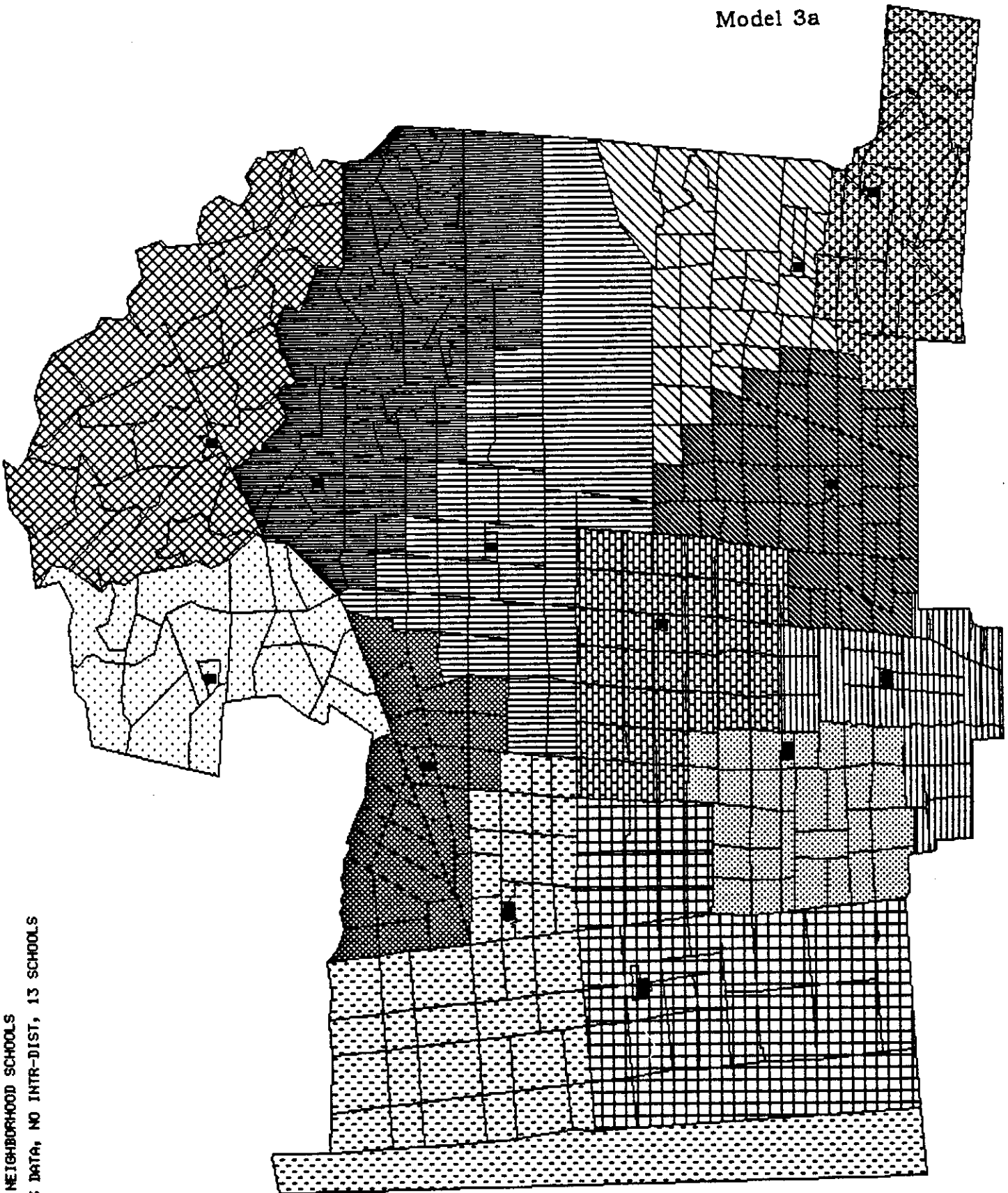
SCHOOL	KIND	1ST	2ND	3RD	TOTL
1 CRAG/FRA	93	99	83	81	356
2 EMERSON	68	78	81	67	294
3 JEFFERSN	102	97	78	72	349
4 LE CONTE	104	96	97	109	406
5 OXFORD	93	73	81	86	333
6 THSNDOAK	79	89	70	63	301
7 WSHNGTON	84	87	86	70	327
14 JOHNMUIR	0	0	0	0	0
15 ARTS	0	0	0	0	0
TOTAL	623	619	576	548	2366

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
1 CRAG/FRA	119	111	19	69	2	1	35	0	356
2 EMERSON	97	115	25	18	0	1	38	0	294
3 JEFFERSN	152	109	35	27	0	8	18	0	349
4 LE CONTE	129	172	24	31	0	0	50	0	406
5 OXFORD	105	148	24	27	1	0	28	0	333
6 THSNDOAK	81	101	7	75	0	0	37	0	301
7 WSHNGTON	109	122	35	11	3	1	46	0	327
14 JOHNMUIR	0	0	0	0	0	0	0	0	0
15 ARTS	0	0	0	0	0	0	0	0	0
TOTAL	792	878	169	258	6	11	252	0	2366

K-5 "Neighborhood Schools" Model [2/93 Data, No Inter-district transfers, 13 Schools]

Under this model, a K-5 configuration is imposed upon the entire District. Student assignment is by "neighborhood"—all K-5 students attend the school closest to them. The neighborhood boundaries are adjusted slightly to follow the boundaries of major streets. Thirteen schools are shown as open, including Cragmont, Columbus and Franklin. The two magnet schools are treated as K-5 in this model.

Model 3a



K-5 NEIGHBORHOOD SCHOOLS
1/93 DATA, NO INTR-DIST, 13 SCHOOLS

INTEGRATION ASSIGNMENTS SUMMARY EDUCATIONAL DATA SYSTEMS, INC Model 3a
 K-5 "NEIGHBORHOOD SCHOOLS"
 1/93 STUDENT DATA, NO INTR-DIST, 13 SCHOOLS 17:08 02/15/93

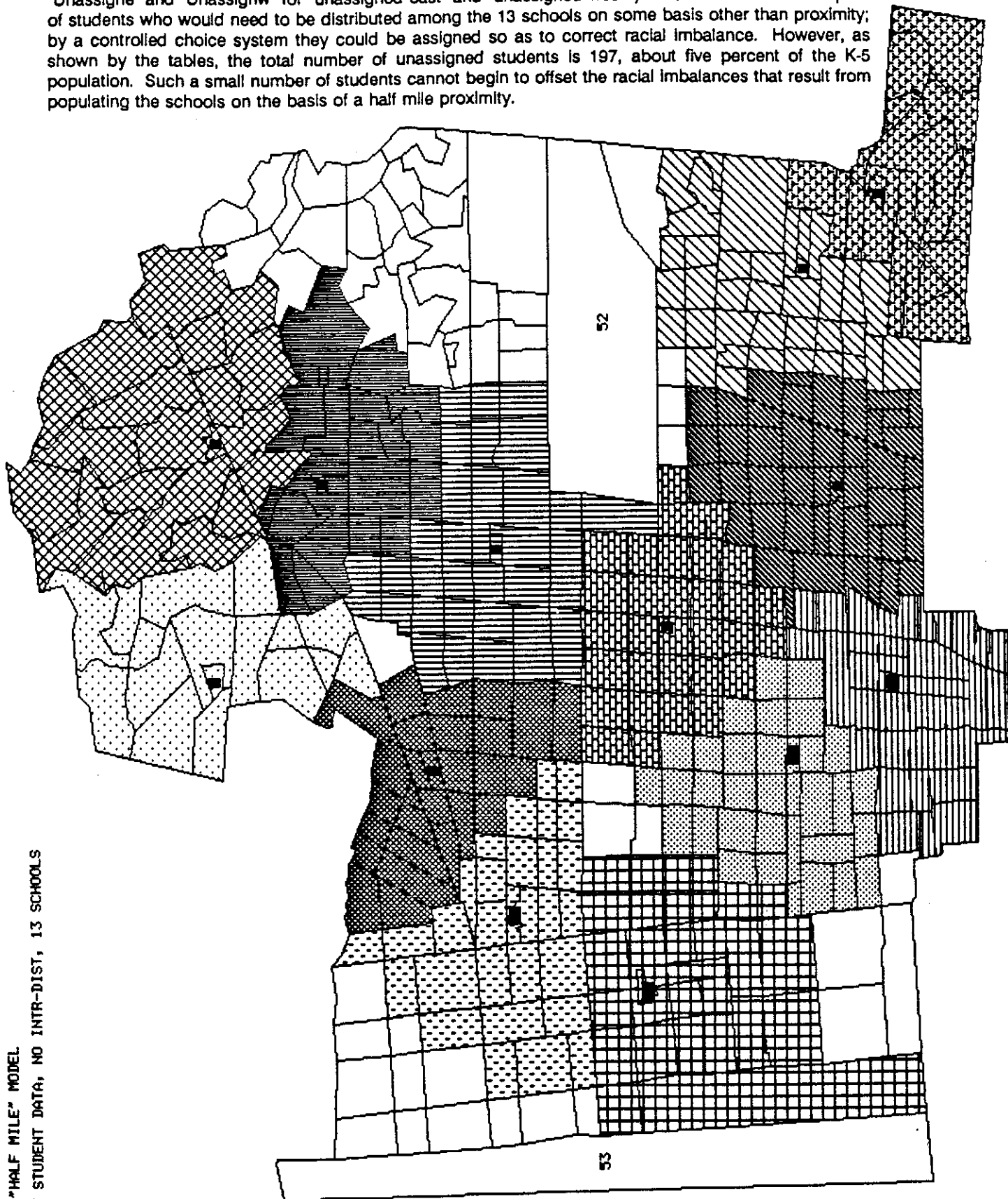
SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
1 CRAGMONT	400	129	32.3%	0.91	39	30.2%
2 EMERSON	325	111	34.2%	0.85	48	43.2%
3 JEFFERSN	350	218	62.3%	0.74	99	45.4%
4 LE CONTE	400	327	81.8%	0.81	204	62.4%
5 OXFORD	300	136	45.3%	0.85	36	26.5%
6 ARTS	300	250	83.3%	1.14	122	48.8%
7 WSHNGTON	400	288	72.0%	1.04	202	70.1%
8 THSNDOAK	300	127	42.3%	0.76	34	26.8%
9 JOHNMUIR	300	117	39.0%	0.64	29	24.8%
10 LNGFELOW	575	443	77.0%	0.80	404	91.2%
11 MALCOLMX	775	463	59.7%	0.89	419	90.5%
12 COLUMBUS	550	434	78.9%	0.80	357	82.3%
13 FRANKLIN	675	396	58.7%	0.63	329	83.1%
TOTALS	5650	3439	60.9%	0.83	2322	67.5%
TOTAL STUDENTS	3439					
ASSIGNED	3439	100.0%				
UNASSIGNED	0	0.0%				

SCHOOL	KIND	1ST	2ND	3RD	4TH	5TH	TOTL
1 CRAGMONT	17	25	21	15	34	17	129
2 EMERSON	24	22	24	17	8	16	111
3 JEFFERSN	38	42	34	31	38	35	218
4 LE CONTE	53	58	58	72	45	41	327
5 OXFORD	28	30	21	25	18	14	136
6 ARTS	46	41	55	38	36	34	250
7 WSHNGTON	46	47	53	44	57	41	288
8 THSNDOAK	26	25	24	16	16	20	127
9 JOHNMUIR	22	25	17	20	18	15	117
10 LNGFELOW	77	70	74	72	79	71	443
11 MALCOLMX	89	75	82	65	86	66	463
12 COLUMBUS	79	79	67	65	75	69	434
13 FRANKLIN	78	80	46	68	71	53	396
TOTAL	623	619	576	548	581	492	3439

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
1 CRAGMONT	90	6	6	8	0	0	19	0	129
2 EMERSON	63	6	15	7	0	0	20	0	111
3 JEFFERSN	119	47	20	13	2	4	13	0	218
4 LE CONTE	123	105	28	28	2	0	41	0	327
5 OXFORD	100	1	17	3	0	0	15	0	136
6 ARTS	128	48	36	8	1	0	29	0	250
7 WSHNGTON	86	104	31	21	4	2	40	0	288
8 THSNDOAK	93	7	8	5	0	0	14	0	127
9 JOHNMUIR	88	3	6	3	0	0	17	0	117
10 LNGFELOW	39	306	17	46	0	1	34	0	443
11 MALCOLMX	44	325	25	31	0	2	36	0	463
12 COLUMBUS	77	190	22	108	3	2	32	0	434
13 FRANKLIN	67	179	23	89	0	3	35	0	396
TOTAL	1117	1327	254	370	12	14	345	0	3439

K-5 "Half Mile" Model [2/93 Data, No Inter-District Transfers, 13 Schools].
This proposal resembles the K-5 "Neighborhood Schools" model. Thirteen schools are shown as K-5, including Malcolm X, Columbus, Longfellow, John Muir and Arts Magnet. Planning areas within one-half mile are assigned to each school.

The white areas on the map contain the students who would remain unassigned (they are shown under "Unassigne" and "Unassignw" for "unassigned east" and "unassigned west.") These students form a pool of students who would need to be distributed among the 13 schools on some basis other than proximity; by a controlled choice system they could be assigned so as to correct racial imbalance. However, as shown by the tables, the total number of unassigned students is 197, about five percent of the K-5 population. Such a small number of students cannot begin to offset the racial imbalances that result from populating the schools on the basis of a half mile proximity.



K-5 "HALF MILE" MODEL
1/93 STUDENT DATA, NO INTR-DIST, 13 SCHOOLS

SCHOOL		PERCENT ENROLLED							UNK
		WHI	BLA	ASN	HSP	NAT	FLP	MLT	
CRAGMONT	ACTUAL	70.0%	2.5%	6.7%	4.2%	0.0%	0.0%	16.7%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	37.5%	-36.1%	-0.7%	-6.6%	-0.3%	-0.4%	6.7%	0.0%
EMERSON	ACTUAL	64.0%	4.7%	9.3%	6.0%	0.0%	0.0%	16.0%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	31.5%	-33.9%	1.9%	-4.8%	-0.3%	-0.4%	6.0%	0.0%
JEFFERSN	ACTUAL	54.2%	21.7%	9.4%	4.9%	1.0%	1.0%	7.9%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	21.7%	-16.9%	2.0%	-5.9%	0.7%	0.6%	-2.1%	0.0%
LE CONTE	ACTUAL	41.9%	27.7%	7.9%	9.0%	0.0%	0.0%	13.5%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	9.4%	-10.9%	0.5%	-1.8%	-0.3%	-0.4%	3.5%	0.0%
OXFORD	ACTUAL	77.1%	1.2%	13.3%	3.6%	0.0%	0.0%	4.8%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	44.6%	-37.4%	5.9%	-7.2%	-0.3%	-0.4%	-5.2%	0.0%
ARTS	ACTUAL	56.7%	16.8%	12.6%	2.9%	0.4%	0.4%	10.1%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	24.2%	-21.8%	5.2%	-7.9%	0.1%	0.0%	0.1%	0.0%
WSHNGTON	ACTUAL	32.4%	28.6%	13.1%	6.6%	2.8%	0.5%	16.0%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-0.1%	-10.0%	5.7%	-4.2%	2.5%	0.1%	6.0%	0.0%
THSNDOAK	ACTUAL	76.7%	4.3%	3.4%	4.3%	0.0%	0.0%	11.2%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	44.2%	-34.3%	-4.0%	-6.5%	-0.3%	-0.4%	1.2%	0.0%
JOHNMUIR	ACTUAL	70.7%	2.4%	7.3%	1.2%	0.0%	0.0%	18.3%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	38.2%	-36.2%	-0.1%	-9.6%	-0.3%	-0.4%	8.3%	0.0%
LNGFELOW	ACTUAL	12.5%	65.2%	5.0%	9.8%	0.4%	0.2%	6.8%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-20.0%	26.6%	-2.4%	-1.0%	0.1%	-0.2%	-3.2%	0.0%
MALCOLMX	ACTUAL	9.1%	69.0%	5.7%	7.3%	0.0%	0.5%	8.2%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-23.4%	30.4%	-1.7%	-3.5%	-0.3%	0.1%	-1.8%	0.0%
COLUMBUS	ACTUAL	15.8%	48.0%	4.0%	24.0%	0.3%	0.0%	7.9%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-16.7%	9.4%	-3.4%	13.2%	0.0%	-0.4%	-2.1%	0.0%
FRANKLIN	ACTUAL	16.7%	45.4%	7.5%	21.4%	0.0%	1.0%	8.0%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-15.8%	6.8%	0.1%	10.6%	-0.3%	0.6%	-2.0%	0.0%
UNASSIGE	ACTUAL	60.6%	5.6%	12.7%	5.6%	0.0%	0.0%	15.5%	0.0%
	DESIRED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	DIFFERENCE	60.6%	5.6%	12.7%	5.6%	0.0%	0.0%	15.5%	0.0%
UNASSIGW	ACTUAL	20.6%	40.5%	4.0%	24.6%	0.0%	1.6%	8.7%	0.0%
	DESIRED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	DIFFERENCE	20.6%	40.5%	4.0%	24.6%	0.0%	1.6%	8.7%	0.0%
TOTAL	ACTUAL	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%

K-5 "HALF MILE" MODEL
 1/93 STUDENT DATA, NO INTR-DIST, 13 SCHOOLS

17:53 02/15/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
1 CRAGMONT	400	120	30.0%	0.78	36	30.0%
2 EMERSON	325	150	46.2%	0.83	54	36.0%
3 JEFFERSN	350	203	58.0%	0.76	93	45.8%
4 LE CONTE	400	267	66.8%	0.76	155	58.1%
5 OXFORD	300	83	27.7%	0.59	19	22.9%
6 ARTS	300	238	79.3%	1.02	103	43.3%
7 WSHNGTON	400	213	53.3%	1.00	144	67.6%
8 THSNDOAK	300	116	38.7%	0.74	27	23.3%
9 JOHNMUIR	300	82	27.3%	0.61	24	29.3%
10 LNGFELOW	575	457	79.5%	0.68	400	87.5%
11 MALCOLMX	775	558	72.0%	1.10	507	90.9%
12 COLUMBUS	550	354	64.4%	0.64	298	84.2%
13 FRANKLIN	675	401	59.4%	0.57	334	83.3%
52 UNASSIGE	4000	71	1.8%	3.13	28	39.4%
53 UNASSIGW	4000	126	3.2%	2.12	100	79.4%
TOTALS	13650	3439	25.2%	0.89	2322	67.5%
TOTAL STUDENTS	3439					
ASSIGNED	3439	100.0%				
UNASSIGNED	0	0.0%				

SCHOOL	KIND	1ST	2ND	3RD	4TH	5TH	TOTL
1 CRAGMONT	18	24	19	19	25	15	120
2 EMERSON	33	33	25	29	10	20	150
3 JEFFERSN	33	40	32	33	34	31	203
4 LE CONTE	49	45	51	58	35	29	267
5 OXFORD	19	14	13	13	12	12	83
6 ARTS	45	44	49	32	32	36	238
7 WSHNGTON	34	33	39	33	44	30	213
8 THSNDOAK	24	23	24	13	14	18	116
9 JOHNMUIR	13	15	16	10	16	12	82
10 LNGFELOW	78	87	64	74	76	78	457
11 MALCOLMX	94	87	100	88	111	78	558
12 COLUMBUS	68	59	57	52	55	63	354
13 FRANKLIN	73	81	47	67	78	55	401
52 UNASSIGE	12	14	12	13	15	5	71
53 UNASSIGW	30	20	28	14	24	10	126
TOTAL	623	619	576	548	581	492	3439

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
1 CRAGMONT	84	3	8	5	0	0	20	0	120
2 EMERSON	96	7	14	9	0	0	24	0	150
3 JEFFERSN	110	44	19	10	2	2	16	0	203
4 LE CONTE	112	74	21	24	0	0	36	0	267
5 OXFORD	64	1	11	3	0	0	4	0	83
6 ARTS	135	40	30	7	1	1	24	0	238
7 WSHNGTON	69	61	28	14	6	1	34	0	213
8 THSNDOAK	89	5	4	5	0	0	13	0	116
9 JOHNMUIR	58	2	6	1	0	0	15	0	82
10 LNGFELOW	57	298	23	45	2	1	31	0	457
11 MALCOLMX	51	385	32	41	0	3	46	0	558
12 COLUMBUS	56	170	14	85	1	0	28	0	354
13 FRANKLIN	67	182	30	86	0	4	32	0	401
52 UNASSIGE	43	4	9	4	0	0	11	0	71
53 UNASSIGW	26	51	5	31	0	2	11	0	126
TOTAL	1117	1327	254	370	12	14	345	0	3439

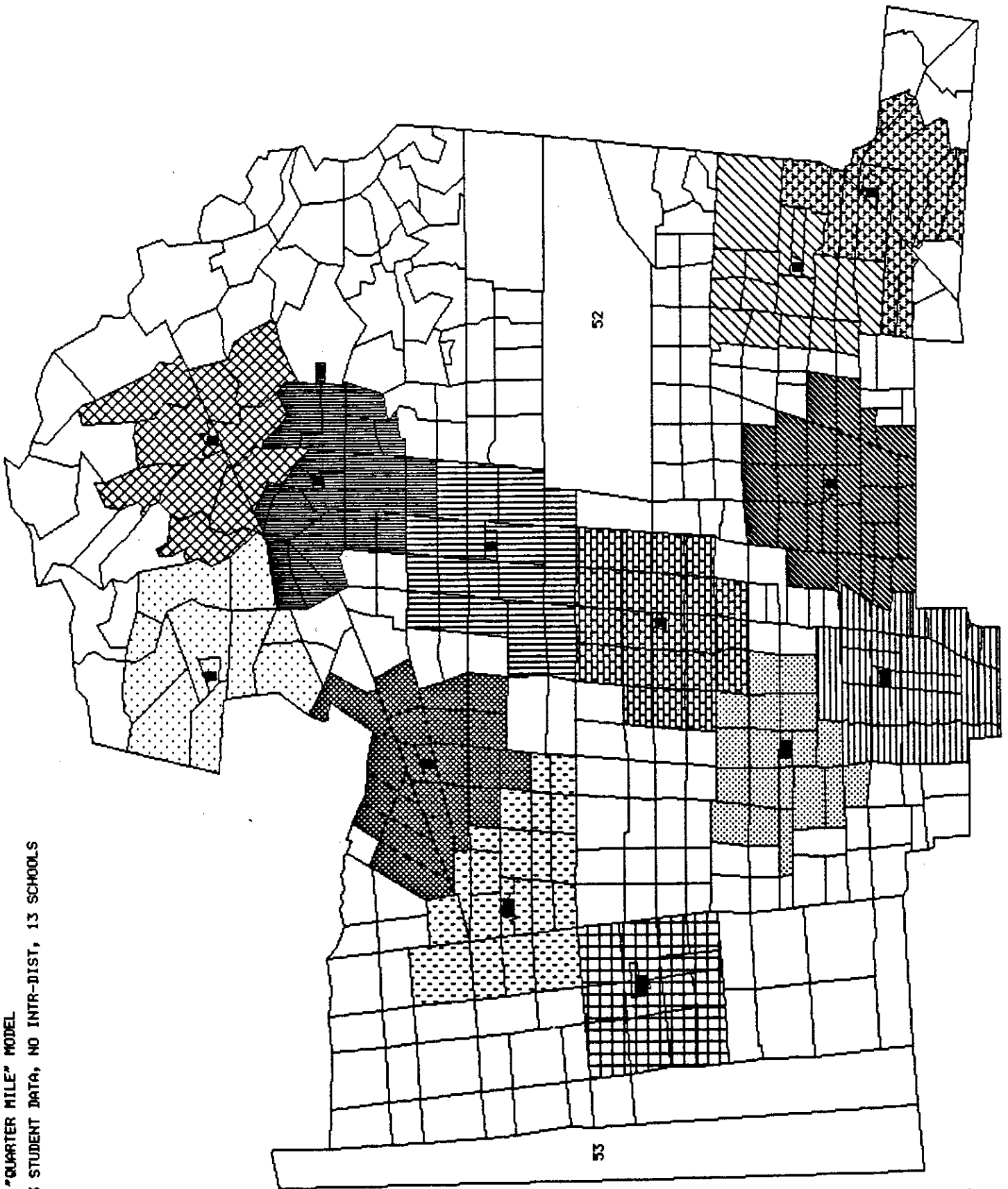
**K-5 "Quarter Mile" Model
2/93 Data, No Inter-district Transfers, 13 Schools**

Thirteen schools, including Malcolm X, Columbus, Longfellow, John Muir and Arts are included as K-5. Planning areas within one quarter mile are assigned to each school. The remaining planning areas are assigned to two fictitious schools, "Unassigne" and "Unassignw", for "unassigned east" and "unassigned west."

The capacity of the thirteen schools totals 5650 students. The K-5 student populations is 3439 students. *This indicates an average school utilization of 61%.* The following table indicates the number of students that would have to be added to each school to bring its utilization up to 61%. The additional students would have to be acquired by either a choice system or by zoned bussing.

	<u>Full Capacity</u>	<u>61% Capacity</u>	<u>Students within 1/4 mi</u>	<u>Additional Students needed</u>
Cragmont	400	244	66	178
Emerson	325	198	87	111
Jefferson	350	214	133	81
Le Conte	400	244	211	33
Oxford	300	183	68	115
Arts	300	183	148	35
Washington	400	244	147	97
Thousand Oaks	300	183	83	100
John Muir	300	183	58	125
Longfellow	575	351	290	61
Malcolm X	775	473	399	74
Columbus	550	336	226	110
Franklin	675	412	274	138

K-5 "QUARTER MILE" MODEL
1/93 STUDENT DATA, NO INTR-DIST, 13 SCHOOLS



K-5 "QUARTER MILE" MODEL
 1/93 STUDENT DATA, NO INTR-DIST, 13 SCHOOLS

17:43 02/15/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
1 CRAGMONT	400	66	16.5%	0.66	23	34.8%
2 EMERSON	325	87	26.8%	0.59	30	34.5%
3 JEFFERSN	350	133	38.0%	0.55	54	40.6%
4 LE CONTE	400	211	52.8%	0.57	123	58.3%
5 OXFORD	300	68	22.7%	0.55	16	23.5%
6 ARTS	300	148	49.3%	0.81	72	48.6%
7 WSHNGTON	400	147	36.8%	0.80	100	68.0%
8 THSNDOAK	300	83	27.7%	0.63	21	25.3%
9 JOHNUIR	300	58	19.3%	0.45	17	29.3%
10 LNGFELOW	575	290	50.4%	0.55	266	91.7%
11 MALCOLMX	775	399	51.5%	1.06	360	90.2%
12 COLUMBUS	550	226	41.1%	0.49	197	87.2%
13 FRANKLIN	675	274	40.6%	0.42	221	80.7%
52 UNASSIGE	4000	480	12.0%	2.88	194	40.4%
53 UNASSIGW	4000	769	19.2%	3.69	628	81.7%
TOTALS	13650	3439	25.2%	1.65	2322	67.5%
TOTAL STUDENTS	3439					
ASSIGNED	3439	100.0%				
UNASSIGNED	0	0.0%				

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
1 CRAGMONT	43	1	7	2	0	0	13	0	66
2 EMERSON	57	2	10	6	0	0	12	0	87
3 JEFFERSN	79	22	13	7	2	2	8	0	133
4 LE CONTE	88	60	15	16	0	0	32	0	211
5 OXFORD	52	1	11	1	0	0	3	0	68
6 ARTS	76	31	15	5	1	0	20	0	148
7 WSHNGTON	47	43	21	7	3	0	26	0	147
8 THSNDOAK	62	2	4	4	0	0	11	0	83
9 JOHNUIR	41	2	1	1	0	0	13	0	58
10 LNGFELOW	24	207	11	33	0	1	14	0	290
11 MALCOLMX	39	268	25	29	0	2	36	0	399
12 COLUMBUS	29	109	10	61	1	0	16	0	226
13 FRANKLIN	53	113	28	57	0	3	20	0	274
52 UNASSIGE	286	70	43	27	2	1	51	0	480
53 UNASSIGW	141	396	40	114	3	5	70	0	769
TOTAL	1117	1327	254	370	12	14	345	0	3439

SCHOOL	KIND	1ST	2ND	3RD	TOTL
1 CRAGMONT	10	16	11	13	50
2 EMERSON	13	19	15	20	67
3 JEFFERSN	26	29	21	20	96
4 LE CONTE	37	38	34	48	157
5 OXFORD	15	11	11	12	49
6 ARTS	29	23	32	23	107
7 WSHNGTON	22	25	28	28	103
8 THSNDOAK	18	13	20	10	61
9 JOHNUIR	11	11	12	7	41
10 LNGFELOW	49	55	35	48	187
11 MALCOLMX	75	56	67	64	262
12 COLUMBUS	43	38	38	30	149
13 FRANKLIN	52	56	37	42	187
52 UNASSIGE	89	95	87	64	335
53 UNASSIGW	134	134	128	119	515
TOTAL	623	619	576	548	2366

SCHOOL		PERCENT ENROLLED							
		WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK
CRAGMONT	ACTUAL	65.2%	1.5%	10.6%	3.0%	0.0%	0.0%	19.7%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	32.7%	-37.1%	3.2%	-7.8%	-0.3%	-0.4%	9.7%	0.0%
EMERSON	ACTUAL	65.5%	2.3%	11.5%	6.9%	0.0%	0.0%	13.8%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	33.0%	-36.3%	4.1%	-3.9%	-0.3%	-0.4%	3.8%	0.0%
JEFFERSN	ACTUAL	59.4%	16.5%	9.8%	5.3%	1.5%	1.5%	6.0%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	26.9%	-22.1%	2.4%	-5.5%	1.2%	1.1%	-4.0%	0.0%
LE CONTE	ACTUAL	41.7%	28.4%	7.1%	7.6%	0.0%	0.0%	15.2%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	9.2%	-10.2%	-0.3%	-3.2%	-0.3%	-0.4%	5.2%	0.0%
OXFORD	ACTUAL	76.5%	1.5%	16.2%	1.5%	0.0%	0.0%	4.4%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	44.0%	-37.1%	8.8%	-9.3%	-0.3%	-0.4%	-5.6%	0.0%
ARTS	ACTUAL	51.4%	20.9%	10.1%	3.4%	0.7%	0.0%	13.5%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	18.9%	-17.7%	2.7%	-7.4%	0.4%	-0.4%	3.5%	0.0%
WSHNGTON	ACTUAL	32.0%	29.3%	14.3%	4.8%	2.0%	0.0%	17.7%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-0.5%	-9.3%	6.9%	-6.0%	1.7%	-0.4%	7.7%	0.0%
THSNDOKA	ACTUAL	74.7%	2.4%	4.8%	4.8%	0.0%	0.0%	13.3%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	42.2%	-36.2%	-2.6%	-6.0%	-0.3%	-0.4%	3.3%	0.0%
JOHNMUIR	ACTUAL	70.7%	3.4%	1.7%	1.7%	0.0%	0.0%	22.4%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	38.2%	-35.2%	-5.7%	-9.1%	-0.3%	-0.4%	12.4%	0.0%
LNGFELOW	ACTUAL	8.3%	71.4%	3.8%	11.4%	0.0%	0.3%	4.8%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-24.2%	32.8%	-3.6%	0.6%	-0.3%	-0.1%	-5.2%	0.0%
MALCOLMX	ACTUAL	9.8%	67.2%	6.3%	7.3%	0.0%	0.5%	9.0%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-22.7%	28.6%	-1.1%	-3.5%	-0.3%	0.1%	-1.0%	0.0%
COLUMBUS	ACTUAL	12.8%	48.2%	4.4%	27.0%	0.4%	0.0%	7.1%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-19.7%	9.6%	-3.0%	16.2%	0.1%	-0.4%	-2.9%	0.0%
FRANKLIN	ACTUAL	19.3%	41.2%	10.2%	20.8%	0.0%	1.1%	7.3%	0.0%
	DESIRED	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%
	DIFFERENCE	-13.2%	2.6%	2.8%	10.0%	-0.3%	0.7%	-2.7%	0.0%
UNASSIGE	ACTUAL	59.6%	14.6%	9.0%	5.6%	0.4%	0.2%	10.6%	0.0%
	DESIRED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	DIFFERENCE	59.6%	14.6%	9.0%	5.6%	0.4%	0.2%	10.6%	0.0%
UNASSIGW	ACTUAL	18.3%	51.5%	5.2%	14.8%	0.4%	0.7%	9.1%	0.0%
	DESIRED	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	DIFFERENCE	18.3%	51.5%	5.2%	14.8%	0.4%	0.7%	9.1%	0.0%
TOTAL	ACTUAL	32.5%	38.6%	7.4%	10.8%	0.3%	0.4%	10.0%	0.0%

**K-5 MODEL* - SCHOOL ASSIGNMENT BY DISTANCE PREFERENCE,
SUBJECT TO DESEGREGATION QUOTAS (2-9-93)**

In this model, students are assigned to their nearest school, beginning with those students closest to the school and stopping at the radius at which the school is filled to its quota with one of the two controlled groups--black or white. The shaded area of the map shows the limits of the proximity preference.

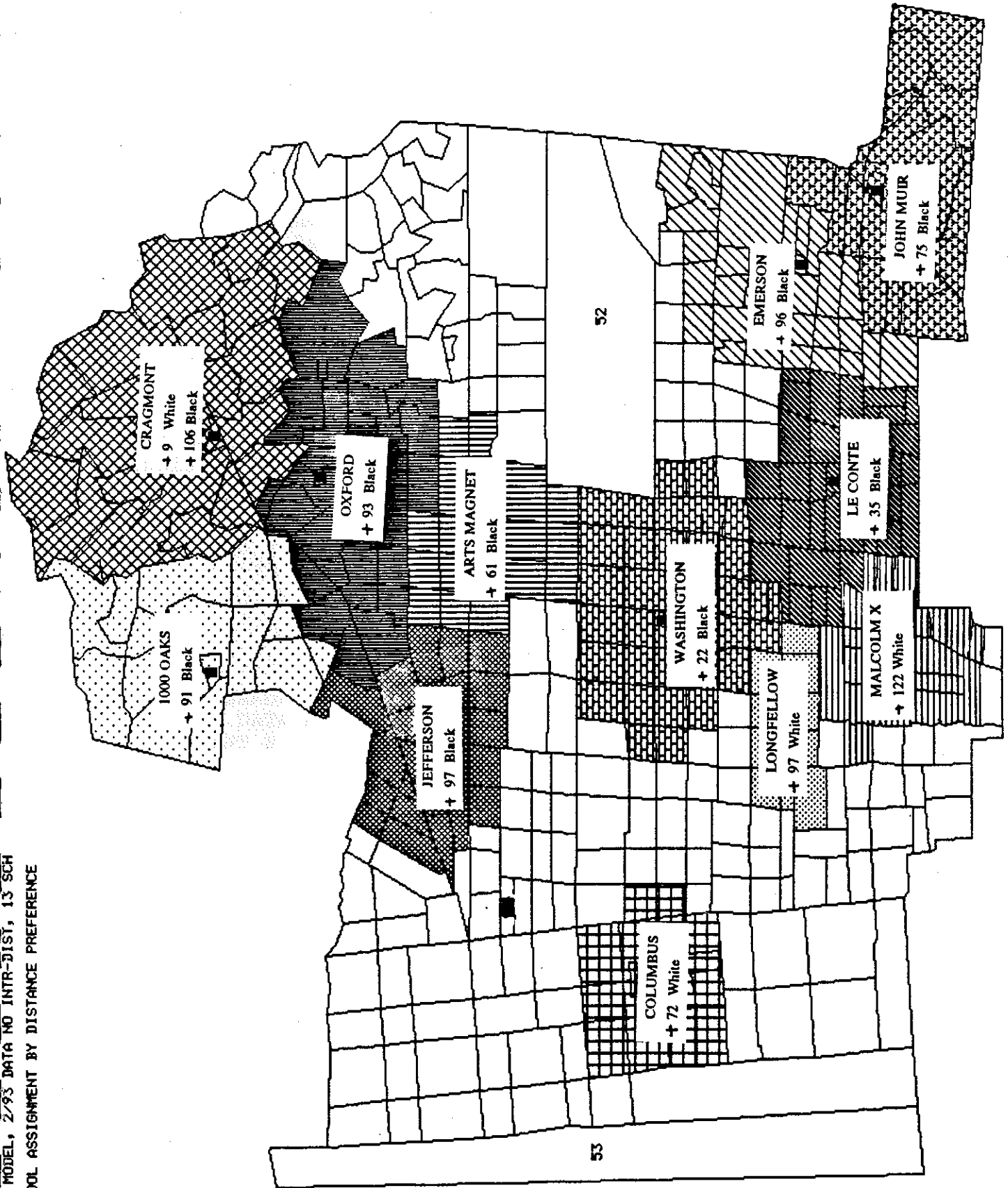
The number of students displayed at each school is the number of the other racial group--white or black--which must be transported into the school to achieve the desired racial balance with the number assigned based upon proximity.

This scenario is a simplification of what would actually occur if such a "zoned" system were to be implemented. For example, it assumes that everyone in the Berkeley Public Schools who was eligible for the proximity preference would elect that option.

The capacities assumed at each school in this model are 84 per cent of the current student population at each, not their full capacity (to leave space students of all other racial groups); the white and black racial percentages used are 32.6 per cent and 38.4 per cent, respectively.

*For purposes of demonstrating numbers of students needing to be transported to achieve racial balance in a "neighborhood" school model, all elementary schools in this model are configured as K-5; this includes the two magnet schools, Arts Magnet and John Muir, and the three 4-6 schools.

K-5 MODEL, 2/93 DATA NO INTR-DIST, 13 SCH
SCHOOL ASSIGNMENT BY DISTANCE PREFERENCE



The shaded areas represent the (K-5) "neighborhood" school; the number displayed is the number of students of that racial group who would need to be transported in to achieve the desired black/white racial balance at that school. [Only the two controlled groups--black and white--are displayed in this scenario. Cragmont School includes an additional number of white students transported in as there are an insufficient number of students

INTEGRATION ASSIGNMENTS SUMMARY EDUCATIONAL DATA SYSTEMS, INC
 K-5 MODEL, 2/93 DATA NO INTR-DIST, 13 SCH
 SCHOOL ASSIGNMENT BY DISTANCE PREFERENCE

Model 4b

18:05 02/09/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
1 CRAGMONT	291 (73%)	128	44.0%	0.83	42	32.8%
2 EMERSON	269	138	51.3%	0.83	54	39.1%
3 JEFFERSN	294	150	51.0%	0.59	56	37.3%
4 LE CONTE	280	222	79.3%	0.59	131	59.0%
5 OXFORD	280	116	41.4%	0.78	28	24.1%
6 ARTS	220	128	58.2%	0.76	55	43.0%
7 WSHNGTON	219	215	98.2%	1.04	143	66.5%
8 THSNDOAK	246	104	42.3%	0.68	27	26.0%
9 JOHNMUIR	202	94	46.5%	0.61	24	25.5%
10 LNGFELOW	341	167	49.0%	0.45	148	88.6%
11 MALCOLMX	492	294	59.8%	1.02	256	87.1%
12 COLUMBUS	316	250	79.1%	0.51	219	87.6%
13 FRANKLIN	750	0	0.0%	0.00	0	87.6%
52 UNASSIGE	1722	123	7.1%	2.48	55	44.7%
53 UNASSIGW	1722	1310	76.1%	2.63	1084	82.7%
TOTALS	7644	3439	45.0%	1.52	2322	67.5%
TOTAL STUDENTS	3439					
ASSIGNED	3439	100.0%				
UNASSIGNED	0	0.0%				

ASSIGNMENTS BY GRADE

EDUCATIONAL DATA SYSTEMS, INC

PAGE 1

K-5 MODEL, 2/93 DATA NO INTR-DIST, 13 SCH
 SCHOOL ASSIGNMENT BY DISTANCE PREFERENCE

17:00 02/09/93

22.6 38.9

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
1 CRAGMONT	86	6	8	8	0	0	20	0	128
2 EMERSON	84	7	14	9	0	0	24	0	138
3 JEFFERSN	94	16	21	7	2	3	7	0	150
4 LE CONTE	91	72	14	14	0	0	31	0	222
5 OXFORD	88	9	10	4	0	0	5	0	116
6 ARTS	73	23	13	5	1	0	13	0	128
7 WSHNGTON	72	62	26	14	6	1	34	0	215
8 THSNDOAK	77	3	6	5	0	0	13	0	104
9 JOHNMUIR	70	2	6	1	0	0	15	0	94
10 LNGFELOW	19	125	6	8	0	0	9	0	167
11 MALCOLMX	38	187	14	26	0	2	27	0	294
12 COLUMBUS	31	122	10	68	1	0	18	0	250
13 FRANKLIN	0	0	0	0	0	0	0	0	0
52 UNASSIGE	68	11	18	8	0	0	18	0	123
53 UNASSIGW	226	682	88	193	2	8	111	0	1310
TOTAL	1117	1327	254	370	12	14	345	0	3439

Concluding Community School Organization Planning

The Superintendent has asked for recommendations related to three elements of school organization district wide: (1) grade configuration, (2) size of school, and (3) desegregation methodology. The purpose of this request is to provide a foundation for an educationally successful building program for the Berkeley Unified School District (BUSD).

Small schools are educationally desirable for grades Pre K to 8. This model proposes the use of these grade configurations to fit the following schools:

School	Grades	Rooms	School	Grades	Rooms
Cragmont	K-5 (2)	12 (300)	Columbus	Pre K-8 (2)	20 (500)
Franklin	Pre K-8 (2)	20 (500)	Emerson	K-5 (2)	12 (300)
Hillside	Pre K 5 (2)	14 (350)	John Muir	Pre K-5 (2)	14 (350)
Jefferson	Pre K-5 (2)	14 (350)	Le Conte	Pre K-3 (4)	16 (450)
Oxford	K-5 (2)	12 (300)	Longfellow	Pre K-6 (2)	16 (400)
T O	Pre K-8 (2)	20 (500)	Malcolm X	4-8 (4)	20 (500)
Arts	Pre K-6 (2)	16 (400)	Washington	Pre K-5 (2)	14 (350)
King	6-8 (8,10,10)	28 (700)	Willard	6-8 (6,8,8,)	22 (550)

Berkeley High School: Grade 9-12 (2500)

Continuation School: Grade 8-12 (2) (200)

This is essentially a small school, elementary and middle grade configuration with some variations to accommodate school site requests, the Strategic Plan, and space considerations. Four sites are Pre K-5 (Hillside, Jefferson, John Muir, Washington), and two are Pre K-6 (Arts and Longfellow). Three sites are K-5 (Cragmont, Oxford, and Emerson). Three sites are Pre K-8 (Franklin, TO, and Columbus). One site is Pre K-3 (Le Conte), and one is 4-8 (Malcolm X). Two larger sites are 6-8 (King and Willard).

The district should provide a longer stay for students at each school than is presently offered. A longer stay is important to maximize learning and minimize confusion for both children and parents. Continuity and stability should promote knowledgeable and meaningful parent involvement.

The model indicates ten schools have four-year old preschool programs. The other three schools need help to find space for preschool programs nearby. The model also anticipates inclusion of Extended Day Programs (play and study) serving all students and Special Day classes at each school.

BUSD should change elementary school configuration to Pre K-5 and middle school configuration to 6-8 so that each student stays longer at a school.

A District organization that minimizes confusion and maximizes learning will give continuity and stability for student's early school years and increase knowledgeable, meaningful parent involvement.

We should ensure that schools are small at the elementary level (300-400 students maximum) in every sector of the city.

The District should not scatter communities even though they presently do not have a usable school building.

What constitutes a good school for one child or family may not be a good school for others. So, the District should describe each school to the public, encourage visitation of schools, and offer choice of school to every parent every year.

The District should not require (or excessively encourage) parents to make choices.

The District can anticipate that most parents would choose the school nearest their homes.

It is against the District's interests and costly to deny enrollment to students near a school because others further away would have their first choice chances reduced. It is not possible for the District to honor everyone's first choice.

This model proposes that the District will enroll most students into schools near to their homes. The District should enroll a student to the school parents choose if at all possible.

The District must follow desegregation policy in enrolling students. The District will have to transport some students to meet desegregation policy. Two large zones, one north and the other south of University Avenue, will reduce time and cost of transportation.

Agnes Farris; January 28, 1993

What constitutes a good school for one child or family may not be a good school for others. We cannot and should not make all the schools the same. Most important is that every school have a curriculum based primarily on all of the state frameworks and national standards. Berkeley's own programs and child and teacher interests enrich each school. The district should assure every student a fine, appropriate education.

A previous paper outlined a desegregation method that began with the district assigning students by neighborhoods and paired neighborhoods in two large zones separated geographically by University Avenue. Desegregation policy determined the sizes of the school's neighborhood and the paired neighborhoods. A desegregation controlled choice (open) option followed the assignment system to complete the methodology.

After much discussion it seems that the parents of Berkeley would prefer a system that begins with parental choice of school. Because everyone cannot have their first choice, some say this is no choice at all and dismisses the choice method as "unworkable" or "unfair". There is general agreement that information about each school (and opportunities for visitation) is key to any process

So, the district should make the effort and offer parents a desegregation controlled choice as a beginning to enrollment. This should start in January with every parent/guardian indicating on a district form where they would like their child to go to school the following school year (September). The district should respond in February and offer those not getting their first choice either a place on a waiting list or other alternatives. The school then enrolls these students.

In March, the district should assign students for whom no choice has been made. Parents should be free not to choose as well as to choose. The district should first assign each student, according to desegregation policy, to a school that fits the student educationally and emotionally that is close to the student's home. If this is not possible and the district must transport the student to another school, the other school should be close to the first one. Students should be transported along with others living near to their homes, thus setting up a neighborhood and paired neighborhood arrangement.

We are beginning a ten-year building program of community schools in transition. The district should not scatter students of communities that presently have no usable school building or are in a facility that will be undergoing repair. A temporary place for Cragmont, Hillside, Columbus, Washington, and maybe others should be offered each of these communities.

This grade configuration, small size of school, and choice enrollment process will create a desirable school organization.

Community Schools in Transition Addendum

It is important for BUSD to begin by changing the elementary school configuration so each student stays longer at a school. A District organization that minimizes confusion and maximizes learning will give continuity and stability for students early school years and increase knowledgeable, meaningful parent involvement. This model proposes two classes of each Pre K-5 grade at each elementary school. This Pre K program is for children four years old. The District might form some Pre K-8 schools to solve some present and maybe future problems.

The building program is an excellent opportunity to ensure that schools are small (300-400 students) in every sector of the city and that playground space is improved. Additionally, the District needs to provide space at each school for extended day care and, if possible, space for community services related to children and their families. The District should not shatter communities because there are sectors of the city that do not have or may not have a school building. The District will be in transition for some time.

The issue of choice of school by parents is important. Every school is different, even if the District resources are the same, because the people in any particular school are different, magnet school or not. What constitutes a good school for one child or family may not be a good school for others. So, the District should describe each school to the public and offer choice of school to every parent every year, but not require choice making.

The 1993-94 school year should see staffs somewhat changed to meet the new grade configuration. Parents might be able to make a school choice decision, but they would be deciding before the teachers or principal had worked together over any appreciable period of time. Any school description the first year would only reflect intention and planning, not reality. The District can anticipate that most parents would choose the school nearest their homes.

This model proposes that, for the first few years and after choices are honored, most students are assigned as close as possible to schools near to their homes. This might continue until new school buildings are ready and a school based, full choice system instituted. Any student should be able to transfer if openings develop. It is unfair (and costly) to deny enrollment of students near a school because others further away would have their first choice chances reduced. In any event, under integration policy, it is not possible to offer everyone their first choice.

District staff must follow integration policy while honoring choices and making assignments. Since Berkeley has yet to achieve racially integrated neighborhoods throughout the city, the District will have to transport students to meet integration policy. The District can reduce transportation times and costs if most students are at schools near their homes. There should be about one third fewer students transported under this model than are at present. Under any system the District should not transport students across University Avenue because of the time involved unless absolutely necessary.

This model recommends Pre K-5 grade configuration at schools of small size and a choice/neighborhood/paired neighborhood integrative policy.

Though District staff promised, they have failed to produce the On Pass modeling necessary for complete understanding of this proposal.

Agnes Farris 1/25/93

HOW MANY CLASSROOMS IN A SCHOOL? Worksheet on School Size

SCHOOL Site	POTENTIAL K-5 Students	ACTUAL BUSD	ACRES	CLASSES		Capacity Students
				Rooms	Use	
Cragmont	304	79	3.34	16	()	()
Columbus		234	3.20	20	()	()
Emerson		105	1.42	13	()	()
Franklin		257	4.46	30	()	()
Hillside	256	?	2.85	15	()	()
Jefferson		151	3.45	13	()	()
LeConte		216	3.24	17	()	()
Longfellow		270	3.74	26	()	()
Malcolm X		380	3.22	31	()	()
John Muir		63	3.29	11	()	()
Oxford	221	62	1.29	12	()	()
Thousand Oaks	497	77	4.44	14	()	()
Washington		171	2.58	16	()	()
Arts/Whittier		148	3.00	13	()	()
Unassigned		1231				
Totals		3444		247		

Potential K-5 Students are as computed from the 1990 Census as the 1993 student group minus 22% private school allowance. Northeast Berkeley only.

Actual BUSD Students are from 1992 K-5 On Pass program resident students within one quarter mile distance from the school site and residents unassigned.

Acres are that of 9/26/91 Draft Summary. The communities of both Cragmont and Hillside await feasibility studies of their sites. State guidelines for acreage are considerably larger than those available for our schools. Additional BUSD acreage associated with the following schools are:

- Columbus and the Sixth Street property (Berkeley Day Nursery/West Berkeley Health Center; acreage not recorded.)
- Franklin and the Franklin Parent Nursery (.96 acres)
- Longfellow and Longfellow Annex (.68 acres included in Longfellow)
- Washington and Washington Annex (.76 acres)
- (West Campus Adult has 5.77 acres. East Campus has 6.89 acres.)

The total Rooms are as of 9/26/91 excluding relocatables. This is not a measure of the self contained classes within the school. Use: Determine the number of rooms needed for self contained classrooms to reach the desired capacity that you compute as follows:

- a. How many grades (or age groups) in the school? ()
 - b. How many classes of each grade or group? ()
 - c. How many students in each class or group? ()
- Capacity of the school? With capacity as x, $x=(abc)$. ()

This could be viewed as the maximum or minimum capacity and can allow for growth or not depending upon what is agreed. Are there enough rooms in the school?

IMPORTANT: What do you envision as the role of the Principal? What will Principals do? What do you believe will be the quality of the school envisioned?

District School Organization An Educational Activity

Why Pre K?

Kindergarten failure is increasing and very painful. A good start is really necessary. Every student should be ready for Kindergarten.

Why not make a school transition between grades three and four?

The growth and development of children at these grade levels are such that many children find themselves suddenly learning those skills already mastered by their peers. When this continuity is broken up, a learning window becomes closed. This is a problem for a significant number of students. It is particularly hard on students of deprived backgrounds. It becomes hard on the entire system as these disrupted students move toward graduation or dropping out.

In 1968 when this grade configuration was adopted, K-5 was preferred. Only space requirements had to be met, and a code requirement no longer in effect prohibited the district from sending students to a further school when a closer school was available.

Why small schools for everyone?

There is a real hate of "factory" schools in the community. We have many children with many problems. School is very important to these children. It is important to us all as children learn the morals of how we treat one another and personal boundaries. Children and staff need to know each other. This increases safety and is a good preventive of educational starvation.

Why reduce the space available for classrooms at each school?

The most basic reason is to reduce care-taking and maintenance time and costs. We should avoid deterioration of school facilities.

Is small class size endangered in BUSD?

Yes, definitely. The provisions of the Berkeley School Enrichment Program regarding class size need to be redesigned so that the voters will support it as an effective measure.

Why neighborhood schools?

The neighborhoods can give the care and concern that the schools need. Parental participation is easier and more likely. Distance from the school lessens this effect.

Why Open (choice) Enrollment?

Coercion is debilitating. Effectively, we already have open enrollment for those "in the know." Let everyone know and have the option.

LIMITED LOCAL and PAIRED NEIGHBORHOOD COMMUNITY SCHOOL
OPEN ENROLLMENT MODEL

This model for the Berkeley Unified School District begins with a student career two transition grade configuration.

Elementary grades: Pre K-5 at fourteen (14) school sites.

Middle grades: 6-8 at two (2) or three (3) school sites.

Secondary grades: 9-12 at one (1) school site.

Other schools at 2 sites: Continuation Alternative (grade 8-12) and Adult.

Elementary school sites and the number of classrooms for classroom use:

Columbus (14)
Cragmont (12)
Emerson (12)
Franklin (14)
Hillside (12)
Jefferson (12)
John Muir (12)

LeConte (14)
Longfellow (14)
Malcom X (14)
Oxford (12)
Thousand Oaks (14)
Washington (12)
Whittier (14)

This is seven schools with twelve classrooms and seven schools at fourteen classrooms for a total of one hundred eighty-two (182) Pre K-5 classrooms. Every school could accommodate a minimum of 2 classrooms per grade. Loading the classrooms at twenty-five (25) students per classroom, the capacity for the district would be four thousand five hundred fifty (4550) students with an average school size of 325 students per school. (At the State maximum of 32/1 this is 5824 students and an average school size of 416 students.)

This model would accommodate (when the building program is complete) twenty-eight Pre K classrooms: a significant expansion of the Pre K program. Special Day classes and Extended Day programs may reduce Pre K programs at certain sites as these functions must be given space in every school. Each school should have a library, media, computer space along with cafeteria and auditorium spaces.

This first version does not consider magnet schools or changes and additions to the middle school sites that may or may not be necessary to accommodate three grades (6-8) instead of the present two. It retains at the secondary level the present site for the comprehensive high school, but enlarges and moves East Campus continuation school to the Oregon-Russell property. The Adult School would remain at West Campus in new, better used buildings.

The School Facilities Plan promised community schools in the neighborhoods. The School Organization plan should place neighborhoods in community schools. Placing the neighborhoods in the schools is complicated by the necessity of having the schools racially integrated. Presently a considerable number of students are transported throughout their entire elementary school

grades. Changing to an integrated Pre K-5 model continues the transportation of some students for the entire six years. The Pre K-5 neighborhood model will probably reduce the present numbers of transported students and their travel times. With this model, every student will have an automatic school assignment arranged through a familiar type of neighborhood and paired neighborhood district system.

This model proposes that every student or parent will have the right to an open enrollment option. That is, if the regular assignment is not satisfactory, a request for transfer will be honored as quickly as a new assignment can be made depending upon space availability. A waiting list or other alternatives can be offered as well. Every student and parent will be informed of the open enrollment option upon assignment each and every year and within the year, if appropriate. The district will provide information and visitation opportunities at each and every school for parents and students to facilitate informed choices.

While each school will have community services related to children and a standard curriculum based primarily on all of the State Frameworks and the National Standards (if ever developed), every school will be individual and unique by virtue of the people there. The curriculum will continue to be enriched by Berkeley's own programs characterized by child interest and teacher capabilities. Selection of school on an individual basis through the open enrollment option will help meet individual needs. It is appropriate to note here: pure choice systems most often result in the choice of the school near the student's home. As school staffs develop and interests manifest themselves, the differences between schools may become more marked and an open enrollment option could be changed easily to a more elaborate choice system. Until then, the district should avoid confusion and offer Pre K assignment for every student.

Assignment of students to small elementary schools throughout the district will be developed along the following lines:

- . All students will be identified as to distance of their home from the nearest elementary school, and their self identified racial ethnicity.
- . Two large student groups will be created: one group composed of white, Asian, and all other minorities, and the other group composed of black students. An integrated student body is achieved when the ratio of these two groups within each school and classroom resembles the ratio of the district as a whole by grade, plus or minus five percent.
- . Simultaneously from each school site, in an ever enlarging circle, students will be assigned depending upon their distance from the school until either the school is filled with an integrated student body, or the number of either group percentage is achieved.
- . Some schools are close enough geographically to each other (Cragmont to Oxford; Emerson to John Muir) so that it may be necessary to identify the place where enrollment becomes contiguous. In this event, a boundary would be established tangent to the circles and enrollment would be sought away from the place that the two coincide so that only one assignment is possible for a student.

. For schools remaining unfilled, the number and ethnicity of students required to fill the school will be determined. The location of unassigned students will also be determined. The unassigned students will be grouped geographically and the racial composition of the group will be determined. This will be defined as a geographical group.

. A matching of a school in need of students and geographical groups of students along with students requesting open enrollment transfers will be made. The assignments in total will create an integrated student body from the local and paired neighborhoods for each and every elementary school in the district.

. Each student in the geographical group will be assigned with students whose homes are close to theirs. Assignment will be honored for the student's stay in the district or until an open enrollment option is requested.

. The geographical group will be transported by the school district. Those using the open enrollment option will be transported by the district to any school within their home zone. Outside of the home zone they will be asked to use public transit or their own transportation.

. Reducing travel distances and times required to transport students are desirable and should be reviewed yearly. University Avenue and possibly Dwight Way may be considered as defining zones north and south within which school district transportation should be confined. This may result in some deviation from the integration formula. An evaluation of that situation should be made when more information is available.

. A majority of the regulations and policies concerning school assignment will remain unchanged but each regulation and policy must be reviewed for consistency with the new model, fairness, stability, and desirability.

This model description does not cover all possibilities. It will foster the integration of the entire city. It is in harmony with the district's strategic plan. It proposes a two transition, educationally sound grade configuration, the small school sizes desired throughout Berkeley, and a neighborhood and paired neighborhood integrative methodology for developing school boundaries. I hope that it will be helpful to the School Organization Task Force in achieving a timely recommendation for the Board of Education and Superintendent Steele.

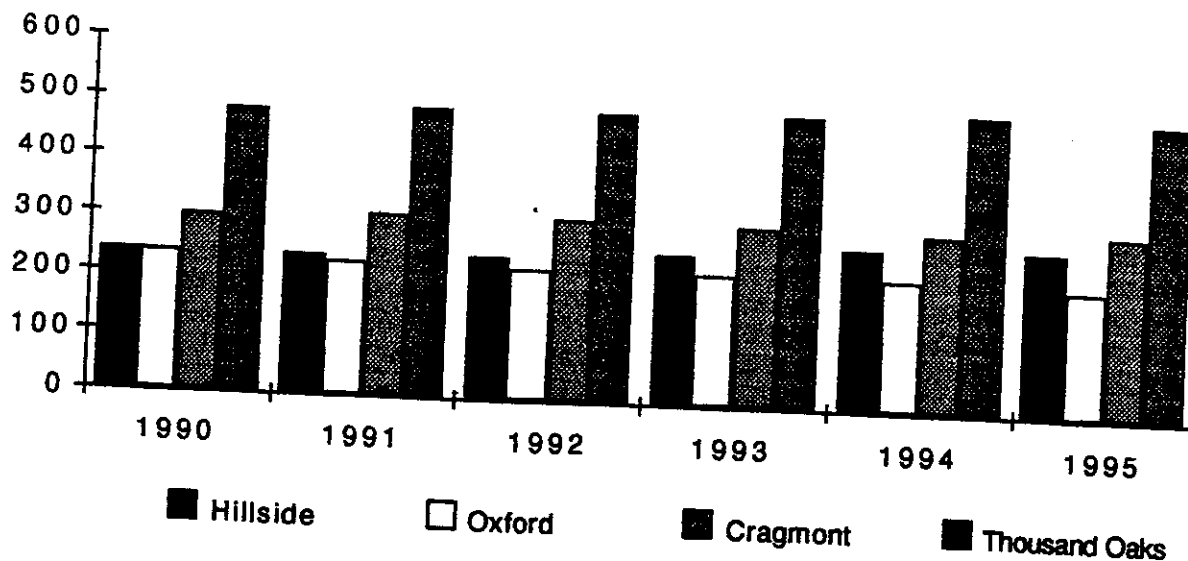
Agnes Eads Farris
1621 La Loma Avenue
Berkeley, CA 94709
(510) 845-8545

December 31, 1992

Northeast Berkeley Potential K-5 Students

The 1990 Census data shows that there is an increasing number of potential students in the northeast quadrant of Berkeley. In 1993 there will be a total of 1278 potential students.

Northeast Berkeley Potential K-5 Students from 1990 Census, Tracts 4211-4217 and 4225



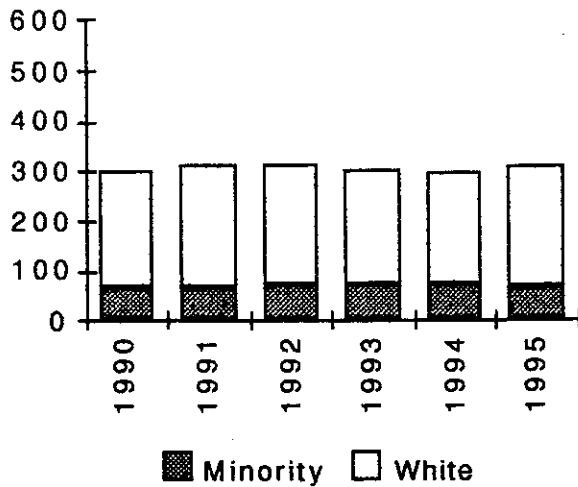
The data for this chart is as follows:

	1990	1991	1992	1993	1994	1995
Hillside	237	236	240	256	273	279
Oxford	237	228	222	221	221	215
Cragmont	302	311	311	304	298	307
Thousand Oaks	480	493	493	497	504	498
Total	1256	1267	1266	1278	1296	1299

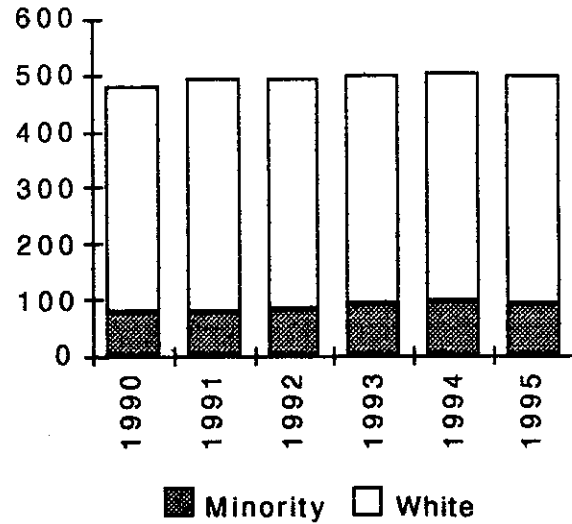
Allowing for a private school average of 22%, this gives a total for 1993 of 997 potential public school students enough to give 40 classes (at 25 students to the class). With students transported in for integration purposes, there are more than enough K-5 students in the northeast quadrant of Berkeley to support four K-5 public school sites.

Each of these schools has a significant percentage of potential K-5 students who are minorities. (Minorities in this study are defined as Blacks; American Indians, Eskimos and Aleuts; Asians and Pacific Islanders; Hispanics; and Other Races.) Minorities make up from 16% to 24% of the potential populations of these schools.

Cragmont Potential K-5 Students from 1990 Census, Tracts 4211 and 4215



Thousand Oaks Potential K-5 Students from 1990 Census, Tracts 4212 and 4213



The data for the Cragmont chart from Census Tracts 4211 and 4215 is as follows:

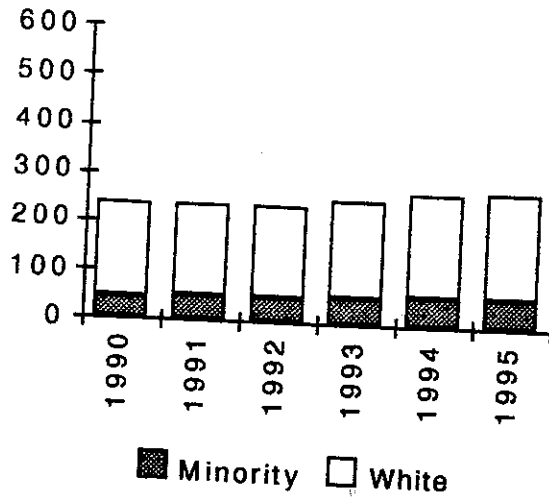
	1990	1991	1992	1993	1994	1995
White	234	242	241	233	227	243
Minority	68	69	70	70	71	64
Total	302	311	311	303	298	307
% Minority	23%	22%	23%	23%	24%	21%

The data for the Thousand Oaks chart from Census Tracts 4212 and 4213 is as follows:

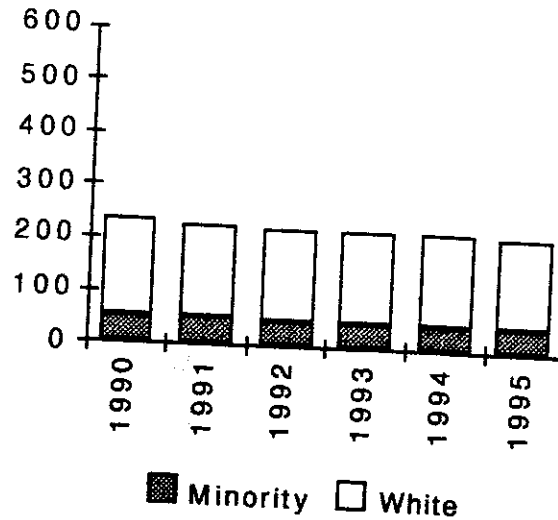
	1990	1991	1992	1993	1994	1995
White	404	416	410	408	408	407
Minority	76	77	82	89	96	91
Total	480	493	492	497	504	498
% Minority	16%	16%	17%	18%	19%	18%

Each of these schools has a significant percentage of potential K-5 students who are minorities. The Berkeley Unified School District can well use four school sites in the northeast quadrant of the city to serve a stable population of potential K-5 students.

**Hillside Potential K-5
Students from 1990
Census, Tracts 4216
and 4225**



**Oxford Potential K-5
Students from 1990
Census, Tracts 4214
and 4217**



The data for the Hillside chart from Census Tracts 4216 and 4225 is as follows:

	1990	1991	1992	1993	1994	1995
White	191	187	188	198	209	219
Minority	46	49	52	58	64	60
Total	237	236	240	256	273	279
% Minority	19%	21%	22%	23%	23%	22%

The data for the Oxford chart from Census Tracts 4214 and 4217 is as follows:

	1990	1991	1992	1993	1994	1995
White	184	178	174	175	176	169
Minority	54	50	48	46	45	46
Total	238	228	222	221	221	215
% Minority	23%	22%	22%	21%	20%	21%

January 5, 1993

TO: Members of the Superintendent's Ad Hoc Task Force on
School Organization
FROM: Burt Levy
RE: Proposal for the mechanics of integration (how school
enrollment/registration would work each year to produce
a satisfactory level of integration).

OVERVIEW (detailed explanation later):

There would be three phases to the enrollment process each year:

Phase I: Each spring the District designates for each school its maximum capacity by grade, the integration plan goals for each school, and the majority ethnic group in the immediate neighborhood of the school.

Phase II: Later each spring, the school pre-registers certain students as detailed below. Although pre-registration could actually continue until school opens in the fall, there would be some cut-off date as of which the existing pre-registration information would be used as the basis for designing the transportation plan for the following year.

Phase III: In the fall, after school opens, registration is completed.

PHASE I DETAIL:

Each spring the District designates for each school its maximum capacity by grade, the integration plan goals for each school, and the majority ethnic group in the immediate neighborhood of the school.

This information gives each school its "marching orders" for the enrollment process. The school cannot enroll more students in any grade than the District has specified as the maximum.

The integration plan goals will be stated in terms of the desired percentage of certain specified ethnic or racial groups. The goal statement could be as simple as 40% black, 40% white, 20% other. There would also be a statement of the permissible range of variation (for example, the current "plus or minus five percent.").

The purpose of designating the majority ethnic group in the immediate neighborhood of the school is not vital to the functioning of the plan, but merely informs the school of what to expect during the neighborhood preference phase of the enrollment process (see below).

PHASE II DETAIL:

PRE-REGISTRATION PREFERENCES: There would be certain mandatory preferential pre-registrations without regard to integration goals. These preferences would include at least the following:

1. A grandfather/grandmother preference - i.e. any current student could pre-register for the following year;
2. A sibling preference - i.e. if a student pre-registers on any basis, any siblings of that student may pre-register;
3. A program preference involving funding compliance requirements - e.g. bilingual, bicultural, comp ed, LEP, special ed, and any other mandated program or service that must be delivered to students and is not delivered at every school. This means that any student eligible for any of these special services could pre-register at any school in the District that offered that special service.

The assumption behind allowing these preferential pre-registrations without regard to integration goals is that the grandfather/grandmother preference will account for most of these enrollments, and that this group will already meet at least the prior year's integration goals (assuming no racial or ethnic differences in the use of this preference). Even in the first year of this plan's operation, the integration result should be no worse than the current status quo. Finally, because this is the first step of the pre-registration process, any integration imbalances can be partially or totally corrected in the later steps of the process.

When pre-registration begins, there would be some period of time, perhaps a week, during which only mandatory preferential pre-registrations would be accepted. At the end of that period, the school asks itself whether it has more capacity, and how that capacity relates to the integration goals. If there is no more capacity, the process ends. If there is still excess capacity, the process continues guided by the integration goals.

The next registration preference would be a "neighborhood" preference starting with the block that the school occupied, and moving outward in concentric rectangles. For example, on Monday, kids who live on the same block as the school (and hence would have to cross no streets to walk to school) could pre-register. On Tuesday, kids who would have to cross one street can pre-register. On Wednesday, two streets - and so on. This process would stop as soon as the school reached 50% of the maximum integration goal capacity for any one ethnic group (limited to black, white, and other). (The other 50% of that ethnic group would hopefully come from outside the neighborhood to promote socio-economic integration, or would represent a reserve for last minute fall registration of newcomers to the district who might have some mandatory preference.)

Burt Levy

The District-designated neighborhood majority ethnic group for each school would guide the school as to expectations during the neighborhood pre-registration (assuming that most parents would choose a neighborhood school, everything else being equal). Students from ethnic groups other than the District-designated majority for a particular school could pre-register from anywhere in the District.

(The concentric rectangles model could be modified to not cross major streets, and/or to only go in one or two directions from the school if that school were located on the periphery of the district. The basic idea would be to allow consumers to have a neighborhood school to the extent that concept was consistent with the requirements of the integration plan.)

NOTE THAT THERE ARE NO "BOUNDARIES" AND NO "PAIRED SCHOOLS" IN THIS MODEL. THE NEIGHBORHOOD PREFERENCE IS JUST A PREFERENCE. NO ONE FROM THE NEIGHBORHOOD WOULD BE REQUIRED TO ATTEND THE NEIGHBORHOOD SCHOOL UNLESS THERE WERE NO ROOM IN ANY OTHER SCHOOL.

If a school still had excess capacity after the neighborhood preference had been exhausted, pre-registration would be by District-wide open enrollment guided by the integration goals. Special programs/themes/magnets/wrinkles/gimmicks/spins would be encouraged to entice students to travel to schools outside their own neighborhoods. This would suggest that special programs related to language or culture be located at schools outside the neighborhoods where those programs might otherwise match the ethnic composition of the neighborhood.

Although pre-registration could continue until school opened in the fall (remembering that some reserve capacity would be retained for last-minute fall enrollment of students with mandatory preferences), a "snapshot" of pre-registration data would be taken at some point in the spring and used as the basis for the fall transportation plan. The transportation plan is not further addressed by this integration plan proposal. It is merely assumed that some transportation plan could be developed by working backward from existing resources and would fit any possible enrollment pattern, even if it was a bad fit.

Each school could maintain a waiting list on a first-come first-served basis to use during the Phase III fall registration period.

PHASE III DETAIL:

After school opens in the fall, each school reassesses its capacity for the inevitable "no shows," and then fills itself up using the same order (mandatory preferences, neighborhood preference, open enrollment) using the integration guidelines and its waiting lists.

Burt Levy

BERKELEY BISECTED DIAGONALLY
(Janet Huseby Proposal)

Proposed is a bisection of Berkeley's student population by a straight line running from southwest to northeast. White and black student populations were to be equally split. Students would have choice throughout the district.

School configuration differs in the two halves. In spite of differing configurations, however, each half provides capacity for a consistent student population through all K-8 grade levels. In the northwest the grade configuration leans toward K-5. The southeast contains a portion of the current K-3, 4-6 arrangement. There is one magnet school in each half. The table below lists the schools assigned to each half. The number of classrooms shown for each school approximates the number the respective site committees have requested. Student capacities are calculated by multiplying classroom totals by 25 students per classroom.

With the aid of ONPASS, Ms. Huseby's diagonal was located. The results of the computer modelling of the diagonal follow.

<u>Classrooms</u>		Northwest Half										Total	Curnt
	K	1	2	3	4	5	6	7	8				
Cragmont	K-5	2	2	2	2	2	2					12	12
Jefferson	K-4	2.5	2.5	2.5	2.5	2.5						12.5	13
TO	K-5	2.5	2.5	2.5	2.5	2.5						15	11
Arts	K-6	2	2	2	2	2	2					14	10
Franklin	K-4	2	2	2	2	2						10	--
Franklin	5-8						2	2	2			8	--
Columbus	K-5	2	2	2	2	2						12	14
Oxford	K-4	2.5	2.5	2.5	2.5	2.5						12.5	12
King	6-8							8	8	8		24	27
Total, result		15.5	15.5	15.5	15.5	15.5	10.5	12	10	10			
Total, needed		12	13	11	10	11	10	9	12	10			
Students		319	328	276	264	298	263	243	311	265	2555		

<u>Classrooms</u>		Southeast Half										Total	Curnt
	K	1	2	3	4	5	6	7	8				
Emerson	K-3	3	3	3	3							12	12
Le Conte	K-3	3	3	3	3							12	13
Longflow	K-6	2	2	2	2	2	2					14	15
Washington	K-3	3	3	3	3							12	10
John Muir	K-6	2	2	2	2	2	2					14	9
Malcolm X	4-6					6	6	7				19	20
Williard	7-8								12	12		24	20
Total, result		13	13	13	13	10	10	11	12	12			
Total, needed		12	11	12	11	11	9	10	10	11			
Students		304	291	300	284	283	229	256	250	295	2495		

Shows K-5 BUSD student population as of 10-93, excluding inter-district transfers. Revised: February 13, 1993 Prepared by: B. Wicinas

BERKELEY BISECTED DIAGONALLY
K-5 1/93 STUDENT DATA, NO INTR-DIST

18:15 02/15/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
52 UNASSIGE	4000	1691	42.3%	2.90	1127	66.6%
53 UNASSIGW	4000	1748	43.7%	2.46	1195	68.4%
TOTALS	8000	3439	43.0%	2.67	2322	67.5%
TOTAL STUDENTS	3439					
ASSIGNED	3439	100.0%				
UNASSIGNED	0	0.0%				

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
52 UNASSIGE	564	672	127	124	4	4	196	0	1691
53 UNASSIGW	553	655	127	246	8	10	149	0	1748
TOTAL	1117	1327	254	370	12	14	345	0	3439

SCHOOL	KIND	1ST	2ND	3RD	4TH	5TH	TOTL
52 UNASSIGE	304	291	300	284	283	229	1691
53 UNASSIGW	319	328	276	264	298	263	1748
TOTAL	623	619	576	548	581	492	3439

6-8 SCHOOL POPULATION BISECTED BY A DIAGONAL
1/93 STUDENT DATA, NO INTR-DIST

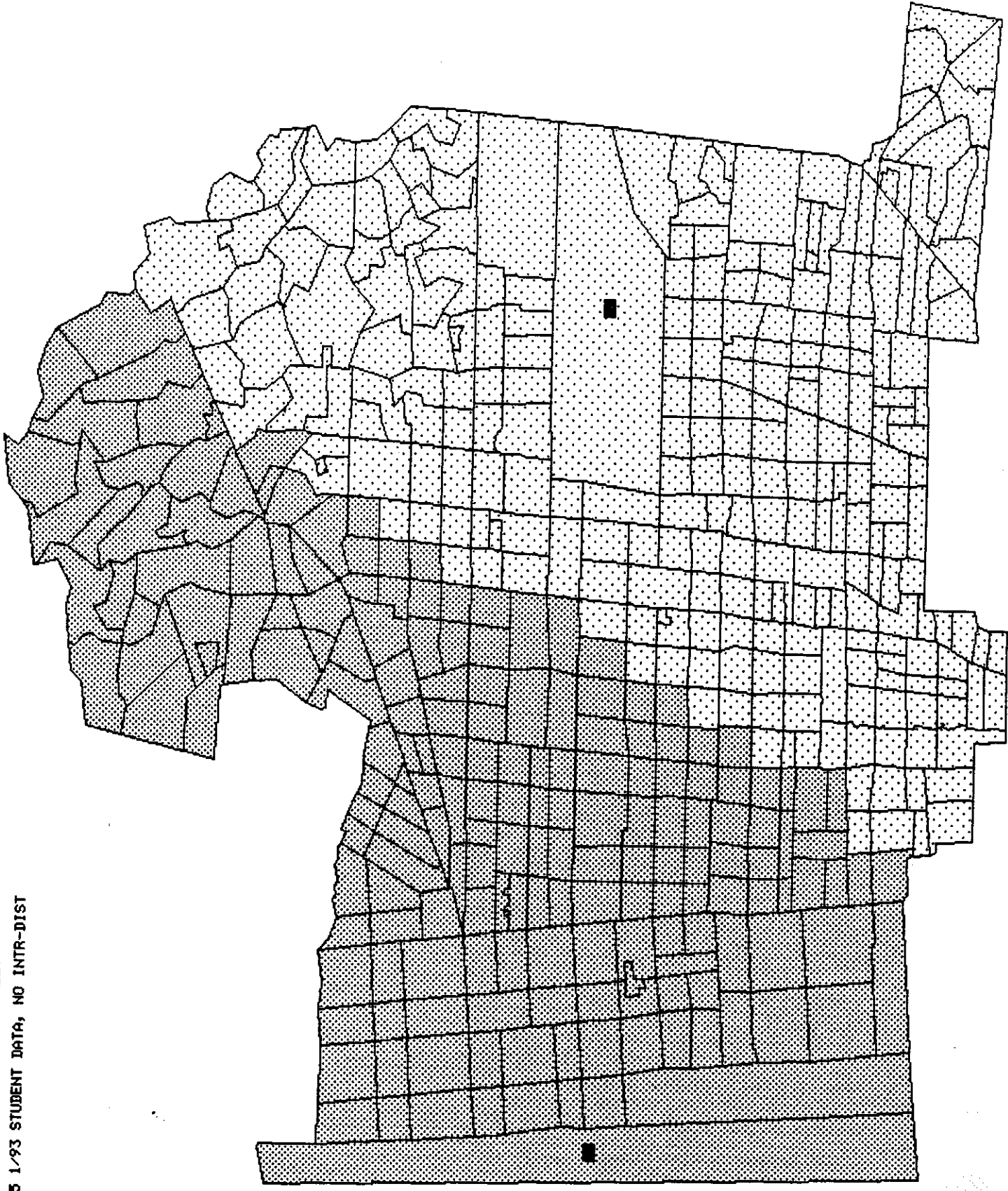
20:36 02/15/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
25 KING	1050	819	78.0%	2.10	544	66.4%
26 WILLARD	850	801	94.2%	2.59	551	68.8%
TOTALS	1900	1620	85.3%	2.35	1095	67.6%
TOTAL STUDENTS	1620					
ASSIGNED	1620	100.0%				
UNASSIGNED	0	0.0%				

SCHOOL	WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK	TOTL
25 KING	275	283	80	118	1	7	55	0	819
26 WILLARD	250	334	72	75	0	3	67	0	801
TOTAL	525	617	152	193	1	10	122	0	1620

SCHOOL	6TH	7TH	8TH	TOTL
25 KING	243	311	265	819
26 WILLARD	256	250	295	801
TOTAL	499	561	560	1620

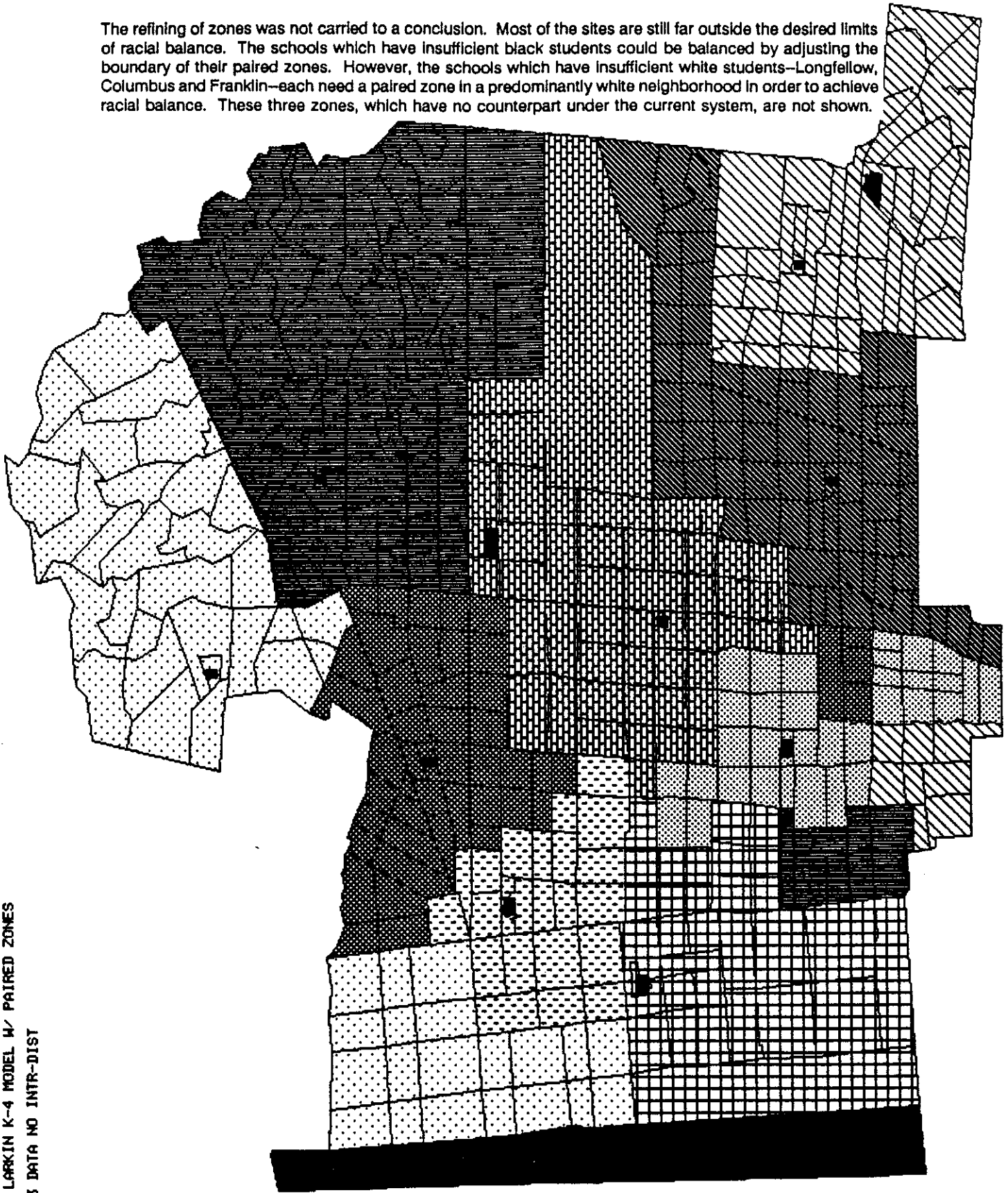
BERKELEY BISECTED DIAGONALLY
K-5 1/93 STUDENT DATA, NO INTR-DIST



The Larkin Model displays 14 schools: Eight K-4, two magnets (K-5 and K-6), one K-8, and three 5-8). Franklin is included as a K-4/5-8. Cragmont is not included.

Larkin attached no student assignment proposal to his K-4 grade configuration model. It could be paired with a choice or a zone method of student assignment. In the following ONPASS model, the K-4 configuration is implemented with paired zones similar to those of the BUSD current system; (the two magnet schools are not shown as they are not assigned to zones.)

The refining of zones was not carried to a conclusion. Most of the sites are still far outside the desired limits of racial balance. The schools which have insufficient black students could be balanced by adjusting the boundary of their paired zones. However, the schools which have insufficient white students—Longfellow, Columbus and Franklin—each need a paired zone in a predominantly white neighborhood in order to achieve racial balance. These three zones, which have no counterpart under the current system, are not shown.



DON LARKIN K-4 MODEL W/ PAIRED ZONES
1/93 DATA NO INTR-DIST

DON LARKIN'S K-4, 5-8 MODEL

	K	1	2	3	4	5	6	7	8	Total, Proposed	Total at Present
Emerson K-4	2.5	2.5	2.5	2.5	2.5					12.5	12
Jefferson K-4	2.5	2.5	2.5	2.5	2.5					12.5	13
Le Conte K-3	2.5	2.5	2.5	2.5	2.5					12.5	12
Oxford K-4	2.5	2.5	2.5	2.5	2.5					12.5	12
T O K-4	2.5	2.5	2.5	2.5	2.5					12.5	11
Washington K-4	2.5	2.5	2.5	2.5	2.5					12.5	10
Columbus K-4	2.5	2.5	2.5	2.5	2.5					12.5	14
Longfellow K-4	2.5	2.5	2.5	2.5	2.5					12.5	15
Arts K-6	2	2	2	2	2	2				14	10
John Muir K-5	2	2	2	2	2					12	9
Frank/Crag K-8	2	2	2	2	2	2	2			18	--
Malcolm X 5-8					5	5	5	5	2	20	20
King 5-8					6	6	6	6	6	24	27
Willard 5-8					6	6	6	6	6	24	20
Total, Proposed	26	26	26	26	26	23	21	19	19		
Total at Present	24	26	25	21	22	19	20	21	21		
Difference	+2	--	+1	+5	+4	+4	+1	-2	-2		

The chart above differs slightly from the configuration Don Larkin's presented. Washington is listed as a K-4 though Don had originally labelled it a 5-8. In his oral presentation he yielded to an objection from the Washington representative. Though Don listed King as a K-8 it is shown here as 5-8.

revised: February 13, 1993

prepared by: B. Wicinas

DON LARKIN K-4 MODEL W/ PAIRED ZONES
1/93 DATA NO INTR-DIST

20:08 02/15/93

SCHOOL	CAPACITY	STUDENTS	% UTIL	AV DISTANCE	MINORITY	% MIN
2 EMERSON	325	322	99.1%	1.97	209	64.9%
3 JEFFERSN	350	316	90.3%	1.14	152	48.1%
4 LE CONTE	400	365	91.3%	1.00	227	62.2%
5 OXFORD	300	319	106.3%	2.23	169	53.0%
7 WSHNGTON	400	313	78.3%	1.06	199	63.6%
8 THSNDOAK	300	288	96.0%	1.80	151	52.4%
10 LNGFELOW	575	433	75.3%	1.17	382	88.2%
12 COLUMBUS	550	258	46.9%	0.81	210	81.4%
13 FRANKLIN	400	333	83.3%	0.57	277	83.2%
TOTALS	3600	2947	81.9%	1.31	1976	67.1%
TOTAL STUDENTS	2947					
ASSIGNED	2947	100.0%				
UNASSIGNED	0	0.0%				

DON LARKIN K-4 MODEL W/ PAIRED ZONES
1/93 DATA NO INTR-DIST

20:08 02/15/93

SCHOOL		PERCENT ENROLLED							
		WHI	BLA	ASN	HSP	NAT	FLP	MLT	UNK
EMERSON	ACTUAL	35.1%	39.4%	8.7%	4.7%	0.0%	0.3%	11.8%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	2.5%	1.0%	0.9%	-6.1%	-0.1%	-0.2%	2.0%	-0.1%
JEFFERSN	ACTUAL	51.9%	27.5%	7.6%	7.3%	0.0%	2.2%	3.5%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	19.3%	-10.9%	-0.2%	-3.5%	-0.1%	1.7%	-6.3%	-0.1%
LE CONTE	ACTUAL	37.8%	35.1%	7.1%	7.4%	0.3%	0.0%	12.3%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	5.2%	-3.3%	-0.7%	-3.4%	0.2%	-0.5%	2.5%	-0.1%
OXFORD	ACTUAL	47.0%	28.2%	9.4%	4.7%	0.3%	0.0%	10.3%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	14.4%	-10.2%	1.6%	-6.1%	0.2%	-0.5%	0.5%	-0.1%
WSHNGTON	ACTUAL	36.4%	27.2%	11.8%	6.4%	1.3%	0.3%	16.6%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	3.8%	-11.2%	4.0%	-4.4%	1.2%	-0.2%	6.8%	-0.1%
THSNDOAK	ACTUAL	47.6%	24.3%	3.8%	11.1%	0.0%	0.0%	13.2%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	15.0%	-14.1%	-4.0%	0.3%	-0.1%	-0.5%	3.4%	-0.1%
LNGFELOW	ACTUAL	11.8%	67.2%	4.4%	8.5%	0.5%	0.2%	7.4%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	-20.8%	28.8%	-3.4%	-2.3%	0.4%	-0.3%	-2.4%	-0.1%
COLUMBUS	ACTUAL	18.6%	44.6%	3.1%	26.7%	0.4%	0.0%	6.6%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	-14.0%	6.2%	-4.7%	15.9%	0.3%	-0.5%	-3.2%	-0.1%
FRANKLIN	ACTUAL	16.8%	40.5%	6.6%	24.6%	0.0%	0.9%	10.5%	0.0%
	DESIRED	32.6%	38.4%	7.8%	10.8%	0.1%	0.5%	9.8%	0.1%
	DIFFERENCE	-15.8%	2.1%	-1.2%	13.8%	-0.1%	0.4%	0.7%	-0.1%
TOTAL	ACTUAL	32.9%	38.3%	7.0%	10.9%	0.3%	0.4%	10.2%	0.0%

BERKELEY UNIFIED SCHOOL DISTRICT

REQUEST FOR ONPASS MODELING

Description of configuration:

Elementary: Grades K - 4
Middle: Grades 5 - 8
Secondary: Grades 9 - 12
Other: Grades K - 8 Will this category have
a special function? Please explain NO special function

Number of Schools at level:

Elementary 7 Middle 3 Secondary 1
Other 2

Schools you wish designated at each level:

Elementary: T.O. (prek - 4)
Columbus (prek-4)
Oxford (K-4)
Longfellow (prek-4) LeConte (K-4)
Jefferson (K-4) Emerson (K-3/4?)

Middle: Willard (5-8) Franklin/Cragmont (5-8) or (K-8)
Washington (5-8) at the Franklin site

Secondary: BHS (9-12)

Other: King (K-8) Franklin Preschool (prek)
Malcolm X (K-8) or (5-8)

(Note: Keep the current configuration for the model schools, or
adapt them to the proposed configuration.)

Number of Classrooms per grade level: minimum 2

Class Size (averages): 25

Other room use in school (e.g., Special Day Classes, Flex space
for music, psychologists, art, science, etc.): (use other side)
Yes, at least 3 rooms per K-4; more at 5-8

BERKELEY UNIFIED SCHOOL DISTRICT
REQUEST FOR ONPASS MODELING

What are the goals you wish to see achieved in this modeling session?

- Maintain racial balance
- Mix kids and parents from all parts of the city
- Reduce the number of transitions
- Create better middle schools — longer commitment to the school, less isolation of junior-high aged kids, smaller school size (at least one more middle school), carry over viable bilingual programs (at least two grades) into middle school.

Adjustment: Between Franklin and Malcolm X, at least one should be K-8. T.O. is a large site and could be K-8 or 5-8. Washington seems a good candidate for 5-8 because of its proximity to BHS and the possibility of shared facilities/programs. But if the Washington community doesn't want it, another 5-8 site would need to be chosen. The idea is to (a) have more 7th and 8th grade sites, (b) have at least two K-8 schools at large sites, (c) keep lower grades spread out in areas where the kids live.

Donald K. Larkin
Signature line

(510) 548-2360
Telephone number

Organization or Committee

1/4/93
Date

Note: This plan could be modified from a K-4/5-8 configuration to K-5/6-8, but I think the longer middle school should be explored.