

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: December 15, 1993
TO: Board of Education
FROM: LaVoneia C. Steele, Ed.D.
Superintendent of Schools
SUBJECT: Approval of Recommendation Regarding School
Organization and School Building Decision

RECOMMENDATION:

That the Board of Education approve the K-5, Three-Zone Plan for grade configuration and school assignment method. Further, that staff return in March with an implementation plan outlining the phased construction and transition plan, recommendations regarding 6-8 middle schools, and an update on financial considerations.

SUMMARY AND DISCUSSION:

This recommendation is based on the (1) work of two task forces; (2) studies by educators and researchers; and, (3) extensive community outreach that included nearly sixty neighborhood meetings, three city-wide workshops, Board roundtable discussions, meetings with principals, teachers, staff, and parents at each school site.

This plan would:

- Foster greater parental involvement in schools;
- Create uniform grade structure throughout the District which fosters better collaboration among teachers, principals, and schools;
- Create middle school; consistent with educational research and trends in California education;
- Achieve integration at plus-or-minus five percent;
- Limit the number of transitions for students;
- Place two schools for younger children in south and west Berkeley;
- Reflect the desires of many parents, teachers, principals, and other educators.

The Plan would be phased in beginning in September, 1995.

FINANCIAL IMPLICATION:

No additional funding is required in FY 1994. An estimated \$150,000 to \$200,000 for the operation of the Parent Information Center will be recommended for the FY 1995 budget.

LCS:q

Advantages of the K-5, Three Zones Plan

- Achieves integration at plus or minus five percent.
- Allows a longer stay at elementary school which promotes greater parental involvement in the schools and better likelihood of student achievement.
- Reflects the desires of many site committees, Berkeley teachers, principals, educators, and the Superintendent's task force.
- Eliminates the current transition between third and fourth grade that educators feel is educationally and developmentally detrimental for children.
- Eliminates two-year junior high schools and creates three-year middle schools, which are consistent with state models.
- Enables schools to develop "themes" and/or establish particular educational methodologies while still retaining consistent core curriculum.
- Gives parents the opportunity to select their child's school from several in their residential zone.
- Creates uniform grade structure throughout the District, fostering better collaboration among teachers, principals, and schools.
- Reduces time students spend on buses.
- Is more consistent with new state laws.
- Places two schools (Columbus and Malcolm X) for younger children in south and west Berkeley.

K-5 Schools within Zones

Schools have been assigned to the following zones, although changes may occur as implementation plans are developed over the next two months. Under the plan, King Junior High would become a middle school (grades 6-8) for the North zone, Willard would become a middle school for the South zone, and a third school, possibly Longfellow, East Campus, or West Campus, would be rehabilitated to serve as a middle school for the Central zone. Implementation will be gradual, and no changes will occur before September 1995.

NORTH ZONE (K-5)	CENTRAL ZONE (K-5)	SOUTH ZONE (K-5)
Columbus	Oxford	LeConte
Cragmont	Washington	Emerson
Jefferson	Whittier	John Muir
Thousand Oaks		Malcolm X

QUESTIONS AND ANSWERS ABOUT THE PROPOSED K-5, 3-ZONE SCHOOL
PLAN
12/15/93

This document provides answers to questions raised by Board members regarding Superintendent Steele's recommendation for a K-5, Three Zone plan for the Berkeley schools. They are grouped in three general categories: the zones and student assignment system, costs, programs, and parent outreach.

►WHAT IS THE EDUCATIONAL RATIONALE FOR THIS RECOMMENDATION?

We believe a K-5/6-8 configuration will help students academically and socially for the following reasons:

The longer a child stays at one school, the easier it is to foster parental involvement, an extremely important element in student achievement and school success. For parents with two or more children, K-5 allows parents to devote more time to one school rather than splintering their energies between two or more schools. Given the current social and societal situation, schools are becoming the bulwark of stability for children from some low income and single parent families. Often schools are the key support for parents. This kind of support and trust takes time to build.

Our principals believe the current break between third and fourth grades is developmentally detrimental for children. They also believe that it will be possible -- and beneficial -- to develop positive relationships between older students (fourth and fifth graders) and younger ones at schools catering to five to 11-year olds.

Research indicates that two-year junior high schools are not as effective as three-year middle schools. A large body of research, which is capsulized in the State document: "Caught in the Middle" illustrates this point. Many of the schools in California are moving to three (or even four) year middle schools as a result of these findings.

This configuration allows a better sequencing and articulation of curriculum and the opportunity for improved coordination among teachers and principals. It also encourages linkages among schools within each zone. This configuration allows the State testing programs to be more effective for both students and teachers. The Elementary State Testing Program (CLAS) is conducted at grades four and five. The students would no longer be tested during the first months after a move to a new school, and the performance of the school program as a whole could be assessed under the K-5 configuration.

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

►ZONES AND STUDENT ASSIGNMENT SYSTEM

1. **Will there be inter-zone transfers?** Our recommendation is that inter-zone transfers be minimized. We would, of course, continue to have intradistrict transfers for students who, by law, need to have access to special programs (e.g., Limited English Proficient and Special Education).
2. **Will families select their 6-8 schools, or will they be zoned?** At present, we recommend maintaining assignment by zones to 6-8 schools. Like the K-5 zones, the 6-8 zones would need to be carefully balanced to assure ethnic and socio-economic parity within the zones. By working to make all schools educationally sound and programmatically attractive, and by "holding the line" on transfers, we can assure that the desegregation plan works. We are currently reviewing the proposed boundaries for both K-5 and 6-8 with the goal of ensuring that a 6-8 school could be paired with one of each of the three K-5 zones. We recognize the importance of using the next two months to further analyze the advantages and disadvantages of zoned versus open enrollment for 6-8, along with more detailed costing for each of the proposed 6-8 schools.
3. **How would we make Longfellow equitable with King and Willard, particularly if parents have no choice about sending their children to 6-8?** At this point, Longfellow is only one of three or four possible sites for a third 6-8 school. However, if Longfellow is selected it would undergo a major remodel or the Board could decide to partially rebuild it (rehab work has already begun on the Annex). Thus, there would be an attractive new physical plant with a new gymnasium. The school will serve fewer students, thereby providing a more personal environment. There could also be a continued focus on developing the technology resources, thus potentially permitting an individualized student program. It is also possible to make arrangements to use some facilities, such as swimming pools, at another site.
4. **How does this plan address the socio-economic balance of schools?** The designated zones cut across Berkeley from the hills to the bay (east to west), bringing the census tracts with higher income families together with the lower income census tracts. The new zones are probably more balanced socio-economically than the current ones.
5. **Can you provide a clearer picture of how "grandfathering" would work?** This would be part of the implementation plan, which can only be completed after the school building construction schedule is adopted. Of course, we would be attempting to make the transition as smooth as possible; thus, every effort would be made to allow students to finish at their current school.

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

6. **Are the numbers in the zones racially balanced.** Yes, although there are a greater number of Hispanic families in the North zone.
7. **How does the Governor's policy concerning open enrollment affect our plans?** We believe this plan would satisfy state requirements that allow students to choose schools within a district as long as there is space, and racial and ethnic balance is not adversely affected.
8. **What will be the effect of Charter schools on this plan?** None, since there are no Charter schools in Berkeley, nor are there any applications for one at this time.
9. **Estimates of the number of kids of each race to be bused:** The answer to this question depends upon the sizes of each school and the schools to which children are assigned for purposes of maintaining racial balance. In general, however, the density of the population in the areas most heavily populated by African-American and Hispanic children, coupled with the fact that there are proportionately a larger number of classrooms in the less densely populated areas, suggests that more children will be bused from those densely populated areas than from the less densely populated areas.

On the other hand, this plan includes placing two elementary (K-5) schools in the flatlands: Columbus and Malcolm X. Thus, for the first time in 25 years, a significant number of primary school children (K-3) will have the opportunity to attend their neighborhood schools.

10. **As an alternative to a third junior high, could we have (one, two or three) K-8 schools? If we had two K-8 magnet schools, would we need another middle school? If one or more K-8 magnet schools were to be instituted as a substitute for a third junior high school, we must consider the following:**
 - the 6, 7, and 8th grades would need to accommodate, on average, 400 students (for purposes of planning, this means about 133 per grade level);
 - About 18-20 classrooms would be needed for this number of 6, 7 and 8 grades: 5 for the 6th grades and about 13 for the "core" program for the 7th & 8th grades (12.2 FTE would be teaching 5 sections per day, plus 266 students would be taking a sixth period). Some additional space allocation would be needed for science labs, art rooms, computer labs, one or more Special Education classes, and possibly, a gymnasium.

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

· **one-magnet school model**: to accommodate 400 6,7,8 graders at one school would mean five "classes" per grade level rather than two. Thus, there would need to be an additional enrollment each year of three full classes at the 6th grade level to add to the two classrooms of the promoted 5th grades. (In addition to new enrollment entering at 6th grade, the resultant proportion of 8th graders to kindergarten students would be 133/50). Assuming the K-5 section of the school remains at two classrooms per grade level (300 students), a total of 700 students would be in the school; the resultant facility size would be 31-33 classrooms minimum for regular education students with almost no flex space, Special Education classrooms or resource rooms for enrichment programs. [Malcolm X and Franklin each have 33 classrooms.]

· **two magnet school model**, the 6-8 students would require about 9-11 classrooms in each school: 2.5 to 3 for 6th grade and 7 to 8 for 7th & 8th grade. The resultant facility size would be (again assuming 13 classrooms for K-5) 22-24 classrooms. In addition to Malcolm X and Franklin, Longfellow School could be remodelled to accommodate this many classrooms.

· costs for either model would be increased over existing cost estimates for the current proposed model: there would be significant increased costs in the two- or three-magnet school model due to duplicated classrooms for science, computer lab, art and physical education facilities.

11. **Could we move Arts Magnet to Franklin?** Franklin will probably be used as a transition site for six or seven years for students whose schools are under construction. The decision about its use should be made at a later date.

► PROGRAMS

12. **How will bilingual programs be incorporated into this plan?** The Master Plan for education of Limited English Proficient/Bilingual students needs to be revisited and updated. We will do this during the next one-year planning period. There are several different models of bilingual education that could be implemented; it would be premature to project the recommendations which would come out of that process.
13. **How would Special Education classes be organized within this plan?** Special Education students would be assigned according to their IEPs and would be bused to the appropriate setting as agreed in their IEP, as they are now.

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

14. **Can we combine Arts Magnet with Malcolm X to make an arts magnet school?**
The administration will support any program that an individual school site determines to work on. Programs flow from the strengths of the staff, and are most successful when staff and parents have a commitment to provide particular services to the students at their sites. K-3 teachers with strengths in the performing arts from other school sites could be encouraged to request to transfer to Malcolm X so as to maintain and strengthen the desired performing arts program, or any other desired program. Since Malcolm X will undergo the greatest change under this plan, staff would consider funneling additional funds to that school to help establish new programs there.
15. **What is the feasibility of K-8 arts school?** We are looking into that possibility, although we also wish to promote the arts for all students at all schools.
(See Question 10)
16. **What programs will we put at Malcolm X, Longfellow, Columbus to attract families from other neighborhoods?** While every effort will be made to attract families to these and all of our schools, ultimately this is an assignment system, not a choice system. The District's job is to provide an excellent core programs at all of our schools and to provide good information about all programs at all schools. It will be the District's responsibility to assure that students are assigned so as to assure ethnic balance.

Individual schools, including teachers and parents, have the opportunity and responsibility to develop the specific programs of interest in that school community. The school community needs to work together to form solid core programs and decide upon and implement attractive enrichment programs. For example, the staff at Malcolm X can, within the context of the collective bargaining agreement, begin to recruit among their colleagues those outstanding K-3 teachers who are interested in the performing arts to participate in "growing their new school."

Administration, for its part, is working to obtain additional resources--state and federal grants, business partnerships, and private contributions and assistance--to provide support to ensure that the schools' efforts are supported in whatever ways possible. If, for example, there were to be a Montessori school, or a school where every student had access to a computer, or a school with a performing arts theme--these kinds of programs are fundable and would be attractive to all families. We will be redoubling our efforts to obtain additional funding for these schools.

Parents will also want to consider that Columbus will be a brand new school, that

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

the West Berkeley neighborhood is becoming a popular, vibrant neighborhood, that Longfellow will undergo a major rehabilitation as may Malcolm X. These changes will have a positive effect on parents' decision-making.

17. **Is a 300-student K-5 school too small? Is there an ideal size and number of students?** We believe 450 students is a better size because it allows three classes per grade level, which provides more options for parents and a larger peer group for teachers.

► COSTS

18. **Are there any state or federal funds available to help us with this plan?** We already receive reimbursement from the state every year for desegregation activities. This is a fixed amount and the monies will remain stable each year, with the option to reallocate some of the monies to other programs as long as we demonstrate that the reallocation improves our desegregation efforts.

There are funds available, on a competitive basis, from the federal government for voluntary desegregation programs. School districts apply for these monies every two years; the next funding cycle would start in September of 1995. We will be aggressively pursuing the application beginning in September, 1994. Currently, the District is involved with a Federal Work Group to assure that any changes made in the legislation governing this program (the Elementary and Secondary Education Act) will be beneficial to urban school districts. We are also working very closely with our federal legislators to keep them in touch with our District's needs and to seek guidance from them to obtain this federal funding.

19. **Can we have more information about administrative costs and busing costs under this plan?** For at least the past four years, administrators have been involved in extraordinary projects, such as the Master Plan process of 1989, the Desegregation Program application, the Strategic Plan, the School Bond Measure planning (including the School Building Advisory Committee and School Organization Task Force), the Technology adoption plan, and lately, the School Reorganization Plan. Administrators expect to substitute the new, exciting work of planning for the improvement of the instructional program for the other planning work which we have been doing for the past four years.

We do anticipate the need to add a Parent Information Center (see Question 27 on this topic).

Busing Costs: The majority of the District's busing costs are funded from the State's "Home-to-School" Transportation Program. Eighty percent of the

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

remaining costs are reimbursed from the State's Voluntary Integration Program (according to the Program's formula). The remaining costs, approximately \$50,000, are borne by the District's General Fund.

At the present time, the District buses between 2,200 and 2,300 students. In the proposed plan, no schools that are coordinated within the zone are any further apart than they are under the existing "paired schools" model. In fact, many are closer. The proposed three-zone plan is projected to require fewer students to be bused and for fewer total miles annually. Additionally, with newly obtained bus route scheduling software, we expect to redesign the transportation routes to provide better service (i.e., shorter, more efficient rides for students) with reduced costs, although it is premature to anticipate what savings might result.

20. **Why will parents choose schools that are farther away? How will schools distinguish themselves from one another so parents will choose a school further away?** This is not primarily a choice system but an assignment system. Students would be assigned in such a way to maintain racial balance. The strength and specialties of the programs come from the strengths and specialties of the teachers themselves and decisions by a particular school community about supporting certain programs. For example, the Gilbert and Sullivan program was moved from Franklin when that school was closed in the early 1980's to Malcolm X. That program was successful because the teachers enlisted--and received--an enormous amount of parent support over the years. Special programs such as the Shakespeare program at Malcolm X, the percussion band and Afro-Haitian dance group at Arts Magnet, the Farm and Garden at LeConte, the computer technology at Longfellow, the intramural sports at the two junior high schools, etc. have been developed from a combination of BSEP, SIP, PTA, foundation grants and other private fundraising. The administration will make every effort to provide whatever support is needed to reinforce the school site's efforts to build special programs.

Beyond that, the key to success seems to be in the Parent Information Center so that the entire community knows about the good things that are happening in all of our schools.

21. **What would be the expenses for the computer system to organize this system?** See Question 27: Parent Information Center.
22. **What about moving expenses?** The grade configuration changes would be phased in and, whenever possible, would be coordinated with the school reconstruction/transition program. There are monies allocated in the bond for moves associated with the building program.

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

23. **What about expenses for outfitting school libraries with new books?** Most libraries would not be moved because of grade configuration changes; existing libraries would become bigger and schools would continue to use their annual BSEP allocation for libraries to expand to include the added grades.

24. **What about expenses for staff time?** Staff moves associated with the school reconstruction program would be compensated under the bond. Expenses associated with individual teacher moves would be managed in accordance with the labor agreements.

As for staff planning time, we are allowing one and one-half years of planning before implementation. Unlike the emergency moves of Cragmont and Columbus for seismic reasons, we would have the opportunity to plan a gradual and smooth transition. Staff development days and staff meetings can be utilized for team building among new staffs and between schools. Changes would be implemented over time and, whenever possible, would be accomplished in conjunction with the school reconstruction transitions, thus school site personnel would have time to form new work groups.

The main burden of the planning efforts would continue to be in the central office with strong links with the principals and school site personnel.

25. **How does the District now spend the Voluntary Integration Program monies?** The monies received by the District under the State's Voluntary Integration Program are a reimbursement of 80% of the District's expenditures for approved desegregation activities. District activities currently approved for reimbursement include programs such as, a portion of child welfare and school site pupil services; transportation costs not reimbursed through the State home-to-school transportation program; magnet programs throughout the District such as specialty music, exploration Center; Afro-American Studies; lower class size at East Campus and other special programs.

The amount reimbursable to the District is capped based on the expenditure approved for FY 1990. While new programs may be substituted for those approved in the base year, there is no assurance that a new program will be approved for reimbursement. The District cannot increase its reimbursement beyond the maximum established in the base year.

26. **What impact does this Plan have on the General Fund as it is phased in?**

In FY 1994 (current year), there is no further impact expected on the General Fund. In FY 1995, only the monies projected for the Parent Information Center

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

(\$150,000-\$200,000) would be additional.

In the subsequent years, the anticipated expenses will be in two arenas: moving costs and program costs. The majority of the moves would be planned to coincide with the moves necessitated by the school reconstruction. These moves would be paid for under the bond; the impact on the General Fund to move would be minimal.

Special programs would continue to be developed and funded by the funds available to each school community: BSEP, SIP, PTA and other grants and fundraising endeavors.

►PARENT INFORMATION CENTER

27. **How would centralized registration work?** It is widely agreed that a centralized school information and registration process is needed under any plan adopted to properly advise parents during the school rebuilding and transition process. We recommend that the development of this office be started in the Fall, 1994. Some central office staff who are currently performing tasks related to registration could form the basis for the office.

We recommend that the Parent Information Center open by January 1995, to begin a central registration process, which would include, in addition to the registration for school, collecting of immunization records and testing for English proficiency. Parent outreach staff (including persons fluent in appropriate languages other than English) would engage in outreach programs of various types to be determined by the Center's staff.

Adding staff (above that currently doing this work) would be done as needed. The first phase of the program would probably require hiring a program coordinator, obtaining scheduling software, training central office and school site staff in the utilization of the software and systems and conducting tours of their schools, answering questions, understanding the new system, and development of printed materials, press information, etc.

Program costs for the startup phase of the program would run about \$150,000-\$200,000 over what is currently spent for these purposes. This would include staffing (program coordinator, parent outreach workers, technical and clerical support staff), computer software and hardware, technical assistance for staff training, and material development and production costs.

Questions and Answers about the K-5, 3-Zone Grade Configuration Model

28. **What is the role of Public Information Officer re: the Parent Information Center?** Ideally, these two positions would be separate due to skills and time required by each employee. However, staff involved in the two functions should work together closely to develop information about schools and programs.
29. **How can the District afford to develop this Parent Information Center when the budget is so tight?**

Recent legislation, entitled the "Quakenbush legislation," stipulates that Districts:

"must provide a description of all statutory and local attendance options available within the district, including all options for meeting residency requirements for school attendance, as well as any special programmatic options available, on both an interdistrict and intradistrict basis. The notification should include a description of the application procedure for alternative attendance, an application form for requesting a change of school attendance, and a description of the appeals process, if any, for denied transfers. [Education Code #48980(9)]

This legislation, along with the recognition that good parent information will be critical to successful implementation of any new plan for student assignment to schools, makes it essential that the District find ways to provide increased services in this area. Additionally, this planning process for school reorganization has highlighted the recognition on the part of both parents and administrators alike, that a centralized registration process would be more efficient, more equitable and may even, in the long run, increase revenues by reducing delayed registrations.

Fortunately, the mandate requiring this parent information function will probably permit at least part of the expense to be reimbursable through the Mandated Costs Reimbursement Program. Further, the current Attendance/Pupil Data operations will be redirected to provide the base of funding for a Parent Information Center. Finally, the District administration is committed to continue to seek outside funding sources for this vital service.

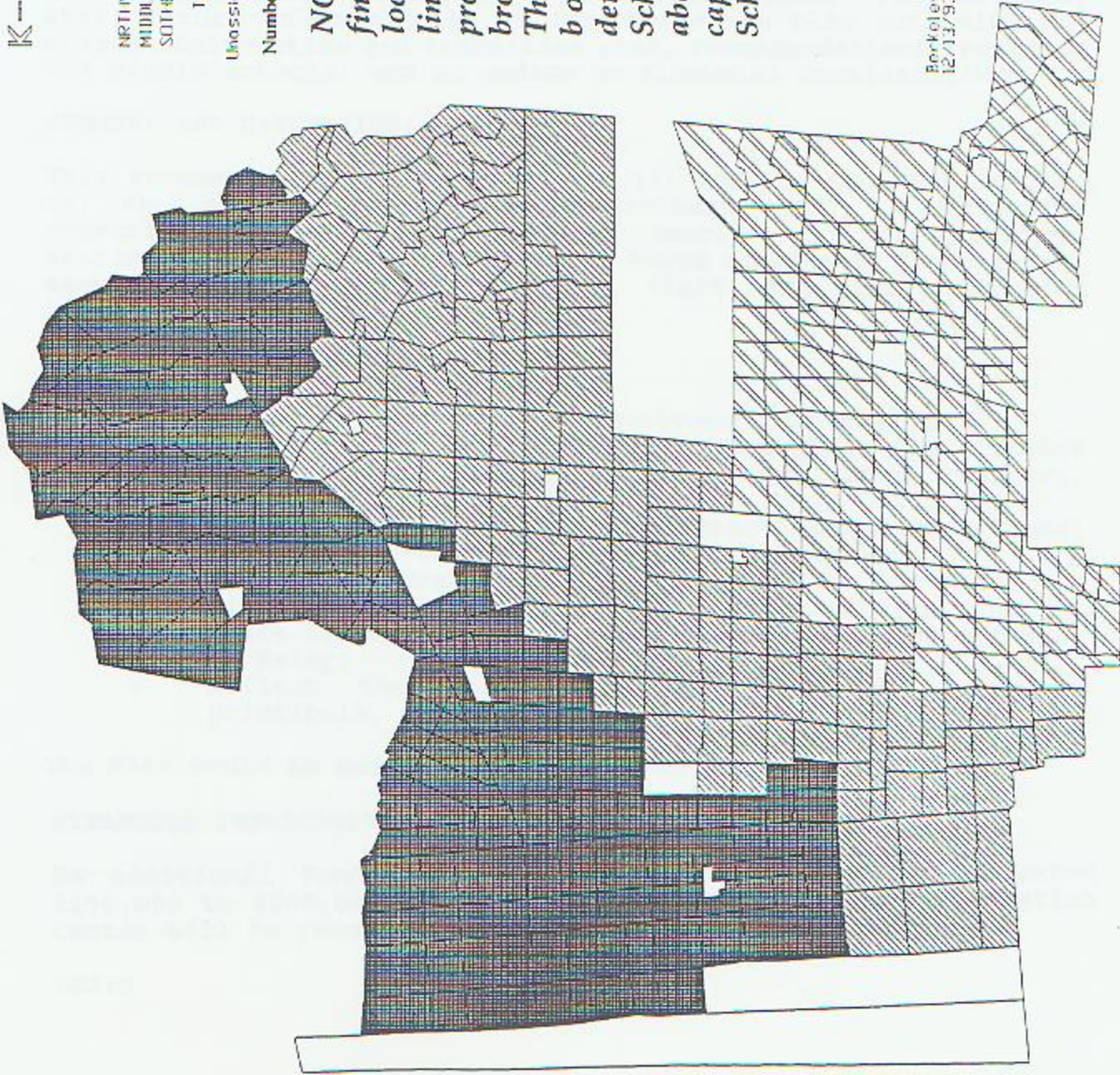
K-5 THREE-ZONE

	31.8%	40.8%	13.1%	# Avg
White	10.0%	-6.8%	+7.7%	1166 1.42
Hispanic	+3.0%	-5.1%	-2.5%	1135 1.19
Other	-0.3%	+4.0%	-2.5%	1119 0.98
Total	31.8%	40.8%	13.1%	3420 1.20

Unassigned 0

Number of students displayed includes Berkeley residents only.

NOTE: This map is not a final determination of the location of the boundary lines for the three K-5 zones proposed--it displays the broad outlines of the zones. The placement of the specific boundaries will be determined subsequent to the School Board's decision about the placement and capacities of the Middle Schools.



Berkeley Unified School District
12/13/93

**POSSIBLE 1995-96 SCHOOL PLAN (Attachment K, 77-84)
Actual School Plan Will Be Developed By Site**

Southeast Zone

Emerson will house K-4 graders, two classes of 26 students at each grade level. There are currently three Kindergarten classes, three and one-half first grade classes, two and one-half second grade classes, and three third grade classes. Student population must be reduced through removal if interdistrict attendance agreements, then out-of-zone students, if expressed preferences do not reduce enrollment sufficiently.

LeConte will house grades K-4. There will be two classes of 26 students each at grades K, 1 and 4. There will be two and one half classes at both the second and third grade levels, at 26 students per class. Currently there are three classes, K-3. The reduction in student enrollment will require the removal of students on interdistrict attendance agreements and examination of out-of-zone students, if expressed preferences do not reduce enrollment sufficiently.

John Muir will house K-5 graders, with two classes of 26 at all grade levels. There are currently two classes at K-3 grade levels, and one class at both the fourth and fifth grade levels.

Malcolm X will house K-5 with two classes of 26 per grade level, K-2; one class of 26 at both the third and fourth grade level; and six fifth grade classes. There are currently seven fourth and eight fifth grade classes at Malcolm. The proposed staffing will require significant shifting of student population to bring classes to 26 each.

Central Zone

Oxford will house K-4 with two classes of 26 at the K, 1 and 4 grade levels; and two and one-half classes at the second and third grade levels. There are currently three classes at K-1 and two and one half classes at the second and third grade level. There may be a need to reduce the student population if expressed preferences do not lower enrollment to meet the proposed plan.

Whittier/Arts will house K-5 with two classes of 26 at the K-3 level, and one and one-half classes at fourth and fifth grades. The proposed plan allows for additional enrollment at both the fourth and fifth grade levels.

Washington will house grades K-4 with three classes of 26 at grades K-1; two and one-half classes at the 2-3 grade level; and two classes at the fourth grade. The proposed plan will allow for increased enrollment for 1995-96.

Northwest Zone

Franklin will house K-5 with four classes of Kindergarten; three and one half classes at the first, third, fourth and fifth grades and three classes at the second grade. All students who would attend Cragmont and Columbus and all Northwest and Central Zone Kindergarteners can opt for Franklin.

Jefferson will house K-4 with two classes of 26 at the K-1 level and three classes each at the second, third and fourth grades. The number of students at each grade level will have to be reduced to meet the proposed plan if expressed preferences do not reduce enrollment sufficiently.

Thousand Oaks will house K-5 with two classes of 26 at the K, 1, 3, 4 grade levels; two and one half classes at the second grade; and one and one half at the fifth grade. Currently there are 12 classrooms and 12 are needed for 1995-96. With the addition of a grade level, reductions in student enrollment will be necessary. After removal of interdistrict attendance agreements, out-of-zone students will be reviewed, if choice program does not reduce enrollment sufficiently.

Middle Schools

King will house 786 sixth through eighth graders. For 1995-96 there will be eight sixth grade sections.

Longfellow will house 450 fifth through seventh graders.

Willard will house 619 sixth through eighth graders.

BERKELEY UNIFIED SCHOOL DISTRICT

ADOPTED MINUTES

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MINUTES, REGULAR MEETING
 Wednesday, December 15, 1993
 Berkeley Community Theatre
1930 Allston Way
 Berkeley, CA 94704-1180

CALL TO ORDER

1. Roll Call

President Shaughnessy called the meeting to order at 7:05 p.m. and the Board recessed to Closed Session, in the Board Conference Room of the District Administrative Offices, 2134 Martin Luther King Junior Way, Berkeley, California.

MEMBERS PRESENT: President Elizabeth Shaughnessy
 Vice President Irene R. Hegarty
 Director Pamela M. Doolan
 Director Pedro A. Noguera, Ph.D.
 Director Miriam Topel
 Student Director Winston K. Ross*

Superintendent LaVoneia C. Steele, Ed.D.,
 Secretary

MEMBERS ABSENT: None

2. Recess to Closed Session and Reconvene

- a. Student Expulsion Pursuant to Education Code Section 35146
- b. Personnel Pursuant to Government Code Section 54957
- c. Litigation Pursuant to Government Code Section 54956.9
- d. Negotiations Pursuant to Government Code Section 54957.6

The Board reconvened to Public Session at 7:40 p.m., at the Berkeley Community Theater, 1930 Allston Way, Berkeley, California. President Shaughnessy reported that there was nothing to report from Closed Session. She then requested that roll call be taken again.

*The Student Director does not attend Closed Session.

MEMBERS PRESENT: President Elizabeth Shaughnessy
Vice President Irene R. Hegarty
Director Pamela M. Doolan
Director Pedro A. Noguera, Ph.D.
Director Mirian Topel
Student Director Winston K. Ross

Superintendent LaVoneia C. Steele, Ed.D.,
Secretary

MEMBERS ABSENT: None

AGENDA REORDER

UNION REPRESENTATIVES

Ms. Jacki Fox Ruby, President, Berkeley Federation of Teachers, addressed the Board on behalf of the teachers' union and the Union of Berkeley Administrators (UBA), regarding the lack of a teachers' contract.

AGENDA REORDER

SUPERINTENDENT'S REPORT

Superintendent Steele acknowledged the teachers who were in attendance and she responded to comments made by the Berkeley Federation of Teachers' President. She stated that: "We value our teachers as well as all of our other staff and we would like to give a raise in salary but funds are not available at this time. In addition, Berkeley's administrator/teacher ratio is relatively low compared with other districts. The State average for unified school districts is 6.17 administrators for every 100 teachers. In the Berkeley Unified School District, it is 5.26 administrators for every 100 teachers. In Alameda County, 12 unified districts have a higher ratio of administrators to teachers than Berkeley. Only four unified districts in our county have fewer administrators per every 100 teachers."

AGENDA REORDER

16. Approval of Recommendation Regarding School Organization and School Building Decision

Superintendent Steele made the following remarks regarding this item:

"Good evening members of the Board, teachers, principals, parents, community members, students, and future students..."

16. Approval of Recommendation Regarding School Organization and School Building Decision (continued)

"Tonight marks a milestone in a long...sometimes arduous process...to determine how to tie together the rebuilding of our schools with a grade configuration and integration plan that will best serve the needs of all of our students. When we developed our Strategic Plan in 1991, we acknowledged that our integration program was not working as well as it should...we acknowledged that our students were not achieving as much as they should. We put together a Strategic Plan to address those and other issues. Now, after many months, a plan has emerged.

"As I have said before, a perfect plan...or one that everyone agrees is perfect...is probably not possible. But, I truly believe that the K-5--Three Zones plan...at which we have arrived after many months of study and after hundreds of hours of community meetings...is the best one for our city and for our students. I believe this plan addresses those issues that are most important to each of us:

- "• This plan creates and ensures a very tightly monitored integration plan at every school. No longer will we have schools that are shamefully out of compliance with the Board's and the community's long-held goal of plus or minus five percent. Those of you who read the papers Tuesday probably noticed the article about the study showing that many of America's schools are sliding back into racial segregation. That will not happen in this District. This plan will assure that it will not happen.
- "• This plan also provides for children in our District to be at a school long enough to involve their parents in that school...long enough to provide stability and recognition of each child's needs and personal growth.
- "• This plan reduces the time spent on buses and creates fairness because white children as well as African-American children will be bused in the early grades. Because this plan places two elementary schools in West Berkeley, no longer will African-American children be the majority of children bused during their primary school years.
- "• This plan enables teachers and principals to assess and evaluate their curricula and their teaching, as children will take exams in the fourth grade at their own school.

16. Approval of Recommendation Regarding School Organization and School Building Decision (continued)

- "• This plan enables the District to support a much-needed change for our District and encourages an energizing, revitalization boost for all of us as we work together to make it a success. I invite the Board to work closely with the staff in the next few months as we hammer out final details.
- "• And last, this plan allows us to go forward with construction so we can see the results of our Measure A dollars.

"Tonight I am asking the Board to approve that recommendation.

"Berkeley has set high standards for its schools and expects its students to excel. Sadly, too many of our children are not doing as well as they should. Test scores are unacceptably low for many of our minority students. Educators in our District, (our principals, and many of our teachers) believe changing our grade configuration from a K-3, 4-6, 7-8 to a K-5/6-8 has the potential to foster better academic achievement, and I agree. They say the transition between grades three and four is developmentally detrimental to children. 'If only we could keep them a year or two longer we could really get somewhere,' many principals have told me. Educators also believe parents tend to become more involved in their children's schools when their children attend them for a longer period of time, or when siblings can remain at the same school so that busy parents don't have to divide their time and energy between two PTAs or two back-to-school nights.

"For older students, middle schools have proven to be more effective academically than two-year junior high schools. In our own district, King Junior High became a middle school unexpectedly...as a result of the Loma Prieta earthquake. Columbus sixth graders were moved into King and the results have been positive.

"For those of you who did not attend last week's meeting, I would like to briefly explain the K-5--Three Zones plan. In this plan the city is divided into three zones. Each zone runs from the hill areas of town to the flatland, each zone is balanced racially and each zone contains a diverse socio-economic population. Within each zone there are several K-5 schools and one 6-8 middle school. Parents will have the option of prioritizing their first, second, and third preference for a K-5 school within their residential zone, but students will be assigned to their school based on maintaining racial balance within each school.

16. Approval of Recommendation Regarding School Organization and School Building Decision (continued)

"As currently drawn, the North zone would include the following K-5 schools: Jefferson, Columbus, Thousand Oaks, and Cragmont. The Central zone would include Oxford, Washington, and Whittier. The South zone includes LeConte, Emerson, John Muir and Malcolm X. King Junior High will become a 6-8 middle school in the North zone, Willard will become a 6-8 middle school in the south zone, and a third middle school, possibly Longfellow, East Campus, or West Campus, will be rehabilitated to serve as a middle school in the Central zone. Staff will fine-tune this map over the next two months.

"This plan will require the development of a Parent Information Center to help families understand the system and their options within it. We believe that recent state legislation requiring Districts to provide parent information will enable us to defray costs of the Parent Information Center through the Mandated Costs Reimbursement Program. Indeed, any plan we adopt--including staying exactly as we are--would require, under state law, that we provide parent information above and beyond what we provide now.

"Our K-3 principals are eager to convert their schools from K-3 to K-5. Indeed, all of our principals agree that K-5, 6-8 is the best configuration for learning. Many parents are happy to see this change, although my recommendation has been seen as more difficult for parents at Arts Magnet and Malcolm X. I know that the community of teachers and parents at those schools have developed some excellent programs. I would like to reassure them that those kinds of programs will continue and will receive District support. Because Malcolm X will undergo the greatest change in the District--something parents and staff there are understandably worried about--the District will make a special effort through additional support to encourage the continuation of programs they feel are strong and the development of new programs appropriate to that school. Malcolm's teachers and principal will be given staff time to design, plan, and propose a program for their school.

"This plan offers something new: a family of schools within each zone. I would encourage each 'family' to work collaboratively and to combine their resources to develop more and better enrichment programs for their zones. Arts programs, for instance, should be available to all students, not just those whose parents have enrolled them in a magnet school or who were lucky enough to be assigned to Malcolm X. With schools located relatively close to one another within a zone, I believe it will be possible to establish certain programs at each school and also within each zone.

16. Approval of Recommendation Regarding School Organization and School Building Decision (continued)

"For example, a choral and orchestral program could be coordinated zone-wide so students could study and perform music at their school site and with other students in their particular zone, including their sister 6-8 school. I would like to explore this kind of collaboration within zones for other types of enrichment programs...art, drama, science, and technology.

"This is only one possibility, but I believe this configuration opens the door to many others. As Jefferson's principal, Marian Altman, stated at our last workshop a week and a half ago: 'We have been through change before and we can do it again.' To that I would like to add, it is time for change and we welcome the challenge and opportunity to make them.

"This is a new beginning. One that inspires us to recommit our funds, our energy, and our creativity to making this school district the best in the nation. To borrow from the Malcolm X School slogan, 'Together we can.'

"I encourage members of the Board to not only approve this plan tonight, but to work with me, our principals, our teachers, and our parents. Then tomorrow...we can all roll up our sleeves and get to work on what is most important for our students: Academic achievement."

PUBLIC TESTIMONY regarding #16:

Mr. Frank Brown, President, Berkeley NAACP, reaffirmed the NAACP's support for the Superintendent's recommendation.

Mrs. Arrietta Chakos, Legislative Liaison, read the following letter from Congressman Ronald V. Dellums:

"I understand that the Berkeley Board of Education will have on its agenda a discussion on the recommendation of the Superintendent to reconfigure and restructure the Berkeley schools. This recommendation is reflective of the District's decades of school desegregation experience and move towards the conceptualization of integration.

PUBLIC TESTIMONY REGARDING #16 (continued)

"Whatever decision the Board of Education makes, I would like to express my continued support for maintaining and achieving the best education that can be provided for our children within the rich environment of integration. Though there are no blueprints to achieve this goal, I am heartened by the process of community involvement in articulating the importance of integration and the courage to make changes. As you are well aware many in the community were initially very suspicious of the potential adverse impact that any reorganization would have on the District's commitment to maintain integration. Any solution chosen by the Board of Education will have to satisfy this community concern, a concern I fully share.

"My staff and I will work closely with the Berkeley Unified School District and the Board of Education to facilitate any federal assistance available towards educational priority and its implementation to maintain integration. Sincerely yours, Ronald V. Dellums, Member of Congress."

Twenty-five other speakers, including Berkeley City Council Member Maudella Shirek, addressed the Board regarding school organization and school building decision. Public Testimony was followed by Board comments.

BOARD COMMENTS regarding #16:

Director Pedro A. Noguera stated that: "I think we have to find a way to increase the options that people have. To say that people are stuck in the school they are in, that is the way it is, is an old system that cannot be upheld any longer. People are looking for alternatives. They are looking for schools that are more responsive because more and more our schools are the last resort that a community has.

"We heard tonight people talking about schools providing suicide intervention, about schools providing gang intervention about the great services that we expect and that schools increasingly have to provide. I think we want schools to provide these services and to figure out how we are going to find the resources to provide these services and so I would like to see that put into the plan.

BOARD COMMENTS REGARDING #16 (continued)

Director Noguera (continued)

"I would like to really emphasize that we need a policy, and I think the Superintendent's plan does this, that is going to re-integrate this District and reconfigure sections of this community that our District can, in fact, provide quality education and integrated schools. So, I present you with an amendment tonight and I hope that the Board will consider it.

- "1. In the phased implementation, I would like the Superintendent to come back to us with specifics on the cost of implementation and how schools will be affected.
- "2. I would like for the Superintendent to figure out a transition plan that makes sense.
- "3. I would like for us to do some evaluation based upon whether or not schools that become K-5, in fact do achieve racial balance.
- "4. I would like for us to look at the finances of implementing the transition.
- "5. I would like for us to commit to putting additional resources into the flatland schools."

Vice President Hegarty:

- "1. We need specifics on costs: Transportation and public information, as well as administrative costs and especially staff development, with sources of funding identified (I agree with Miriam that we should not assume that this will come out of the general fund). We should also not assume that our usual staff development days will be sufficient.
- "2. How will teacher and staff assignment/choice be implemented? Teachers and staff should be included in the planning process.
- "3. We should provide extra support, if necessary, for the flatland schools (i.e., Malcolm X, Longfellow, and Columbus), in order to ensure their integration and to equalize any disparity in socio-economic level of students as compared to other schools. This support could be in the form of additional moneys, additional staff, and additional programs, if we can find outside assistance, but could also be first choice in teacher selection, a deliberate attempt to stack the deck in favor of these schools.

BOARD COMMENTS REGARDING #16 (continued)

Vice President Hegarty (continued)

- "4. We must take whatever time is necessary for proper planning before beginning wholesale changes.
- "5. Location of a third middle school has not been decided, and that decision will need to be done openly and carefully, with full notification of neighborhoods, etc.
- "6. The District should consider the possibility of one, K-8 school and/or one citywide magnet program. This might be at Arts Magnet (although not necessarily). This might be a possibility for Malcolm X School.
- "7. Impact on existing successful programs should be considered and ways to adapt them to new grade configurations should be explored (e.g., Arts Magnet program, Gilbert & Sullivan, 4-6 instrumental music, etc.).
- "8. How will inter-zone transfer requests be handled? What about choice of middle schools?
- "9. We need a full implementation plan that includes a timeline, budget, and identifies staff to implement the changes.
- "10. We need to have the Measure A Capital Improvements Manager hired before we can properly plan implementation."

Director Topel: "With Pedro's amendment; with Irene's contingencies and some of my own as well. To make this plan work it is going to be necessary for the District and the Board to make a commitment to provide the additional support and funding in time and interest that is going to be necessary to make our flatland schools-- Malcolm X, Longfellow, and Columbus, excellent and desirable schools. We need to give special attention to those flatland schools so that they may be attractive to parents.

"If this plan is to work, it needs to be carefully phased in based upon funds already committed and available to do that implementation. I think that is a key aspect of the phase-in. I cannot make a commitment that burdens the General Fund at this point. We will have to find funds from other sources.

"I want staff to prepare a plan of phased implementation that matches funds which have been secured and does not burden the General Fund.

BOARD COMMENTS REGARDING #16 (continued)

Director Topel (continued)

"I want the District to make a commitment to work with the Malcolm X staff to preserve the programs at that school. And, I also believe that the planning process, which is going to take place between now and March, should include a planning team composed of principals, teachers, Board Members, as well as District administrative staff, including the newly hired Director of Capital Projects.

"I think the process should also include a series of ongoing meetings between principals, including at least one meeting between the principals in each of the proposed zones."

Director Doolan stated that: It is important that the District move toward a workable plan for all our students and get behind staff to implement the plan."

President Shaughnessy stated that: "A K-5; 6-8 grade configuration is in the best interest of the District."

In addition, the Board inquired about the following:

1. Cost of transition;
2. Funding source for the plan;
3. Detailed plans for implementation of the plan;
4. Possibility of K-8 and magnet schools;
5. Would this plan racially balance the schools?
6. How would training for staff be implemented?
7. Additional staff development days would need to be scheduled.

Motion: Directors Shaughnessy/Doolan and approved unanimously on voice vote:

To approve the Superintendent's recommendation regarding school organization and school building decision, as amended by Director Noguera and incorporate the contingencies submitted by Vice President Hegarty and provisos by Director Topel.

AGENDA REORDER

Board Minutes
Regular Meeting

Page 5
April 20, 1994

ADOPTION OF CONSENT CALENDAR, ACTION ITEMS (continued)

6. Adopt Resolution No 6032: Resolution Supporting and Endorsing the Passage of AB 1045

Motion: Directors Doolan/Hegarty and approved 5-0-0-(1) on voice vote:

To adopt Resolution No. 6032.

AYES: Directors Doolan, Hegarty, Noguera,
Shaughnessy, Topel
NOES: None
ABSTAIN: None
ABSENT: (Student Director Ross)

ADOPT CONSENT CALENDAR, ACTION ITEM: MEASURE A

7. Adopt Resolution No. A71: Authorization To Award Bid for Washington Transition Housing and Upgrade to Existing Portables and Installation of Utilities

Motion: Directors Hegarty/Noguera and approved 5-0-0-(1) on voice vote:

To adopt Resolution No. A71.

AYES: Directors Doolan, Hegarty, Noguera,
Shaughnessy, Topel
NOES: None
ABSTAIN: None
ABSENT: (Student Director Ross)

APPROVE ACTION ITEMS

8. Decision on School Configuration of the 6-7-8 Grades

Motion: Directors Hegarty/Doolan and approved 3-2-0-(1) on voice vote:

That a third 6-8 Middle School be developed and that the school be located at Longfellow. All other elementary schools will be K-5 as per the Board decision of December 15, 1993.

AYES: Directors Doolan, Hegarty, Topel
NOES: Directors Noguera, Shaughnessy
ABSTAIN: None
ABSENT: (Student Director Ross)

BELIEFS

We believe that societies prosper to the extent that they care for their children.

We believe that each person has a right to make his/her own choice and is responsible for his/her own actions.

We believe that each person has an unlimited capacity for learning.

We believe that diversity enriches and energizes the individual and society.

We believe that all people have the right to be treated with respect.

We believe that a truly educated person cannot be racist.

We believe that there is a necessary congruence between individual liberties and the common good.

We believe that every individual has a unique talent to contribute to others.

We believe that risk takers are essential to advancement.

We believe that responsible stewardship of the world's resources means satisfying the basic human needs of all people.

We believe that people have the capacity to create their future by creating their own choices.

We believe that fairness is vital to harmonious human relationships.

We believe that in all human relationships, sharing power strengthens everyone including the sharer.

We believe that trust is the essential bond that holds communities together.

We believe that excellence is worth whatever it takes.

MISSION

The mission of the Berkeley Unified School District, as the beacon for a diverse community united in commitment to public education, is to ensure that all of its students discover and develop their special talents, achieve their educational and career goals, and succeed in a rapidly changing, multicultural society by empowering the students, parents, community, and staff; providing a strong core curriculum; and offering special programs and alternative learning experiences in a racially integrated, pluralistic environment.

POLICIES

1. We will not allow anything to take precedence over the preK-12 instructional program.
2. We will practice participatory management throughout the organization.
3. We will base all decisions strictly on the best interest of the student.
4. We will not ever compromise quality for quantity.

OBJECTIVES

1. To have 100 percent of our students graduate.
2. To have all graduates of the Berkeley Unified School District be prepared for either post-secondary education or employment of their own choice.
3. To have all students achieve their own individual educational goals.

ACTION PLAN

Strategy No. X Plan No. 5 Date: June 4, 1991

TITLE: Curriculum

SPECIFIC OBJECTIVE:

Change schedules, grade levels, curriculum and use of staff, as necessary ,
to achieve academic excellence.

#	Action Steps	Assigned To	Starting Date	Due Date	Completed Date
1.	Assist sites with their plans to improve, which may include changes in how teachers, principals, and parents operate daily to improve student learning and also assist in applying for grant funds to support their plans.				
2.	Reorganize district infrastructures, delivery of services, and procedures to support each school's effort to restructure.				
3.	Provide options for collaborative instructional models such as <ul style="list-style-type: none">•regular ed, special ed, and categorical specialists and support staff use team teaching, side-by-side teaching, or collaborative consultation practices;•flexible grouping and regrouping;•ungraded classrooms;•a curriculum that allows all children to develop their potential;•cross-age and peer tutoring;•tutoring and mentoring after school and on week-ends;•teachers' keeping students for more than one year;				
4.	Provide instruction through career days and mini-courses, preschool - K through 12 on goal setting, career-choosing, and on development of a positive attitude toward career education.				
5.	Develop in grade eight, in collaboration with a counselor, a four year high school/career plan choosing course sequences to meet career goals. Review progress and modify plans annually.				
6.	Design and select for grades 2-8 highly rigorous units of study at the highest international level in mathematics, science, English/literature, and history which are specially designed to motivate students capable of sustained and independent work.				

Since the passage of Measure H, "The Berkeley Schools Educational Enrichment Act of 1986," staff and parents have been involved in an extensive public process to consider Berkeley schools' facilities use and desegregation plan. It was recognized by the first BSEP Planning and Oversight Committee (Fall, 1987) that the additional classes to be added at every grade level through the infusion of BSEP class-size reduction funds would have a significant impact on the facilities use. It was suggested in the BSEP Measure, that reopening of schools might even be necessary to accommodate these additional classrooms, and it was further recognized that changes in school attendance areas and student assignment would be required to maintain (or improve) the desegregation plan while accommodating the additional classrooms.

A series of planning workshops on class size reduction and facilities use were conducted beginning in the winter of 1987. Subsequently, a series of committees were convened to consider these issues:

Fall, 1988-Spring, 1989

Superintendent Andrew Viscovich convenes the "Schools' Master Plan Task Force": a public process.

July, 1989

Master Plan Task Force Report presented to BUSD Board of Education. Areas addressed were: Grade Configuration, School Boundaries, Facilities, Pre-School and Adult Education, Education/Curriculum, Budget, and Communications. Among the recommendations forwarded to the Board were included those to 1) seek to obtain appropriate funding to replace, repair and maintain the District's school buildings, and 2) review and revise the school configuration so as to ensure that all Berkeley school-age children attend school in racially and economically integrated public schools.

September, 1989-June, 1990

"Superintendent's Master Plan Commission": a staff group convened by Superintendent Viscovich to design implementation plans for each of the areas recommended by the Task Force.

May 30, 1990

Master Plan Commission Report presented to BUSD School Board. Included among the recommendations were those to: 1) design an attendance area system that permitted a balance between parental choice of schools

while achieving integration through boundary adjustments and careful resource allocation to strengthen less attractive sites, and 2) develop financing strategies to reconstruct, replace, and maintain efficient, secure and aesthetically pleasing school facilities within 10 years.

Fall, 1990

New BUSD Superintendent, LaVoneia Steele, launches the "BUSD Strategic Planning Process."

~~December 18, 1991~~

Oct 11, 1990

"BUSD Strategic Plan, 1992-1997" presented to the School Board. Among recommendations were included those to: 1) "Designate a School Assignment Advisory Task Force..to develop a school assignment system and facilities use policy that utilizes school facilities in an efficient way while establishing and maintaining racially desegregated schools; and 2) "Develop strategies to obtain local tax revenues for facilities maintenance and reconstruction."

Fall, 1991

School Building Advisory Committee established by Superintendent Steele to more specifically examine the school facilities section of the Strategic Plan.

November 22, 1991

"Preliminary Report by the School Building Advisory Committee" presented to Superintendent Steele and the Strategic Planning Group on November 22, 1991. This Committee examined an overview of the scope of work and costs associated with restoring the school buildings, expressed guidelines for allocating resources for the physical plant to school sites, and encouraged the exploration of a school bond issue to accomplish the work.

The Committee further suggested that there needed to be a continuation of a public process to further discuss the implications of the rebuilding program for the schools' desegregation plan.

June, 1992

Measure A School Reconstruction bond passed.

August, 1992

School Reorganization Task Force formed to examine the implications of the facilities reconstruction program for the schools' desegregation plan.

**PROPOSED POLICIES ON GROUPING OF STUDENTS
TO ACHIEVE RACIAL DESEGREGATION
AT THE SCHOOL LEVEL**

IN THE BERKELEY UNIFIED SCHOOL DISTRICT
(Fifth Edition, adopted by the School Organization Task Force 2/2/93)

The Superintendent's Ad Hoc Task Force on School Organization was charged, in September, 1992, to review the matter of grade configuration and related school organization matters. The Task Force's work in considering alternative grade configuration models led them to review the District's racial desegregation policies in order to recommend standards which may be used to assess any models or methods of school organization. Following are the Task Force's recommendations for the part of the District's policies on desegregation that are most directly related to school organization – that of the "grouping of students." All of the language in the following six statements was voted on by the SOTF.

STATEMENT ONE:

ENROLLMENT OF RACIAL GROUPS* FOR DESEGREGATION PURPOSES

- A. BUSD shall seek to assure that enrollment at a school shall be made so that each school will have a student population which reflects a racial balance that is consistent with the district-wide racial balance for the grade levels that are found within that school.

(Examples: a school with a K-8 grade configuration will have racial ratios that are consistent with the district-wide ratio of all children who are at the K-8 level; a school with a K-5 grade configuration will be consistent with the district-wide ratio of all children at the K-5 level.)

Consistency is defined as being within plus or minus five percent (5%) of that racial group's district-wide ratio for the grade levels found in that school.

- B. The threshold that BUSD should use to determine if a racial group is included for distribution purposes should be twenty five percent (25%) of the total BUSD population.

STATEMENT TWO: LANGUAGE MINORITY STUDENTS

- A. **Grouping:** BUSD shall permit language-minority children in those languages for which there is a formal instructional program to meet the linguistic needs of limited English proficient students to attend schools providing those programs up to the limit described in section "B." [NOTE: Participation in such programs shall in every instance be voluntary.]

*(Note: The categories of racial groups identified for school desegregation purposes is determined by the Federal Office of Civil Rights and the State of California. Currently, the family is offered seven groups to identify the race of the child: White, Black, Asian, Hispanic, Filipino, Native American and Other.)

Proposed Policies on Grouping of Students to achieve Racial Desegregation
from the Superintendent's Task Force on School Organization
February 3, 1993

STATEMENT TWO: LANGUAGE MINORITY STUDENTS (continued)

- B. Limit on Number of Language Minority Students Assigned to a School for Instructional Purposes:** The grouping of language minority students for instructional purposes at a school shall not exceed the District-wide percentage of the largest population subgroup in that grade level grouping.

Example: If it is a K-3 school, and District-wide the largest ethnic group in those grade levels is (at present) 39% of the total, then that is also the percentage limit for language-minority students in that school. At the present time, for instance, if the students covered under Statement One were in that school in proportion to their current percentages, e.g., 39% for the largest group and 34% for the next largest group, there would only be 27% of the enrollment "slots" remaining in that school. However, this policy "thinks forward" to the likelihood that in a few years, the largest group may be, for example, 32% and the next largest group might be 27%, thus leaving 41% of the slots for other groups. In that future situation, this recommendation would limit that language assignment group to no more than the largest ethnic group assigned under Statement 1, which in this example is 32%.

Note: This policy would work until a single language minority group becomes the largest population of the District, at which time the policy would need to be reassessed.

STATEMENT THREE:

GROUPING OF ETHNIC GROUPS THAT ARE BELOW THE THRESHOLD ESTABLISHED IN STATEMENT ONE.

An ethnic minority group whose numbers are below the threshold established in Statement One shall be allowed to cluster at schools, BUT the total of that group present in any school shall not exceed the District-wide percentage of the largest population subgroup in the grade level grouping.

EXAMPLE: If it is a K-3 school, and District-wide the largest group in those grade levels is 35% of the total, then that is the percentage limit for the number of "ethnic minority below the threshold" students from any one group to be in that school.

Note: This policy would allow clustering of an ethnic group until such time as that group exceeds the threshold established in Statement One, at which time it would be subject to the distribution identified in Statement One.

STATEMENT FOUR: ENROLLMENT PREFERENCES

If a particular school has the physical capacity to accommodate a particular student in the desired grade level, then:

**Proposed Policies on Grouping of Students to achieve Racial Desegregation
from the Superintendent's Task Force on School Organization
February 3, 1993**

- a) All currently enrolled students will be allowed to re-enroll for the following year;
- b) All children living in the same household as currently enrolled students will be allowed to enroll for the following year;
- c) All children living in the same household as a currently enrolled BUSD student who previously attended a school shall be allowed to enroll in that school for the following year.

These enrollment preferences do not apply to interdistrict transfers.

STATEMENT FIVE: INTERDISTRICT TRANSFERS

BUSD shall require that all interdistrict transfers into the district be assigned to schools so that those assignments fit within ratios established for that school. No inter-district transfer will be permitted outside the established ratios; further, where possible, inter-district transfer students should be assigned in a way to improve any imbalances in the racial composition of the school.

STATEMENT SIX: METHOD TO ASSESS COMPLIANCE AND CORRECT PROBLEMS

In January of each year, the Superintendent shall present to the Board a written report on the grouping of students for desegregation purposes in each school and an analysis of the District's compliance with these policies. Within the parameters of the policies set forth herein and in the integration/enrollment methodology adopted in conjunction with these policies, the Superintendent will make written recommendations to the Board on steps to be taken by the District in the upcoming school year to enhance compliance with these policies.

Where changes may require the realignment of students, the BUSD Administration would discuss the proposed realignment plan with the affected school communities (staff and parents) both before recommendations are made to the Board and after Board action.

**Report and Recommendations of the Superintendent's
Ad Hoc Task Force on School Organization
February 17, 1993**

After completing work on the above six statements on proposed standards on grouping of students for desegregation purposes, the SOTF then began discussing the methods by which these standards might be met. The process of identifying the students who would be in the groupings at each school was called variously "student assignment methodologies," "methods of meeting desegregation standards," and "student enrollment methods." A generic phrase of "student enrollment methodologies" has been used herein to encompass all these approaches.

After the proposed standards grouping of students at the school level were developed, the SOTF then began discussing the methods by which students would be enrolled in schools in a way that would result in attainment of the desired desegregation standards.

STUDENT ENROLLMENT METHODOLOGIES:

The Task Force developed an understanding that desegregation standards and the methods by which those standards are achieved are independent variables. The standards can be achieved through a variety of school enrollment methodologies; e.g. there are several different ways in which students can be assigned to schools that will result in the achievement of desired policies on desegregation.

The matter of "student assignment methodology" was considered at several meetings, and then an SOTF Work Group reviewed seven methods of "student assignment." The models considered included:

- 1) 1/2 mile "neighborhood school" model;
- 2) 1/4 mile neighborhood school, with controlled choice for people outside the 1/4 mile;
- 3) controlled choice citywide (a composite of the "Cambridge" and other controlled choice models);
- 4) "open" enrollment, (go where you want to until the space is gone);
- 5) present BUSD method (which was labeled as "zones with very loose or "open" transfer");
- 6) zones with tightly controlled transfer;
- 7) partial fill by neighborhood proximity with controlled choice for capacity fill with choice criteria controlled by the school (Burt Levy model).

Underlying the discussion was the assumption that all of the above would require some form of transportation of students, and that magnet schools would be possible (but not required) using most of the models, Transportation and magnet schools were thus considered to be

**Report and Recommendations of the Superintendent's
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independent variables that would be addressed apart from the specific recommendation on this topic.

At Work Group meetings of 1/21/93 and 1/28/93, all seven methods were assessed in terms of the degree to which each method would achieve the six proposed policies on grouping of students and other criteria developed by the subcommittee such as "fairness" "administrative workability" and "understandability by parents." [See Appendix B: "COMPARISON GRID of Student Enrollment Methods to Achieve Desegregation"].

The criteria with which the group began working to assess each of the methods were directly related to the six proposed policies on grouping of students:

- 1) how possible is it to achieve the plus or minus 5% variance in distribution of the major racial groups?
- 2) how does it work for bilingual/bicultural grouping?
- 3) how does it support/impede enrichment programs?
- 4) does it maintain the "family link" preference?
- 5) how does it distribute interdistrict transfers?
- 6) what is the feasibility and likelihood of enforcement?

The Work Group went on to add the following criteria:

- 7) grouping of students who are in racial groupings that are below the threshold;
- 8) transfer policies;
- 9) fairness;
- 10) administrative workability;
- 11) understandability by parents,
- 12) the threshold that is used to include groups (does the inclusion or exclusion of certain groups have an effect on the method used?)

Since basic fairness was perceived a major criteria for assessing the desirability of any method of student enrollment, all Work Group participants offered ideas about what fairness meant to them. These ideas included:

- ▶ comprehensive information about the system and options is available to all;
- ▶ there is full disclosure of the rules and procedures;
- ▶ all parents have the same probability of success in their choices;
- ▶ all parents have the same amount of choice (number and quality of choices);
- ▶ applies to allocation of personnel;
- ▶ applies to allocation of money;
- ▶ an equal shot at getting into the desired school/class;
- ▶ attention to the priority concerns of the parent;

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- ▶ equity of resources in size and attractiveness of the school;
- ▶ sibling linkage (placement of second sibling in same school as first);
- ▶ equity in fact; if need more, get more; not necessarily same per pupil allocation of resources, need to "level the playing field";
- ▶ equity in access to the resources;
- ▶ "no less unfair than life itself";
- ▶ need to fix what's broken;
- ▶ clear standards;
- ▶ follow your own rules;
- ▶ no arbitrary decisions;
- ▶ fairness in transportation;
- ▶ extension of policy on grouping of students below the school level into the classroom level.

Work Group participants then used whichever criteria were most important to them to decide whether they personally felt that a particular method was "high," "medium," or low on the element of "fairness."

At the SOTF meeting of 2/9/93, there was no objection to the Subcommittee's recommendation that all methods that clearly failed to meet two tests be dropped from further consideration. These tests were: a) $\pm 5\%$ variance in distribution of racial groups; and, b) the "fairness" test as defined by subcommittee members.

The three methods that were dropped were:

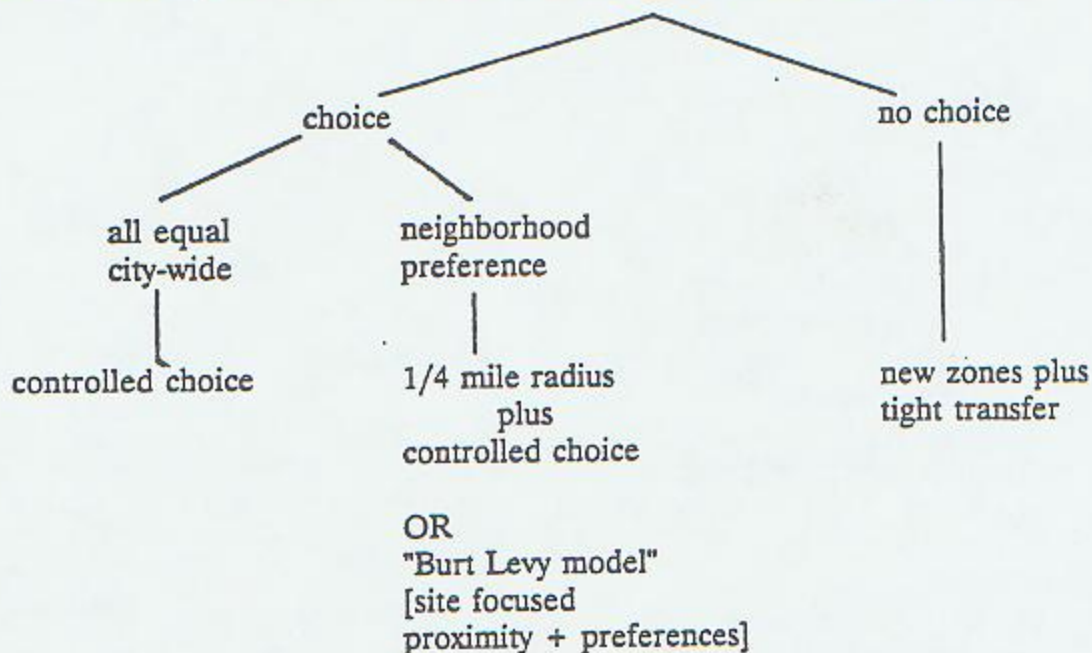
- ▶ 1/2 mile radius (children within 1/2 mile of as school were assigned to it)
- ▶ open enrollment (first come first served)
- ▶ the status quo (zones plus loose transfer).

The SOTF then began reviewing the remaining four methods of student enrollment. They were:

- ▶ controlled choice,
- ▶ 1/4 mile radius (children living within 1/4 mile of a school assigned to it plus controlled choice for those outside 1/4 mile),
- ▶ site focused enrollment plus preferences (Burt Levy model),
- ▶ new zones plus tight transfer policy.

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At this same meeting, the Task Force reviewed the decision tree displayed below.



The Task Force then (on 2-9-93) approved a motion (Levy/Huseby) that:

"recommended the 'choice pathway' be adopted for consideration by BUSD, thereby rejecting the 'no choice' and the 'new zones plus tight transfer methodology' option."

Also on 2/9/93, a second motion was made (Levy/Sherertz):

"that the Task Force adopt some type of (as yet unspecified) neighborhood preference, and thereby reject what is labeled 'all equal citywide' and 'controlled choice.'"

This motion was clarified to state that, along with desegregation criteria there would be one more criterion for determining where students would attend school—that of neighborhood proximity. The maker emphasized that the desegregation criteria would take precedence over all others.

This neighborhood preference motion failed.

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This vote eliminated two more of the seven identified methodologies for student enrollment that were under consideration, thus six of the seven had been eliminated.

On 2/11/93, the Task Force then adopted the following motion (Lee/Wang) regarding student enrollment methodology:

"Whereas (by this motion) the Task Force recommends a choice-based system of desegregation, the Board shall conduct additional investigation of the implications, methodology, criteria and costs of a school choice system of desegregation (including both school-based and centrally-based systems) and shall conduct a further public process before adopting such a system."

B. GRADE CONFIGURATION:

Numerous models for grade configurations for a particular school, a cluster of schools or on a citywide basis were proposed by school site committees and individuals. Several of these grade configuration models were considered by the SOTF during the course of its many meetings. This includes the K-5 configuration which some sites had suggested.

Other models were presented verbally or in writing. Not all models that were reviewed in the same amount of depth by the Task Force. All models received by the SOTF (that had been submitted by 2/12/93) appear in Appendix C.

The various models that were presented fit within the grade configuration mosaic described below.

K - 3*	4 - 6	7 - 8	9 - 12
K - 4*		5 - 8	9 - 12
K - 5*		6 - 8	9 - 12
K - 5*		6 - 9	10 - 12
K - 8*			9 - 12

*(Pre-K classes are desired at many sites; inclusion of pre-K at a site will be worked out as part of the Strategic Planning Process.)

On 2/11/93, after discussion about where the authority should reside for deciding a school's grade configuration, and a general recognition that other possible models had yet to be developed and debated, the SOTF adopted the following motion (Levy/Brotsky):

"That the Board allow a mosaic of grade configurations giving due consideration to programs and choices of the site, limited only the site's physical capacity and other physical limitations, and by the need for all site

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grade configurations to articulate with each other such that there will be sufficient classrooms at each grade level to accommodate all of the students in the District."

There was general recognition that issues such as articulation of programs and having a sufficient number of classrooms at each grade level would have to be addressed by BUSD administration to make a variety in grade configurations workable.

C. SCHOOL SIZE:

A motion (M. Leader-Picone/Lee) on school size was adopted by the SOTF on 2/11/93, as follows:

"School Size for each site is to be determined by giving due consideration to program issues and the recommendations of each school site, limited only by the physical capacity and other physical limitations, and by the need for sufficient classrooms at each grade level to accommodate all the students in the District, and with the limitation that at each site, there should be a minimum of two classrooms at each grade level. [This does not preclude ungraded or mixed grade configurations at a site.]"

D. SITE-BASED MANAGEMENT:

The issue of the balance between "site-based" and central office decision making and management was present in many of the SOTF'S discussions, culminating, on 2/11/93, with the following motion (M. Leader-Picone/Levy):

"The Task Force urges the Board to implement a system of site-based management with all deliberate speed."

E. RELATIONSHIP OF SCHOOL ORGANIZATION ISSUES TO PROGRAM IMPROVEMENT ISSUES:

During the course of its deliberations, the SOTF members raised many issues related to reform of school programs, staff development and other matters which they believed to be pertinent to a successful school experience for all the students. The Task Force ultimately recognized that it was beyond the scope of its charge to process these issues, but adopted the following motion (M. Leader-Picone/Stevenson) as an indication of their concern that these matters be addressed:

"The Task Force is gravely concerned that its efforts with respect to issues of school organization and the implementation of any changes in school

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organization shall stimulate the urgent task of reforming the school program itself. The proposed structural changes are designed to enhance the development of "schools of excellence" for all BUSD students.

A list of some of the other matters of concern to some Task Force members is on the following pages. This list was prepared by staff. It was derived from the minutes of the SOTF meetings. These items were not discussed or prioritized by the committee. Not all committee members may agree with every item of concern. However the committee did vote (Lee/Levy) that this list be attached to this report.

RELATED ISSUES: ISSUES BROUGHT UP AT SCHOOL ORGANIZATION TASK FORCE MEETINGS AND RELATED TO- BUT NOT DIRECTLY WITHIN- THE TASK FORCE'S CHARGE. ISSUES THAT TASK FORCE MEMBERS WOULD LIKE THE BOARD TO TAKE INTO CONSIDERATION

- How do we achieve integration as opposed to desegregation? How do we enable children to understand and respect one another after they are placed in physical proximity?
- How do we achieve cultural inclusion as a matter of course, automatically included in the curriculum and not taught separately.
- How can we achieve our goal of academic excellence for all students? What monitoring mechanism would ensure that efforts toward this goal do not falter? How can we close the gap, the disparity in academic achievement?
- How can we make sure that no child "slips through the cracks?"
- We need to have creative and positive options for children with special needs, who, for whatever reason, have trouble fitting into a regular classroom.
- What are the educational consequences of the way we group children?
- What are the effects of tracking? Must it lead to de facto segregation?
- Can we ensure that classes, as well as schools, reflect the racial/ethnic balance?
- Staff evaluation: are teachers teaching the curriculum well and including all students? Are teachers practicing what we want our kids to see?
- How can we provide the best support for teachers , including training for teaching a multicultural curriculum (cultural competency) and for helping students who need extra help?
- How can we better integrate our staff?
- How can resources-including community and parental resources- be allocated fairly? How does one get them to the students who need them the most?

- How can a district-wide viewpoint- the concept of all of Berkeley as a "neighborhood"- be promoted?
- How can we bring school communities together so that families feel that they have an "investment" in the school whether they live in the neighborhood or not.
- Should parents and community members be asked to contribute to effective schools by setting high academic expectations and holding the schools accountable? Is a massive public education campaign called for?
- How can we best network with other agencies in the community (collaborative, multi-agency approach) to support families and create community centers?
- How can parental access and involvement be improved?
- How can Berkeley High provide the sense of community and the validation that membership in a group or gang provides without having self-segregated groups?
- What are the goals for the bilingual program? Mainstreaming L.E.P. students? Providing a bilingual, bicultural experience? How can we best serve students' needs in this respect?
- Is it possible to have a 6-8 bilingual program?
- What is the possibility of having an African-American bicultural program?
- How can we refine bussing so that it is not seen as such an onerous burden.
- Staff needs time and support to carry out whatever changes may be made as a result of the school organization process.
- How can childcare be integrated with the sites?
- Does every part of the city deserve to have its school?