

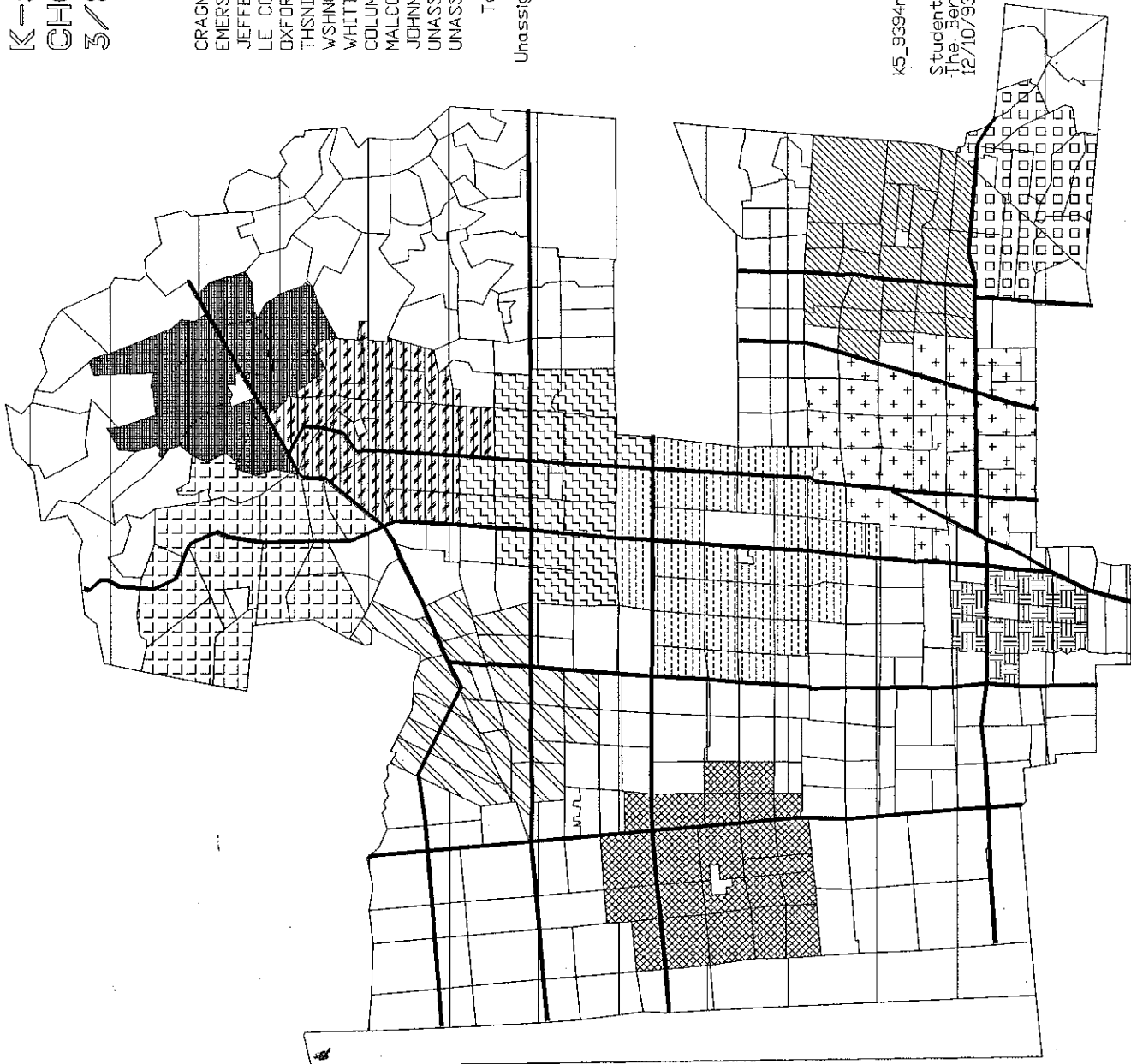
**K-5 CHOICE -
CHOOSE PER PROXIMITY
3/8 MILE RADIUS**

	#	W/hi	Bla	Hsp	#	Avg Stud	Cap	% Util
CRAGMONT	-55	-113	-36	52	0.27	300	17	
EMERSON	-30	-102	-28	98	0.30	300	33	
JEFFERSON	2	-76	-19	171	0.35	300	57	
LE CONTE	-1	-70	-10	236	0.32	350	67	
OXFORD	-25	-111	-34	86	0.25	300	29	
THSHNDKAK	-75	-169	-49	86	0.30	450	19	
WASHINGTON	-6	-44	-14	228	0.36	300	76	
WHITTIER	-14	-85	-33	146	0.29	300	49	
COLUMBUS	-86	-18	54	349	0.30	450	78	
MALCOLMX	-70	2	-13	175	0.19	300	58	
JOHNMUR	-39	-113	-36	61	0.28	300	20	
UNASSIG	7	1	2	16	1.85	0	n/a	
UNASSIGW	396	894	216	1716	2.09	0	n/a	
Total	31.8%	40.8%	13.1%	3420	1.20	3650	94%	

Unassignd 0

1087 1395

2.18
yrs
304
yrs



k5_9394nara.k5pref.sch.k5sch.qt.pre busd
Student Assignment Model produced for
The Berkeley Unified School District
12/10/93 B. Vicinas (510) 848-1797

**K-5 MODEL - CHOICE WITH DISTANCE PREFERENCE,
SUBJECT TO DESEGREGATION QUOTAS (2-9-93)**

(Reprinted from the Report of the Ad Hoc Task Force, February 17, 1993, pp. 121-123)

A key element of a choice system is the role of proximity. It is the most important factor in most parents' choice of school. Many districts operating under choice grant it preference when assigning students to schools.

The following ONPASS approximation shows how a K-5 choice system with distance preference in Berkeley would affect black and white populations unevenly.

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--white or black. The shaded areas of the map shows these limits. This scenario is a simplification of what would occur if such a system were to be implemented. For example, it assumes that everyone in Berkeley eligible for the proximity option would elect it.

The number of students displayed at each school is the number of the other racial group--black or white--which must be attracted to the school to racially balance the number assigned by proximity.

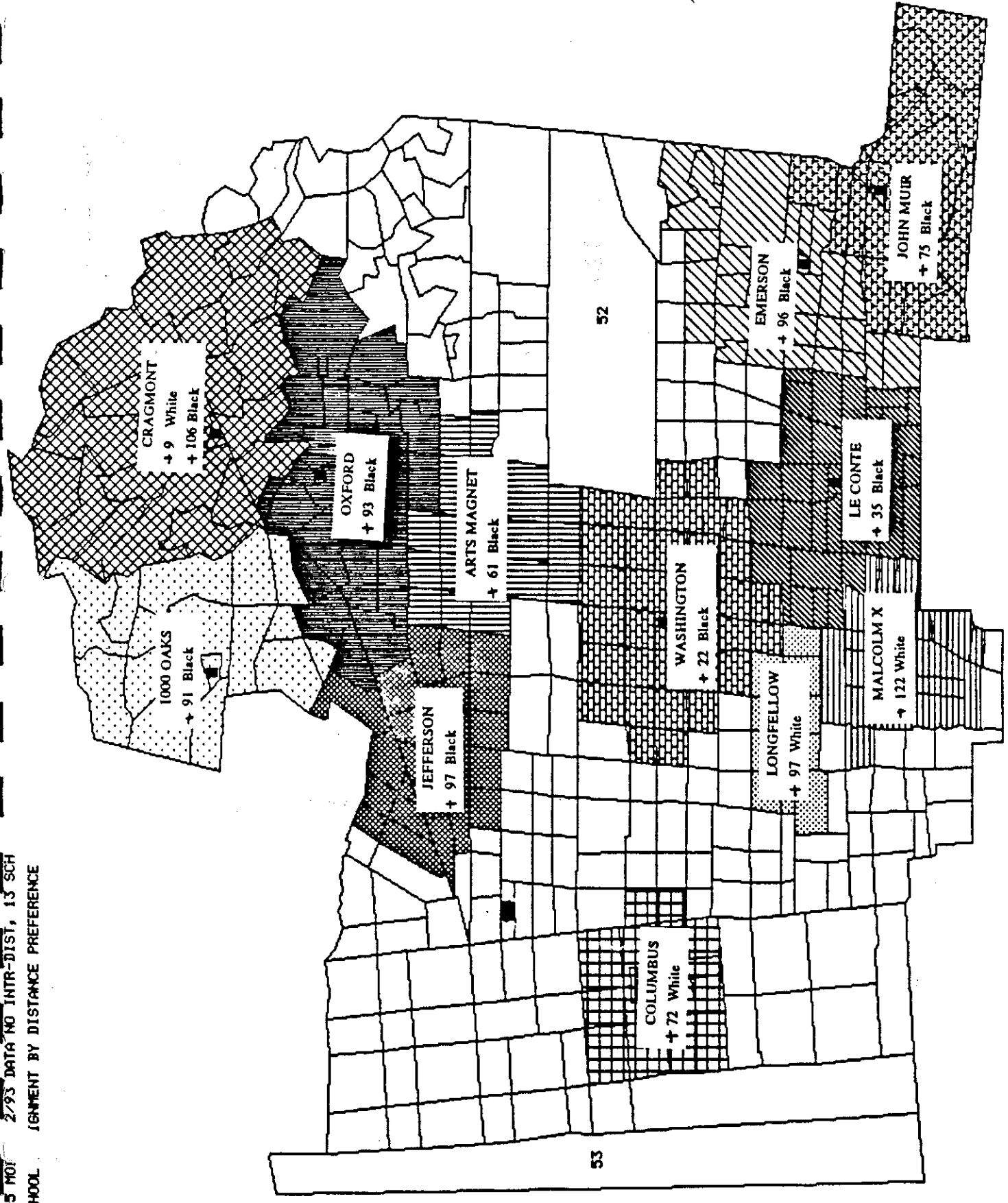
The accompanying map which was prepared for the February 17 report is based upon '92-'93 student data. The corresponding numbers for this year would be nearly identical.

The numbers show the following obvious features:

1. Distance preference is unequally enjoyed by the white and the black populations. Most of the black population cannot benefit from distance preference because the majority of the schools are far from where black population is concentrated. Under choice, all but three schools can attract white children simply on the basis of proximity, but these schools have to attract black children on an entirely other basis.
2. Black students must mostly be bussed to school while white students mostly have the option to walk.
3. The three schools in predominantly black areas must attract enough white students to balance. The white children attending these schools must be attracted on a basis other than proximity. They will have to be bussed.

Prepared 11/1/93 by Bruce Wicinas, Le Conte/Malcolm X parent, 848-1797, with funding from the BSEP Implementation Office. Project Management by Monica Thyberg, BSEP Implementation, 644-8717.

K-5 MOI
 2/93 DATA NO INTR-DIST, 13 SCH
 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 to meet the needs of students of other races.]

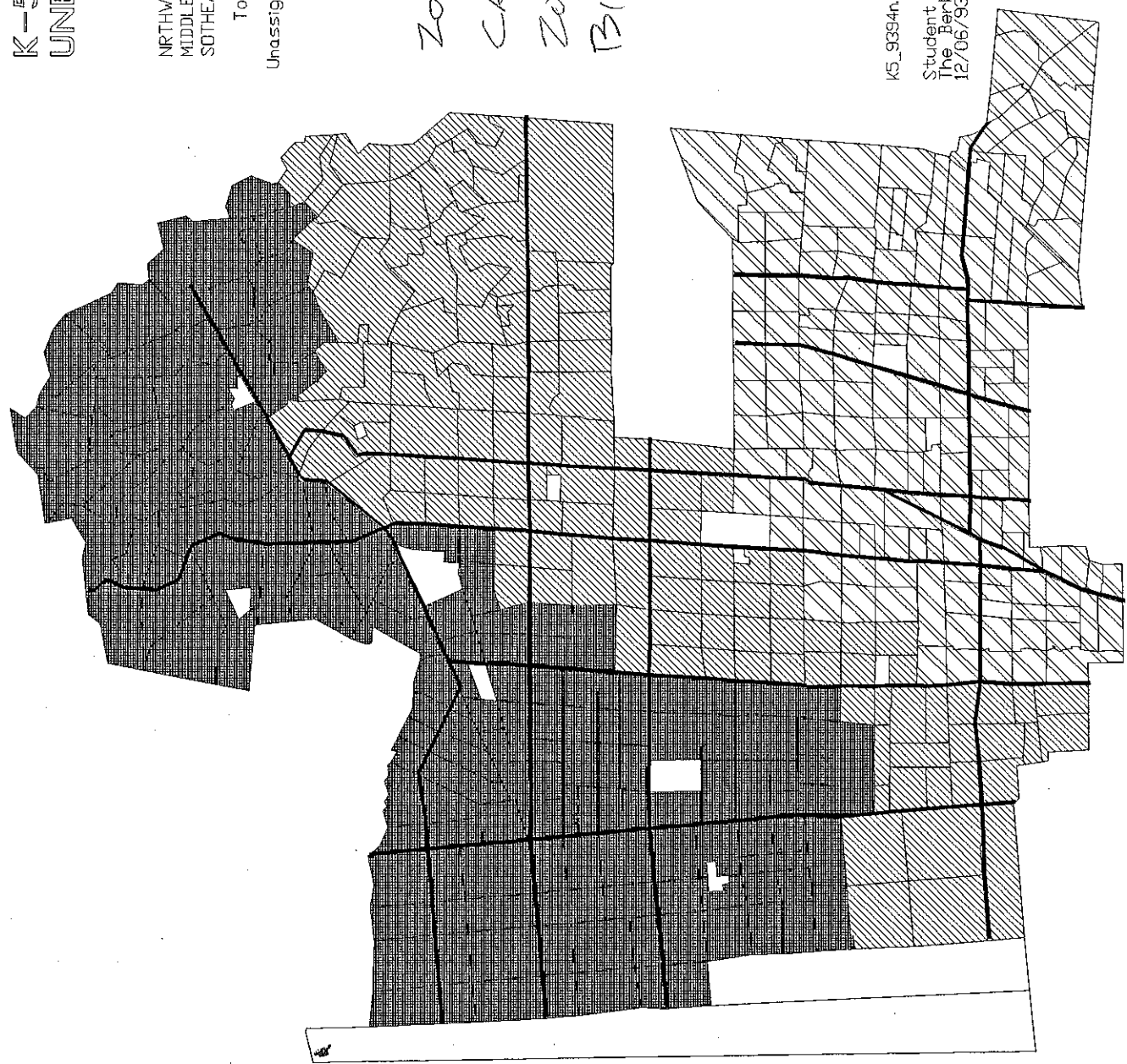
ATTN: DR. SPAETH /UR/ ENT

**K-5 THREE-ZONE
UNEQUAL CAPACITIES**

	31.8%	40.8%	13.1%	Avg	#	Cap	%
	Whi	Blk	Hisp	Dist	Stud	1500	Util
NRTHWEST	-0.1%	-5.5*	+6.7%	1.25	1400	950	93
MIDDLE	+0.5%	+3.5%	-6.8%	1.26	901	1250	95
SOTHEAST	-0.3%	+4.0%	-2.9%	0.88	1119	3700	90
Total	31.8%	40.8%	13.1%	1.13	3420	92%	
Unassigned	0						

900-950
1200-1250

ZONES UGLY SO FAR.
CAPACITY OF NORTH
ZONE IS PROBABLY 700
BIG.



K5_9394nara k5cres.sch k5cres.pre modified busd
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K-5 CHOICE: DISTANCE PREFERENCE

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Blk	Hsp	Asn	Stud	Dist	Cap
CRAGMONT	-2	-118	-33	-17	140	0.49	400
EMERSON	2	-86	-20	-1	134	0.39	325
JEFFERSON	2	-88	-23	-12	143	0.32	350
LE CONTE	-1	-52	-15	0	234	0.32	400
OXFORD	-1	-90	-27	-10	93	0.39	300
THSNDOAK	1	-92	-24	-4	110	0.35	300
WSHNGTON	-1	-47	-14	16	259	0.38	400
WHITTIER	-0	-59	-28	-2	142	0.29	300
COLUMBUS	-78	-0	71	-17	400	0.33	550
MALCOLMX	-145	4	-34	-31	379	0.26	775
JOHNMUJR	-0	-90	-30	-12	93	0.36	300
UNASSICE	29	7	8	7	64	1.86	0
UNASSIGW	198	710	167	80	1226	2.79	0
Total	31.8%	40.8%	13.1%	8.0%	3417	1.25	4400

Unassigned 0

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 around each school shows the limit of the proximity preference.

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

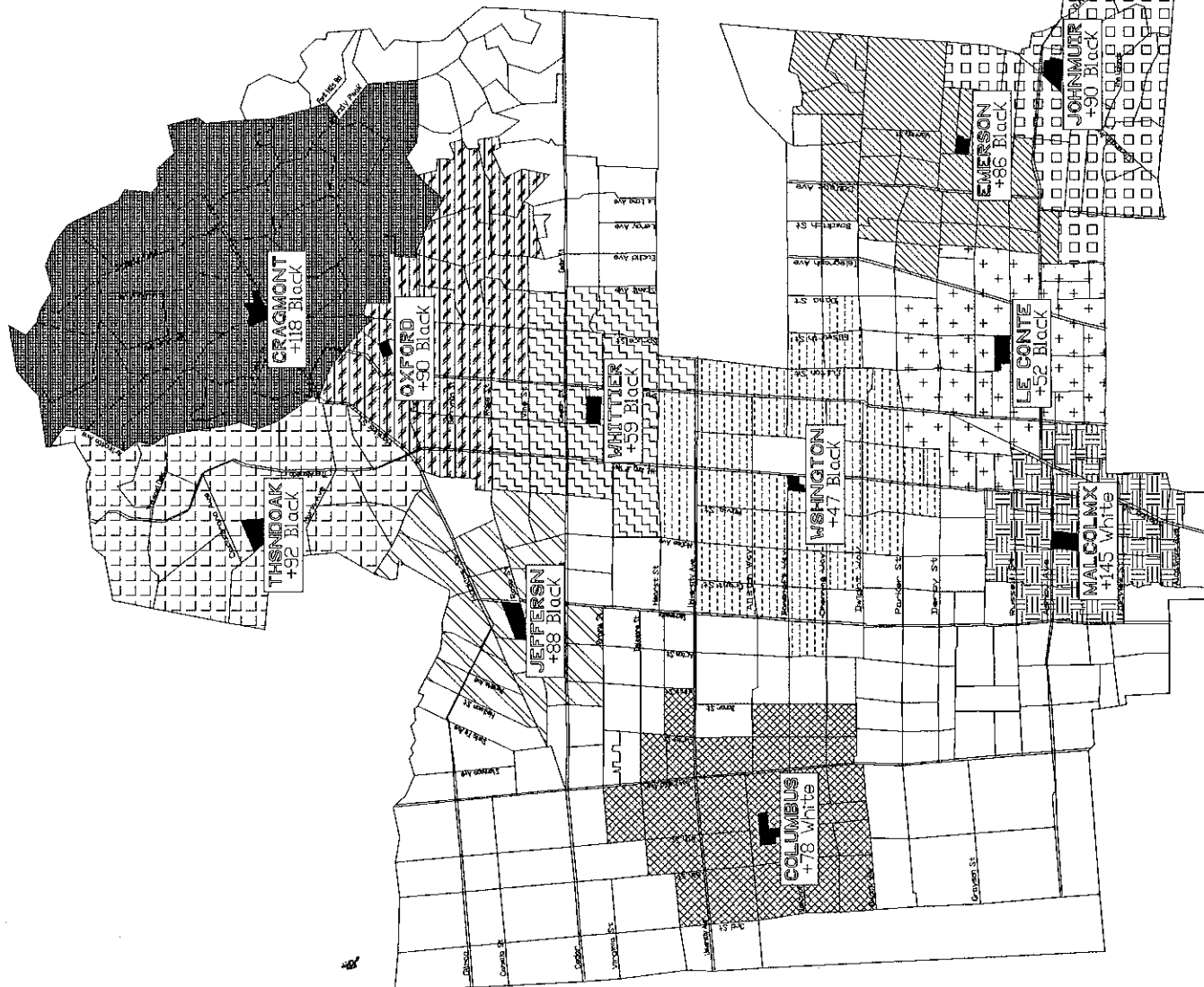
This scenario is a simplification of what would occur if a choice system were implemented.

THIS GRAPHIC DIFFERS FROM THE SIMILAR ONE IN THE SOFT REPORT, PAGE 122. The difference is that this map assumes Longfellow is not a K-5.

.5 mile
1 mile

K5_9394hara K5pref.sch K5pref2.pre
K5dspref K5dspref

The Berkeley Unified School District,
Modelling Services by Bruce Wicinas,
11/11/93 Berkeley, California



K-5 CHOICE: DISTANCE PREFERENCE

School	Whi	Blk	Hsp	# Stud	Avg Dist	Cap
CRAGMONT	-2	-118	-33	140	0.45	400
EMERSON	-2	-86	-20	134	0.35	325
JEFFERSON	2	-88	-23	143	0.29	350
LE CONTE	-1	-52	-15	234	0.30	400
OXFORD	-1	-90	-27	94	0.35	300
THSNDOAK	1	-92	-24	110	0.34	300
WASHINGTON	-1	-47	-14	259	0.35	400
WHITTIER	-0	-59	-28	142	0.27	300
COLUMBUS	-78	-0	71	401	0.31	550
MALCOLMX	-145	4	-34	379	0.25	775
JOHN MUIR	-0	-90	-30	93	0.35	300
UNASSIGNE	29	7	8	64	1.88	0
UNASSIGW	198	710	167	1227	1.46	0
Total	31.8%	40.8%	13.1%	3420	0.76	4400

Unassigned 0

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 around each school shows the limit of the proximity preference.

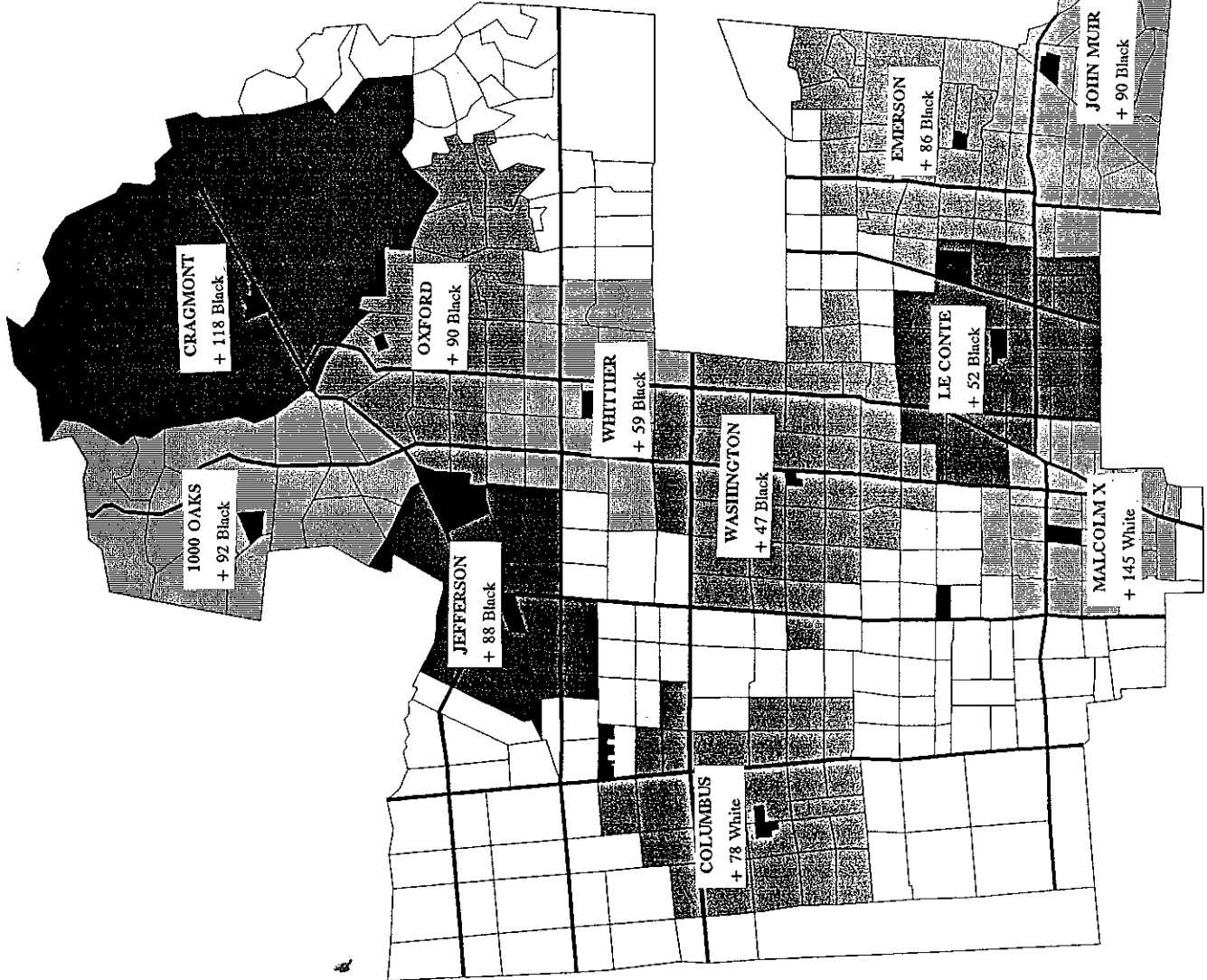
The number of students displayed at each school is the number of the other racial group--black or white--which must be transported into the school to balance the number assigned according to proximity.

This scenario is a simplification of what would occur if a choice system were implemented.

THIS GRAPHIC DIFFERS FROM THE SIMILAR ONE IN THE SOFT REPORT, PAGE 122. The differences are: 1) this map assumes Longfellow to be 6-8 and does not include it among the K-5 schools, and 2) this map reflects fresh 93-94 student data.

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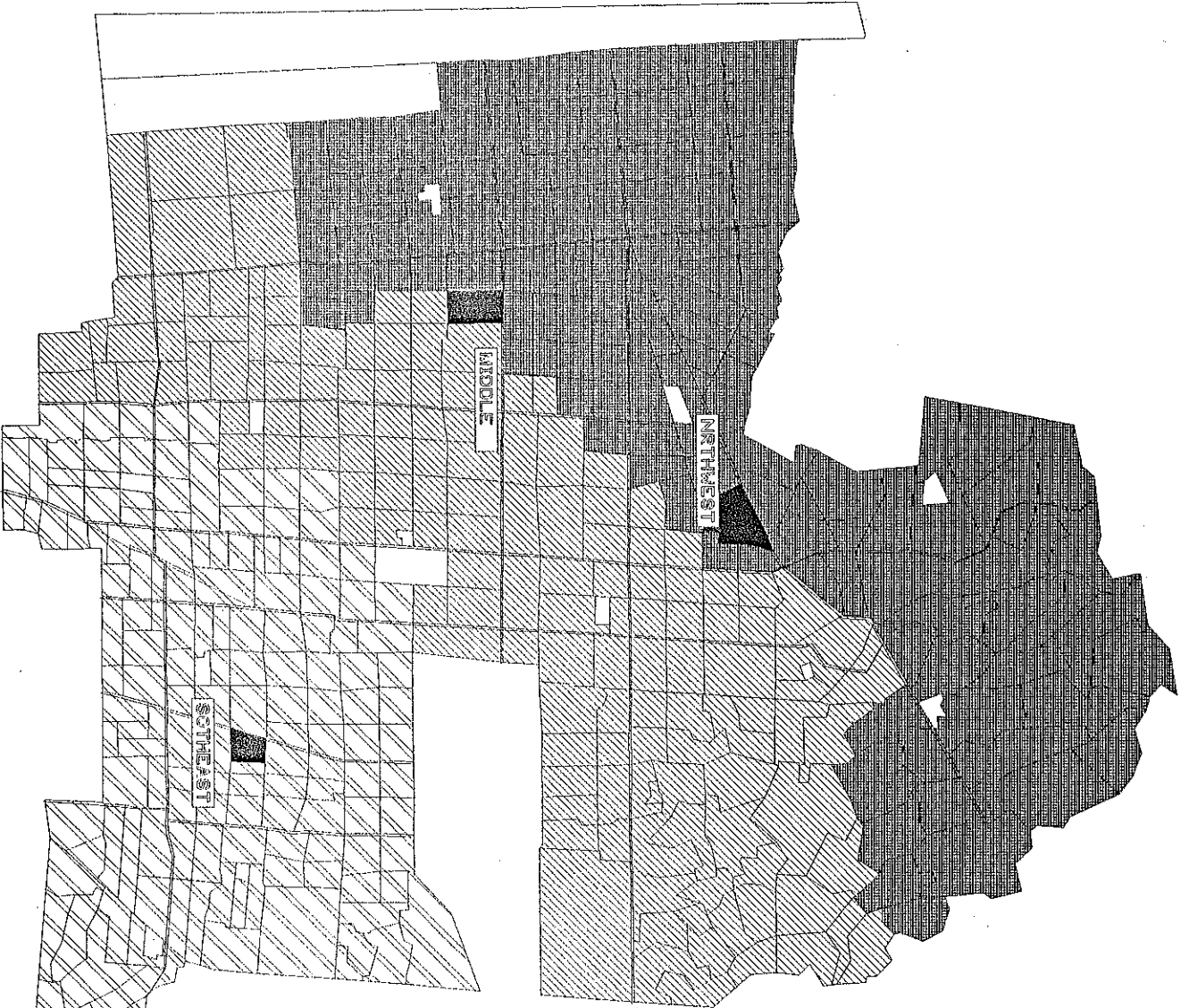
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K-5 THREE-ZONE

	Whi	Bla	Hsp	Stud	Avg	#	Cap	Util
NORTHWEST	+0.0%	-6.8%	+7.7%	1166	1.23	1200	97	
MIDDLE	+0.3%	+3.0%	-5.1%	1135	1.10	1200	95	
SOTHEAST	-0.3%	+4.0%	-2.9%	1119	0.88	1200	93	
Total	31.8%	40.8%	13.1%	3420	1.07	3600	95%	
Unassigned	0							

This shows a gross division of K-5 students into three zones. Each zone contains the same proportion of white students. The zones contain close to the same total number of students. The southeast zone is a little smaller due to physical barrier of the U.C. campus. This smaller population is consistent with the smaller capacity of Willard Junior High.



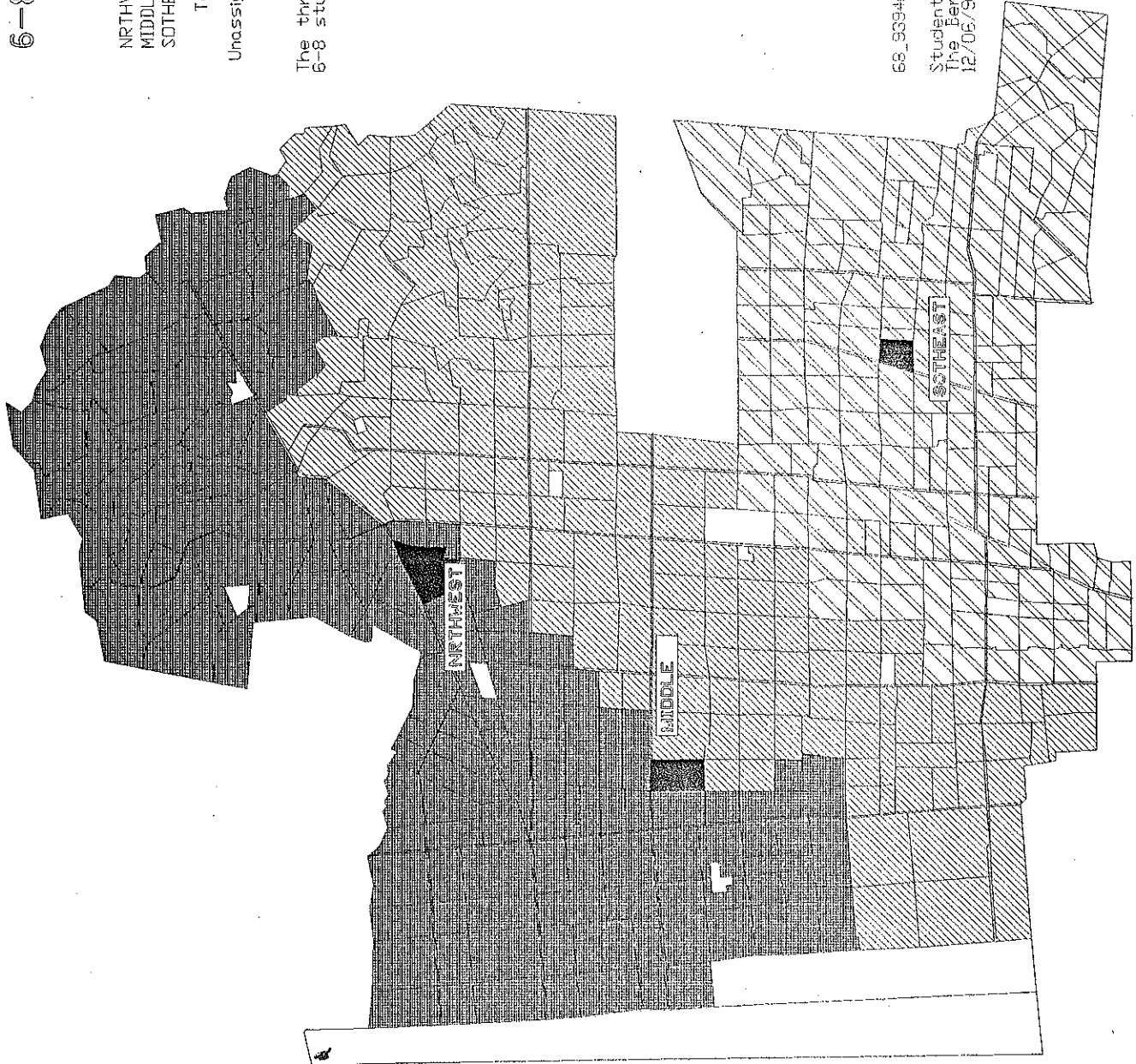
K5_9394nara K5crasach K5cresgre K5cres
 Student Assignment Model produced for
 The Berkeley Unified School District
 12/06/93 E. Vicinas (510) 849-1797

6-8 THREE-ZONE

	33.2%	44.6%	8.9%	#	AVG	#	%
	Whi	Blk	Hsp	Stud	Dist	Cap	Util
NORTHWEST	+2.7%	-10.4*	+5.6%	620	1.24	1600	39
MIDDLE	-3.6%	+3.7%	-1.9%	530	1.12	1600	33
SOUTHEAST	+0.4%	+9.2*	-5.2%	484	0.86	1600	30
Total	33.2%	44.6%	8.9%	1634	1.09	4800	34%

Unassigned 0

The three k-5 zones are imposed upon the 6-8 student population.



68_3334ara k5res.sch k5res.prc 68ares
 Student Assignment Model produced for
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