

## **Student Assignment Advisory Committee**

**November 7, 2000**

### **Minutes**

Persons Present: Derick Miller, Lee Berry, Noreen Axelson, Nancy Riddle, Catherine Macklin, Roia Ferrazares, Laila Ibrahim, Elaine Overstreet, Bernadette Cormier, Sheila ORourke, Julie Guthman, Karen Sarlo, Catherine James, Irving Phillips, Jack McLaughlin and Francisco Martínez.

King, Willard, Emerson, Cragmont and Malcolm X have notified their parent community about the Student Assignment Committee meetings and community forum. The remaining schools need to notify their parents. The Student Assignment Advisory Committee mission statement was submitted to the Board of Ed. before it was distributed to the committee.

School Reconfiguration took a lot of time and effort. Many hours were dedicated to arrive at the controlled choice assignment program. Demographic changes have occurred since Reconfiguration. The most recent student population maps show that more students live in west Berkeley than East in Berkeley. In order to evaluate our present assignment system, we need to look at our student population and the school choices that parents submit. If students were given their first choice of school, some school would be over-requested and some under-requested.

Kindergarten – Eighth grade classes are given in accordance to physical capacity and student demand of a particular school. The great majority of students are assigned within their attendance zone. Some schools, because they are located in ethnically integrated neighborhoods, attract a diverse student population.

Parent income, socio-economic status (SES) and parent education level were explored as possible assignment factors. Income could be difficult to gather from parents. Educational level if asked should be asked in the Parent Preference Form. The argument is that as parent education level increases, so does student performance. We need to be sensitive when asking for parent education level. When the geographical bands were drawn for the magnet school plan, generalizations were made about each band.

A little time was spent discussing the student achievement gap. White students score higher than Latino and African American students. However, white, Latino and African American students in Berkeley schools score higher than their counterparts in the Bay area.

Diversity need not only be student diversity but teaching staff diversity as well. One member reported that leading desegregation leaders believed that no school district has succeeded in court because they have not provided the evidence about the benefits of desegregation.

**Subject: Fwd: Some questions...**

**Date:** Mon, 09 Oct 2000 12:41:21 -0700

**From:** "Francisco Martinez" <Francisco\_Martinez@berkeley.k12.ca.us>

**To:** bwicinas@value.net, cejames@berkeley.k12.ca.us

Bruce,

The Student Assignment Advisory Committee has some questions and you would be the best person to answer them. I will take care of question 1, 2 & 5.

In question 3, I will pursue the Free and Reduced Lunch and test score issues. Could you please let me know whether you can help with question 3 & 4?

Thanks,

Francisco

Hi Francisco,

We were wondering if you could answer a few questions and provide some data for us. If you have the data in Excel format, that would be ideal (so we can do our own analysis), but any format will do.

1. Could you give us a racial breakdown by schools similar to what you gave us, but incorporating all grade levels for the schools (i.e. give us the data for Franklin with all of K through 5 totals) so we can look all the schools together? If possible, can you break this data down by all 7 racial groups (i.e. break other into Asian, Mixed, etc.) Is this data available for the last several years?

2. Can you tell us which schools are possible magnet schools, which schools are in the early stages of being converted to magnet schools and which schools are being seriously considered for magnet school status?

3. Can you give us the breakdown by bands for each of the schools (much as you gave us the racial breakdown by schools)? Can you also give us the data on subsidized and free lunches as percentages of the population by school? How about test scores? We want to look at some of the alternate (non-racial) criteria that are available. Can you give us this data for the last several years?

4. We would like some information on the first choices in the first and second round. We would like to see who (based on racial and band data) is choosing which school as their first and second choices in the first and second round. Actual numbers and percentages would be ideal, but if you just have actual numbers that's fine. We would like this data for the last several years, if possible.

5. Do you have updated data for this year available yet? When can we get this data?

Finally, if the information you gave us at the meeting is in Excel format, could you send that file too?

Thanks for your support,

Roaia and Derick

**Choice Satisfaction versus  
Exit from BUSD schools  
REVISED 10/25/99**

IN-Berkeley Applicants for kindergartners.  
Percents of Choosers who were assigned.  
Class entering Fall, '99

Percentages shown are of the racial/ethnic groups total applicants, NOT of the total applicant population.  
So the percentages in the black-bordered cells added horizontally equal 100% on each row.

Group		Got 1 <sup>st</sup> , left	Got 1 <sup>st</sup> , stay	Got 2 <sup>nd</sup> , left	Got 2 <sup>nd</sup> , stay	Got 3 <sup>rd</sup> , left	Got 3 <sup>rd</sup> , stay	Not ch1-3, left	Not ch1-3, stay	Total Who left	Non- Choice rs
WHITE	182	15.9%	61.0%	2.7%	4.9%	0.5%	3.8%	0.5%	10.4%	19.8%	91
BLACK	151	6.6%	74.2%	0.0%	14.6%	0.0%	3.3%	0.0%	1.3%	6.6%	115
OTHER	257	14.4%	61.5%	1.2%	10.5%	0.8%	4.7%	0.4%	6.6%	16.7%	142
TOTAL	590	12.9%	64.6%	1.4%	9.8%	0.5%	4.1%	0.3%	6.4%	15.1%	348

The same. For 1996

WHITE	240	7.1%	43.3%	2.5%	9.2%	1.7%	8.8%	2.5%	25.0%	13.8%	329
BLACK	143	7.7%	51.0%	0.7%	10.5%	0.0%	5.6%	0.0%	24.5%	8.4%	277
OTHER	188	6.9%	50.5%	0.5%	13.3%	1.1%	3.2%	1.1%	23.4%	9.6%	288
TOTAL	571	7.2%	47.6%	1.4%	10.9%	1.1%	6.1%	1.4%	24.3%	11.0%	894

F R E Q U E N C Y   O F   C H O I C E   03/10/99   14:25:31

The figures include zoned Berkeley residents only.

Choices by W H I T E				Oxford				
	g0/	1ch	2ch	3ch	g0/	3	7	7
Jefferso	g0/ 45	22	4		Washingt	g0/ 20	14	7
Thousand	g0/ 12	10	12		Whittier	g0/ 14	9	9
Columbus	g0/ 34	2	0		Emerson	g0/ 11	10	7
Franklin	g0/ 1	5	2		LeConte	g0/ 17	7	8
Cragmont	g0/ 39	34	25		Malcolm	g0/ 24	7	2
Oxford	g0/ 19	29	25		John Mui	g0/ 7	9	8
Washingt	g0/ 8	10	10		C H O I C E S   O T H E R			
Whittier	g0/ 23	34	24		Jefferso	g0/ 35	24	8
Emerson	g0/ 39	17	4		Thousand	g0/ 32	24	13
LeConte	g0/ 10	17	14		Columbus	g0/ 39	12	2
Malcolm	g0/ 39	7	0		Franklin	g0/ 17	13	1
John Mui	g0/ 10	14	16		Cragmont	g0/ 26	17	20
C H O I C E S   b y   B L A C K					Oxford	g0/ 8	20	25
Jefferso	g0/ 10	11	1		Washingt	g0/ 21	13	13
Thousand	g0/ 15	5	3		Whittier	g0/ 26	20	10
Columbus	g0/ 24	3	8		Emerson	g0/ 26	12	11
Franklin	g0/ 9	14	4		LeConte	g0/ 21	24	12
Cragmont	g0/ 10	9	3		Malcolm	g0/ 28	6	4
					John Mui	g0/ 13	12	8

□

**Choice Satisfaction versus  
Exit from BUSD schools**

For kindergartners. Class entering Fall, '99

*stay leave*

Group	1. Total applicants who filed choices	2. %Did not enroll	3. %Got 1 <sup>st</sup> , left	4. % Got 1 <sup>st</sup> , stayed	5. % Got 2 <sup>nd</sup>	6. % Got neither, left	7. % Got neither, stayed	8. Applicants who filed no choices
White	231	15.6%	0.9%	35.9%	1.3%	11.7%	29.0%	91
Black	156	7.1%	0.0%	60.3%	6.4%	5.8%	15.4%	115
Other	270	15.9%	1.1%	48.9%	5.6%	12.2%	19.6%	142

*Total*

Percentages shown are of the racial/ethnic groups total applicants, NOT of the total applicant population.