

**BERKELEY UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent  
November 16, 1994

Progress Report on Reconfiguration Policy Decisions

The Board of Education has requested an up-to-date progress report on the implementation of the following policy decisions:

**Board Decision Dates**

- |                   |   |
|-------------------|---|
| 1968              | Establishment of Integration Guidelines and implementation of paired elementary school grade level organizational plan  |
| July, 1992        | Creation of the School Organization Task Force  |
| Spring, 1993      | Reconsideration and reaffirmation of integration guidelines at $\pm 5\%$  |
| December 15, 1993 | Change Grade Level structure from K-3, 4-6, 7-8, 9-12 to K-5, 6-8, 9-12, with three integrated zones and a K-5 controlled choice-within-zone assignment system meeting space available and district integration criteria and caveats of "no additional General Fund expenses" and "providing additional resources for flatland schools." The minutes from the December 15, 1993 meeting detailing the motion and the caveats appear in Attachment A (19-28) |
| April 20, 1994    | Establishment of three middle schools--King, Longellow and Willard--on an open choice basis within space available and integration guidelines (Attachment B, 29)  |

July 13, 1994

Boundaries of the three zones adopted. Established the desired size of certain elementary schools at two classes per grade level (approximately 300 students) and some at three classes per grade level (Malcolm X, Columbus, Thousand Oaks, Cragmont--approximately 450 students), assuming BSEP class size of 25 at K-5 level

Rebuild Cragmont

### **Extensive Public Process**

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 use of facilities. 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 were conducted beginning in the winter of 1987. Subsequently, a series of committees were convened to consider the issues. Superintendent Andrew Viscovich convened the "Schools Master Plan Task Force in the Fall of 1989. One of the resulting recommendation was to review and revise school configuration to ensure racially and economically integrated schools. Superintendent Viscovich convened the "Superintendent's Master Plan Commission" to develop an implementation plan. In the fall of 1990, New BUSD Superintendent LaVoneia Steele launched the BUSD Strategic Planning Process. The adopted plan (Attachment C, 30-34) called for a School Assignment Advisory Task Force and for ways to obtain local tax revenues for school construction. A School Building Advisory Committee recommended a bond measure which became Measure A and further recommended a study of the implications of the building program on the district's desegregation plan. In August,

1992, Superintendent Steele appointed a School Reorganization Task Force. (Attachment D, 35-37)

The School Reorganization Task Force made its report to the Board on February 17, 1993. This report (Attachment E, 38-49) had several recommendations regarding racial balance. The Board of Education took no action on the recommendations and left standing the  $\pm 5\%$  integration criteria that guides the current grade level configuration. The recommendations were as follows:

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 for the grade levels that are found within that school.

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.

**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.**)

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

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.

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

- (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 currently enrolled BUSD students 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**

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 interdistrict transfer will be permitted outside the established ratios; further, where possible, interdistrict transfer students should be assigned in a way to improve any imbalances in the racial composition of the school.

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.

In addition to the Task Force, various consultants worked with the District during the 1992-93 school year. Evans Clinchy, a noted authority on integration, came to Berkeley from Massachusetts, studied BUSD and made a lengthy report to the Board.

The Educational Consulting firm, Management Analysis and Planning (MAP), conducted workshops for the community on the following dates and topics:

November 23: How can we Organize Youngsters to Maximize Learning? and November 30: How can choice fit with racial integration?; How can various grade levels fit with choice?; How can we alter the grade configuration and achieve integration?

MAP made a report to the Board on April 14, 1993, accompanied by a written report.

In Spring, 1993, it was decided to do further public process and Fern Tiger and Associates was hired for that purpose, working with the Board from April to December, 1993. A total of 80 house meetings, three Board workshops, and two Board roundtables were held, culminating in the Board vote of December 15, 1993, for a K-5 model with three zones and "controlled choice." During the time in which Fern Tiger Associates were coordinating the public process, school design experts and graduate students from MIT were brought in to assist and generate ideas for the school reorganization.

From December to April, the Transition Team worked on developing information for the Board regarding the Middle School decision. On April 15, 1994, the Board decided on three Middle Schools with no zones (District-wide choice subject to space available and racial balance).

Since the Board decision of April 15, 1994, when the major reconfiguration decisions were complete, a team of central office staff members, board members, and other staff and parents on an as needed basis, has been working on an implementation plan. The Transition Team has met on a weekly basis since the April decision.

The team has been working on implementation of Board decisions with the goal of a smooth beginning for the transition in September, 1995. Among issues addressed by the team were:

Demographics

Stages of transition in relation to the building program

Public information

Implementation of the controlled choice system

Budget and staffing needs

## **Board of Education Decisions to be Made:**

Approval of policy statements, which will guide the development of timelines, implementation plans and allocation of resources, in keeping with employee contractual agreements

Clarification of the  $\pm 5\%$  integration criteria and consideration of the recommendations made by the Ad Hoc Task Force on School Organization

Clarification of the BFT contractual provision 21.3 which permits the children of Berkeley teachers who do not reside in Berkeley to enroll in Berkeley schools.

Clarification of transfer/assignment policy

Establish a GO/NO GO date for plan implementation in September, 1995

Final Approval of Reconfiguration Plan which meets approved policy statements.

Final approval of Reconfiguration Plan which allocates funds to meet 1994-95 and 1995-96 expenses

Authorize the Superintendent to establish an oversight committee, with a specific, detailed charge, to assist and advise the Board and administration in plan implementation.

Final Approval of Staff/Curriculum Development plan to insure that the best educational programs are available at all sites

## **Basic Assumptions:**

The plan will be multi-year resulting in the desired, K-5, 6-8, 9-12 Grade Level Structure at the completion of the transition period.

The plan will minimize student disruptions by reducing the number of required school changes. Most students will stay at their present school unless the student chooses to change schools/programs. All students currently attending Franklin Elementary School including new Kindergarteners from Northwest and Central Zones may choose to remain or attend Franklin until the permanent Columbus, Cragmont and Thousand Oaks schools are built. When construction on individual schools is completed, the enrollment will be reconfigured according to the approved reconfiguration plan.

The plan will provide the opportunity to keep families together through a sibling preference system.

A framework (zone system) is necessary so that choices will provide the opportunity for racial balance to occur.

Exemplary instructional programs will be provided at every school site.

Due to transitioning and minimizing student disruption caused by changing schools the integration goal of  $\pm 5\%$  may not be met until the transition period is completed.

The District will inform parents/guardians of controlled choice timelines

The District will make the assignment through a computer program professionally developed. The professional who develops the random selection system for the computer will explain it to the oversight committee, who will certify the system.

Additional resources at flatland schools are necessary to make the reconfiguration plan successful.



## Administrative Implementation Plan(Following Board Approval)

If all decisions are approved in December, 1994...

November 11, 1994 Development of K-5 and 6-8 integration criteria to utilize for 1995-96

January, 1995: Establish Parent Access Office by addition of Parent Access Coordinator to current Attendance Office.

January 15, 1995: School choice brochure, including School Choice form distributed to all K-6 parents and pre-schools. Also available at libraries, grocery stores, etc. All parents of potential Kindergarten students will be called using a phone tree.

January, 1995 Notification of all K-6 students on Interdistrict attendance permits and not covered by Board Policy JBCDB of the school selection plan and their status as second priority behind those who live in Berkeley and who meet the selection deadline.

January, 1995: Marketing/Public information/Parent Access plan will be implemented (Attachment F, 50-52).

January, 1995 School tours and Kindergarten Nights:  
January 10: John Muir/ Whittier  
January 12: Oxford  
January 17: Franklin  
January 19: Thousand Oaks/LeConte  
January 24: Malcolm X/ Washington  
January 26: Emerson/ Jefferson

January/February,:	Schools have the option of varying from traditional Spring Open Houses to focus on next year's program and to recruit students for those schools which need to recruit.
January to March:	Development of 1995-96 General Fund Budget.
January-June:	Implement staff development/ curriculum improvement plan on three staff development days and during weekly staff meetings(Attachment G, 53-57.)
March 1, 1995	Deadline for receipt of student choice documents for 1995-96. Students can continue to submit choice documents after this date but will be on a space-available basis as provided by AB1114.
March 31, 1995	Notification of student assignment for 1995-96 for Berkeley residents.  Deadline to select staff for 1995-96.
April 15, 1995	Notification of student assignments for continuing Interdistrict permit students completing choice form.
May 1, 1995	Deadline to order instructional materials for 1995-96.
June 16, 1995	Deadline for staff changing schools to have personal effects packed and marked for moving.
July 1, 1995	Site custodial personnel completes moves within buildings so as to clear space for materials moving in from another building.

Summer, 1995

Continued receipt of choice documents.  
Phone verification of student  
assignment. Receipt of instructional  
materials. Move staff equipment/  
personal effects.

**Current Status of Meeting the  $\pm$  Black/White  
Integration Criteria**

	K - 5		6 - 8	
	Black	White	Black	White
<b>1994-95 Criteria</b>	43.20%	30.97%	41.65%	35.26%
Franklin	41.33%	22.04%		
<b>Northwest</b>				
Jefferson	30.23%	35.46%		
Thousand Oaks	28.92%	19.28%		
King JHS			32.62%	39.50%
<b>Central</b>				
Oxford	42.71%	42.37%		
Washington	50.00%	31.42%		
Whittier (Arts)	41.44%	36.50%	39.13%	43.48%
Longfellow	50.00%	23.81%	61.54%	20.51%
<b>Southwest</b>				
Emerson	48.56%	35.46%		
John Muir	51.70%	36.60%		
LeConte	46.75%	32.47%		
Malcolm X	49.88%	29.63%	55.21%	29.17%
Willard JHS			46.57%	33.39%

Other ethnic/racial groups are not included in this chart based on the 25% threshold established by Board policy for comparison to the  $\pm 5\%$  goal.

**A complete report, including data on interdistrict agreements, is contained in Attachment H, pages 58-65**

## Student Assignment

The first round of student assignments will include Berkeley residents and those covered by Board Policy JBCDB only. Longfellow applicants will receive top priority. Students with interdistrict permits from other cities will be assigned after the assignment of Berkeley residents through a separate process.

Berkeley residents currently in an elementary or middle school do not have to change their current school if there is space available and they wish to remain. The schools where a space problem is anticipated are Emerson and Oxford where the addition of fourth graders requires classroom space beyond current capacity. If there is no space, after all students on interdistrict attendance agreements are removed, students from other zones will be subject to controlled choice guidelines. We anticipate that most out-of-zone students can remain in such schools as Whittier/Arts and John Muir if they so wish.

If a student attends a school in another zone and wishes to continue at that school, the student must provide transportation. As an exception, transportation will be provided to Central Zone students opting for Franklin, certain Special Education students, and Limited English Proficient pupils in the Spanish bi-lingual and Chinese bi-cultural programs.

Incoming kindergarten students can attend the school their sibling attends if they so desire so that families will not be split. If the school desired is outside their zone of residence they must provide their own transportation.

Incoming sixth graders can attend the Middle School their siblings attend if they so desire, subject to space available and racial balance.

Students in special day classes will be assigned based on the location of the program. If their siblings wish to attend the same school, they will be given sibling preference at that school.

## INSTRUCTIONAL AND FISCAL ISSUES(Attachment I, 66-71)

### Instrumental Music Program

\*Longfellow Middle School will focus on arts. Will the district continue to support the additional .4 FTE for the orchestras at King and Willard or shift the .4 to Longfellow? If no shift is made, additional funds will be needed for Longfellow.

\*The current 4-6 grade program consists of five music teachers. They will need to be either split differently or clustered at certain sites. A committee is currently studying the music program and will make recommendations for 1995-96.

### GATE

\*Due to reductions in funding unrelated to the reconfiguration it may be necessary to concentrate GATE at one school, move it to the 3-5 p.m. time slot, or develop a rotating program. A committee is currently studying the GATE program and will make recommendations for 1995-96.

### Textbooks and Furniture

\*Theoretically, with the number of students being the same there should be no need for additional resources. However, in reality, some additional funds may be needed. Textbook costs will be offset by state K-8 textbook monies.

### Transportation

\*All busing will be within zones, except for Franklin, Thousand Oaks, Jefferson LEP schools/programs. Interzone bus rides will be shorter routes with potential savings.

\*Starting and ending times of schools may be staggered to provide more efficient transportation.

## Flatland Schools

### \*Longfellow

- \*Pay to ride transportation
- \*Measure A work this summer on grounds/fencing
- \*Administrative staffing based on 6-8 grade configuration though the school will be 5-7 next year
- \*Switch to professional librarian (part-time)
- \*Supplemental K-8 textbook money
- \*Proposed use of bond interest for furniture and equipment
- \*Possible concentration of instrumental music program for 6-8 grades
- \*Possible extra allocation of BSEP instructional materials fund

### \*Malcolm X

- \*Refurbishment of Kindergarten rooms and construction of a Kindergarten Yard in summer, 1995
- \*Additional landscaping to improve outside appearance of school
- \*Supplemental K-8 textbook money
- \*Possible extra allocation from the BSEP instructional material fund
- \*Proposed use of bond interest for furniture and equipment
- \*Work with BFT to assure outstanding staff at the K-3 level
- \*Special informational brochure being developed at the school and funded by the PTA
- \*Site transition team given released time to meet and plan the program
- \*Possible concentration of instrumental music program

**BERKELEY UNIFIED SCHOOL DISTRICT  
INCREASED GENERAL FUND COST TO IMPLEMENT TRANSITION PLAN**

cej 11/15/94

The following analysis reflects cost above and beyond those currently included in the General Fund budget. Narrative description of program/budget changes included in Attachments I pages 66 - 71) and J (pages 72 - 76).

	Non-General Fund Sources	Additional General Fund Costs FY 1995	Additional General Fund Costs FY 1996
<b>INSTRUCTION</b>			
Instrumental Music	BSEP	\$0	\$0
Gifted and Talented	State Funds	0	0
Textbooks and Instructional Supplies	BSEP/State Funds	0	0
Library Books and Supplies	BSEP	0	0
Classroom Furniture and Equipment	Bond Interest	0	0
Creation of a New Middle School	*	0	0
Extra Resources for Flatland Schools	*	0	0
Teacher Training and Planning	State Funds	5,000	1,000
<b>SCHOOL SITE ADMINISTRATION</b>			
Malcolm X		\$0	(\$32,000)
Franklin		0	48,000
Reallocation among 3 middle schools		0	25,000
<b>CENTRAL SERVICES</b>			
Transportation		\$0	\$0
Enrollment Access Office **			
Coordinator		35,000	52,000
Part Time Clerical		4,500	4,500
Supplies/Mailing/Other		8,000	8,000
Reprographics/Brochure		10,000	10,000
Translation		2,000	2,000
Software Development		6,500	0
Equipment ***		10,000	0
Costs Required By AB1114**		(46,000)	(50,500)
<b>MOVING</b>			
Teachers - Extra Duty		\$4,000	\$4,000
Move Teacher Effects		6,000	6,000
Move Classroom Furniture		6,000	6,000
Other Related Costs		3,000	0
<b>TOTAL</b>		<b>\$54,000</b>	<b>\$84,000</b>

\* These programs will be provided from a reallocation of resources including BSEP, State and General Funds.

\*\* In order to comply with the provisions of AB1114 the District will incur additional costs beginning in FY 1995. These costs (included in the Access Office) may be reimbursible through Mandate Cost claims. Test claims for complying with the provisions of AB1114 will be filed this year.

\*\*\* Equipment costs may be covered from Bond interest.



**BERKELEY UNIFIED SCHOOL DISTRICT  
TRANSITION TEAM**

**Marketing/Public Information/Parent Access**

Good public information is crucial to the goal of providing equal access to Berkeley Public schools for all Berkeley students. In the past some parents have discovered how to transfer their children to their school of choice; others did not know that such an option existed.

Our goal in the reconfiguration is not only to have every school an excellent school, but to encourage each school to develop particular strengths and specialties. We plan to disseminate this information widely among parents in the community along with information about the enrollment process. It will also be important to help parents to understand that while they may express their preferences for their children's schools, "controlled choice" is essentially an assignment system within the parameters of "space available and ethnic balance."

Our efforts to disseminate information to parents include the following:

**1) Marketing through print**

**Parent Information Brochures-**

Written by current staff and parent volunteers

Will try to sell each K-8 site as an excellent school

Distribution through K-8 schools and mailing lists from private pre-schools

**Timeline:**

November 15:	Draft Brochure ready for review by Transition Team and Principals
November 15-30:	Brochure reviewed, edited
December 1-5:	Final revisions
December 5-10:	Layout
December 11:	Brochure goes to press
January 3:	Brochures distributed to parents

Press releases to the Voice and the Tribune

Information to the Board of Realtors, the Chamber of Commerce, etc.

Possibly another issue of the A+ News

Articles in each school newsletter

Some schools are developing their own school brochure

## **2) Marketing through networks of people**

School opinion makers group: Bob Tryon will meet with PTA presidents and other opinion makers from each K-8 school to disseminate information

Informational meetings with school secretaries and District Office secretaries (Monica Thyberg, Diane Pico)

Informational meetings with teachers and members of the Transition Team

House meetings to encourage parents to register (Parent Access Coordinator, PTA and principal at each school)

Meetings with Berkeley Board of Realtors and Chamber; possibly ask to underwrite the cost of the brochure in exchange for advertising

Kindergarten Outreach programs: principals and parents to solicit in the neighborhood of the school OR to solicit in the opposite end of their zone to attract the needed ethnicity

## **3) Marketing through special events**

Kindergarten Open Houses in January; Parent Access Coordinator and other district staff to attend

School tours in January

Possibly a variation on the Spring Open Houses-focus on next year's program and move forward on the calendar

Special events such as performances and fairs

Videos, slogans, themes, T-shirts, pins; all to reinforce what is special about each school

## **SPECIAL ISSUES**

In addition to the marketing and public information issues that have an impact on all schools, there are several issues involving particular population. Among those issues are:

- 1) Translation: Everything must be translated into Spanish. Some documents into Chinese and Vietnamese
- 2) "Flatlands" Schools: Malcolm X, Longfellow, and Franklin (Cragmont and Columbus) need extra marketing efforts.

## **RESPONSIBILITY FOR MARKETING**

Once the Parent Access Coordinator is hired that person would assume primary responsibility

Until that time, we will continue to use volunteers and current staff:

- Bob Tryon: Parent group
- Monica Thyberg: District Clerical Group
- Diane Pico: School Site Secretaries
- Irene Hegarty and/or others: community groups
- Nancy Spaeth: principals
- Transition Team: school faculties
- Beth Mesnick: press releases
- Janet Husby and Nancy Greenman: brochure
- Principals: newsletters, open houses, tours

## STAFF AND CURRICULUM DEVELOPMENT PLANS, JANUARY TO JUNE, 1995, IN RELATION TO RECONFIGURATION

Staff and Development will be an on-going process from January to June in preparation for the opening of school in fall, 1995, when each school will be ready to provide an outstanding program for the students.

This preparation process will take place in faculty meetings as well as grade level meetings each month. In addition, the four days available for K-6, and three for 7-8, will provide opportunities for day-long programs of staff and curriculum development.

### January 27 (K-6 only):

All Elementary schools will spend a part of this day working on the aspects of reorganization that will impact each particular school. There will be time to share information about the process and to answer staff questions. Some schools will have Part II of Full Inclusion as previously planned.

The remainder of the day will be spent on defining the best possible educational program for each school for fall, 1995, with a different program emphasis at each school, as follows:

Emerson: Technology integration/ Authentic assessment/ Exploration of *Education for Character*

Franklin: Training in Oceans Project/ Curriculum for each grade level and integration of curriculum throughout the school

Jefferson: Efficacy of multi-graded classes--what we need to know/ Incorporating Chinese Bicultural Program, K-4/ How to structure physical and instructional environments

John Muir: Special Education full inclusion/ Language arts/ South zone: Planning and building together

LeConte: Full inclusion one half day/ Reconfiguration issues for the South Zone: Planning and building together

Longfellow: Computer training on new hardware and software/ Sharing information from CUE conference

Malcolm X: Full inclusion-one half day/ Reconfiguration issues for South zone: Planning and building together

Oxford: Clarification of school culture and how that culture will be used as a foundation for adding grades four and five

Thousand Oaks: Full inclusion-one half day/ plus continued work on implementation of multi-age two-way immersion bilingual program with emphasis on performance based assessment for students and outcome based accountabilities system in the evaluation of the school program

Washington: Bay Area Writing Program

Whittier/Arts: Full inclusion-1/2 day/Writing Program-holistic scoring, rubrics, use of computer lab for writing

**January 30:**

All K-6 teachers: District wide mathematics in-service for all K-6

King grades 7/8: Classroom modifications related to staff study team presented by Special Education staff/ Hands- on computer workshop by departments to include technology in the curriculum

Willard grades 7/8: Diversity issues/Technology integration

**March 20: K-8**

By March 20, most staff will know at which school they will be assigned in fall, 1995. Teachers who are going to new schools will join their new schools' staffs for the March 20 staff development day. There are tentative plans to meet by zone for part of the day.

The focus of the day will be team-building and the development of a school's theme and plans for an excellent educational program for fall, 1995, with particular emphasis as follows:

Emerson: Curriculum alignment and planning for next year/Continue Technology integration

Franklin: Mathematics and writing- Manipulative mathematics and literature related mathematics and writing projects. Evaluate and revise teaching strategies to promote the uses of manipulative mathematics and

literature related mathematics and writing projects and eventually develop portfolios for Franklin students

Jefferson: Multigraded curriculum; Science units, integrated math, social studies; Classroom management and record keeping

John Muir: Refining school theme, mission statement, philosophy/ Team building among staff/ Policies and procedures/ Hearing impaired program

King: Conflict resolution for all staff/Continuing inservice on reconfiguration

LeConte: Planning a New School:

Team building among staff

Developmental characteristics of our population

Philosophy, K-5 Mission Statement

Developing a common philosophy regarding parental participation and involvement

Policies and procedures (discipline schedules)

Program and services-self contained vs. departmentalization, comp Ed, bi-lingual, GATE, Sp Ed, Childcare, transportation, BSEP

Longfellow: Work with new staff on next year's program, including instrumental music/ Special focus on the seventh grade program

Malcolm X: Reconfiguration- School Philosophy, vision and areas of focus/Program development with specific standards for each grade level in the areas of Language Arts, Mathematics, and the Arts.

Oxford: Full inclusion for one half day/Review of *In Light of It's Elementary*/Standards of achievement and upgrading to meet K-5 needs

Thousand Oaks: Work on implementation of multi-age two-way immersion bilingual program/ Refine the current model and plan for 1995-96/Continue assessment and evaluation activities

Washington: Full inclusion for one half day/Reorganization/Mathematics and Science in-service

Whittier: Grade level math assessment; K-5 grade level rubric; computer assisted math; Staff training on computers; Draft K-5 math program

Willard: Reconfiguration/ Revisit Caught in the Middle/ Create a vision/philosophy/Design organization and delivery of services

## May 5: K-8

By May 5, all staff should know at which school they will be assigned in fall, 1995. Teachers who are going to new schools will join their new school's staff for the May 5 staff development day. There are tentative plans to do some grade level workshops by zone with a focus on helping teachers assigned to a new grade level.

Staff will also work on curriculum development and integration with emphasis on articulation among all grades assigned to the school in fall, 1995.

Emerson: Transition strategies: Outreach to new staff and families/Zone activities-joint meeting.

Franklin: Continuation of March 20. Mathematics and writing- Manipulative mathematics and literature related mathematics and writing projects. Evaluate and revise teaching strategies to promote the uses of manipulative mathematics and literature related mathematics and writing projects and eventually develop portfolios for Franklin students.

Jefferson: Multi-graded curriculum; Language arts, P.E., Music, Health/nutrition; Getting started, K-4, and reporting to parents

John Muir: The curriculum and instructional program  
Subject matter  
Materials, equipment needed for each subject area  
Building a community of learners (school climate)  
Role of Teacher  
Role of Student  
Role of Parent  
Specific Strategies  
Resources, Support Services  
Peer tutoring, cross age tutoring

King: Multiple inclusion in the curriculum and continue with reconfiguration issues

LeConte: The curriculum and instructional program  
Subject matter  
Materials, equipment needed for each subject area  
Building a community of learners (school climate)  
Role of Teacher  
Role of Student  
Role of Parent  
Specific Strategies  
Resources, Support Services  
Peer tutoring, cross age tutoring

Longfellow: Reconfiguration issues, including new teachers in the

Malcolm X: Reconfiguration- Program Planning/Continuation of program development in Language Arts, Mathematics, and the Arts.

Oxford: Reconfiguration/Articulating curriculum K-5 with 4th grade teachers included

Thousand Oaks: Work on implementation of multi-age two-way immersion bilingual program/ Orient any new staff members/Evaluate this year's model/ Student placement for 1995-96

Washington: Continue working on Reorganization and Program Planning/Mathematics and Science continued

Whittier: Computer lab and Title I students; Analyze the success of the 1994-95 computer assisted Title I program

Willard: Reconfiguration/Grade level curriculum development/Subject articulation/Facility planning



11/9/94

ETHNIC BREAKDOWN  
1994-95 K - 5  
INCLUDES INTERDISTRICT PERMITS

	WHT	%AGE	BLK	%AGE	ASN	%AGE	HSP	%AGE	MULT	%AGE	TOTAL STUDENTS
EMERSON	111	35.46%	152	48.56%	23	7.35%	26	8.31%	1	0.32%	313
JEFFERSON	141	40.99%	104	30.23%	71	20.64%	21	6.10%	7	2.03%	344
LE CONTE	100	32.47%	144	46.75%	27	8.77%	32	10.39%	5	1.62%	308
OXFORD	125	42.37%	126	42.71%	16	5.42%	19	6.44%	9	3.05%	295
WASHINGTON	71	31.42%	113	50.00%	28	12.39%	11	4.87%	3	1.33%	226
FRANKLIN	136	22.04%	255	41.33%	21	3.40%	198	32.09%	7	1.13%	617
JOHN MUIR	97	36.60%	137	51.70%	15	5.66%	16	6.04%	0	0.00%	265
THOUSAND	64	19.28%	96	28.92%	18	5.42%	148	44.58%	6	1.81%	332
WHITTIER (GR K - 5 ONLY)	96	36.50%	109	41.44%	35	13.31%	20	7.60%	3	1.14%	263
MALCOLM (GR 4/5 ONLY)	120	29.63%	202	49.88%	47	11.60%	31	7.65%	5	1.23%	405
LONGFELLOW (GR 4/5 ONLY)	60	23.81%	126	50.00%	26	10.32%	2	0.79%	38	15.08%	252
TOTAL	1121	30.97%	1564	43.20%	327	9.03%	524	14.48%	84	2.32%	3620

ETHNIC BREAKDOWN  
1994-95 K - 5  
NOT INCLUDING INTERDISTRICT PERMITS

11/9/94

	WHT	%AGE	BLK	%AGE	ASN	%AGE	HSP	%AGE	MULT	%AGE	TOTAL STUDENTS
EMERSON	90	33.71%	135	50.56%	18	6.74%	24	8.99%	0	0.00%	267
JEFFERSON	136	41.85%	98	30.15%	68	20.92%	17	5.23%	6	1.85%	325
LE CONTE	96	33.22%	131	45.33%	27	9.34%	32	11.07%	3	1.04%	289
OXFORD	118	42.29%	117	41.94%	16	5.73%	19	6.81%	9	3.23%	279
WASHINGTON	71	35.50%	91	45.50%	27	13.50%	9	4.50%	2	1.00%	200
FRANKLIN	131	22.55%	244	42.00%	21	3.61%	179	30.81%	6	1.03%	581
JOHN MUJR	90	36.29%	129	52.02%	15	6.05%	14	5.65%	0	0.00%	248
THOUSAND	62	20.33%	88	28.85%	18	5.90%	134	43.93%	3	0.98%	305
WHITTIER (GR K - 5)	92	37.25%	99	40.08%	35	14.17%	19	7.69%	2	0.81%	247
MALCOLM (GR 4/5 ONLY)	116	31.52%	175	47.55%	44	11.96%	29	7.88%	4	1.09%	368
LONGFELLOW (GR 4/5 ONLY)	59	25.21%	112	47.86%	26	11.11%	1	0.43%	36	15.38%	234
TOTAL	1061	31.74%	1419	42.45%	315	9.42%	477	14.27%	71	2.12%	3343

INTERDISTRICT PERMITS FOR 94/95

11/9/94

ETHNIC BREAKDOWN  
GRADES K - 5

SCHOOL	1	%AGE	2	%AGE	3	%AGE	4	%AGE	5	%AGE	6	%AGE	7	%AGE	TOTAL
EMERSON	21	47.73%	17	38.64%	4	9.09%	1	2.27%	0	0.00%	0	0.00%	1	2.27%	44
FRANKLIN	5	13.89%	11	30.56%	0	0.00%	19	52.78%	0	0.00%	0	0.00%	1	2.78%	36
LONGFELLOW (GR 4/5 ONLY)	1	10.00%	8	80.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	10.00%	10
THOUSAND	2	7.41%	8	29.63%	0	0.00%	14	51.85%	0	0.00%	0	0.00%	3	11.11%	27
WHITTIER (GR K - 5 ONLY)	4	25.00%	10	62.50%	0	0.00%	1	6.25%	0	0.00%	0	0.00%	1	6.25%	16
LE CONTE	4	21.05%	13	68.42%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	10.53%	19
WASHINGTON	0	0.00%	22	84.62%	1	3.85%	2	7.69%	0	0.00%	0	0.00%	1	3.85%	26
MALCOLM X (GR 4-5 ONLY)	4	14.81%	18	66.67%	2	7.41%	1	3.70%	0	0.00%	0	0.00%	2	7.41%	27
OXFORD	7	43.75%	9	56.25%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	16
JEFFERSON	5	29.41%	6	35.29%	3	17.65%	2	11.76%	0	0.00%	0	0.00%	1	5.88%	17
JOHN MUIR	5	33.33%	8	53.33%	0	0.00%	2	13.33%	0	0.00%	0	0.00%	0	0.00%	15
TOTAL	58	22.92%	130	51.38%	10	3.95%	42	16.60%	0	0.00%	0	0.00%	13	5.14%	253

## INTRADISTRICT PERMITS FOR 94/95

11/9/94

ETHNIC BREAKDOWN  
GRADES K - 5

SCHOOL	1	%AGE	2	%AGE	3	%AGE	4	%AGE	5	%AGE	6	%AGE	7	%AGE	TOTAL
EMERSON	16	32.65%	17	34.69%	3	6.12%	7	14.29%	0	0.00%	0	0.00%	6	12.24%	49
FRANKLIN	18	16.51%	24	22.02%	5	4.59%	56	51.38%	1	0.92%	0	0.00%	5	4.59%	109
LONGFELLOW (GR 4-5 ONLY)	3	12.50%	10	41.67%	3	12.50%	1	4.17%	0	0.00%	0	0.00%	7	29.17%	24
THOUSAND	4	6.25%	10	15.63%	2	3.13%	45	70.31%	0	0.00%	0	0.00%	3	4.69%	64
WHITTIER (GR K-5 ONLY)	20	35.71%	20	35.71%	8	14.29%	1	1.79%	0	0.00%	0	0.00%	7	12.50%	56
LE CONTE	7	38.89%	2	11.11%	1	5.56%	0	0.00%	0	0.00%	2	11.11%	6	33.33%	18
WASHINGTON	5	16.13%	13	41.94%	4	12.90%	4	12.90%	0	0.00%	0	0.00%	5	16.13%	31
MALCOLM X (GR 4-5 ONLY)	12	42.86%	8	28.57%	4	14.29%	1	3.57%	0	0.00%	0	0.00%	3	10.71%	28
OXFORD	36	70.59%	4	7.84%	7	13.73%	1	1.96%	0	0.00%	0	0.00%	3	5.88%	51
JEFFERSON	11	22.92%	10	20.83%	16	33.33%	5	10.42%	0	0.00%	0	0.00%	6	12.50%	48
JOHN MUIR	12	25.00%	25	52.08%	1	2.08%	3	6.25%	0	0.00%	0	0.00%	7	14.58%	48
TOTAL	144	27.38%	143	27.19%	54	10.27%	124	23.57%	1	0.19%	2	0.38%	58	11.03%	526

ETHNIC BREAKDOWN  
GRADES 6 - 8  
INCLUDES INTERDISTRICT PERMITS

11/9/94

SCHOOL	WHT	%AGE	BLK	%AGE	ASN	%AGE	HSP	%AGE	MULT	%AGE	TOTAL STUDENTS
KING	333	39.50%	275	32.62%	86	10.20%	141	16.73%	8	0.95%	843
ARTS MAGNET (GR 6 ONLY)	20	43.48%	18	39.13%	5	10.87%	2	4.35%	1	2.17%	46
LONGFELLOW (GR 6 ONLY)	24	20.51%	72	61.54%	5	4.27%	6	5.13%	10	8.55%	117
MALCOLM X (GR 6 ONLY)	56	29.17%	106	55.21%	14	7.29%	16	8.33%	0	0.00%	192
WILLARD	190	33.39%	265	46.57%	53	9.31%	36	6.33%	25	4.39%	569
TOTAL	623	35.26%	736	41.65%	163	9.22%	201	11.38%	44	2.49%	1767

ETHNIC BREAKDOWN  
 GRADES 6 - 8  
 NOT INCLUDING INTERDISTRICT PERMITS

11/9/94

SCHOOL	WHT	%AGE	BLK	%AGE	ASN	%AGE	HSP	%AGE	MULT	%AGE	TOTAL STUDENTS
KING	316	40.15%	258	32.78%	78	9.91%	129	16.39%	6	0.76%	787
ARTS MAGNET (GR 6 ONLY)	20	43.48%	18	39.13%	5	10.67%	2	4.35%	1	2.17%	46
LONGFELLOW (GR 6 ONLY)	24	22.02%	66	60.55%	5	4.59%	5	4.59%	9	8.26%	109
MALCOLM X (GR 6 ONLY)	56	30.94%	97	53.59%	13	7.18%	15	8.29%	0	0.00%	181
WILLARD	178	34.56%	239	46.41%	46	8.93%	28	5.44%	24	4.66%	515
TOTAL	594	36.26%	678	41.39%	147	8.97%	179	10.93%	40	2.44%	1638

ETHNIC BREAKDOWN  
 GRADES 6 - 8  
 INTERDISTRICT PERMITS

11/9/94

SCHOOL	WHT	%AGE	BLK	%AGE	ASN	%AGE	HSP	%AGE	MULT	%AGE	TOTAL STUDENTS
KING	17	30.36%	17	30.36%	8	14.29%	12	21.43%	2	3.57%	56
ARTS MAGNET NO GR 6 INTERDISTRICTS PERMITS											
LONGFELLOW (GR 6 ONLY)	0	0.00%	6	66.67%	0	0.00%	1	11.11%	2	22.22%	9
MALCOLM X (GR 6 ONLY)	0	0.00%	9	56.25%	3	18.75%	2	12.50%	2	12.50%	16
WILLARD	12	22.22%	26	48.15%	7	12.96%	8	14.81%	1	1.85%	54
TOTAL	29	21.48%	58	42.96%	18	13.33%	23	17.04%	7	5.19%	135

ETHNIC BREAKDOWN  
 GRADES 6 - 8  
 INTRADISTRICT PERMITS

11/9/94

SCHOOL	WHT	%AGE	BLK	%AGE	ASN	%AGE	HSP	%AGE	MULT	%AGE	TOTAL STUDENTS
KING	29	42.03%	19	27.54%	6	8.70%	9	13.04%	6	8.70%	69
ARTS MAGNET (GR 6 ONLY)	2	40.00%	1	20.00%	2	40.00%	0	0.00%	0	0.00%	5
LONGFELLOW (GR 6 ONLY)	0	0.00%	6	66.67%	0	0.00%	1	11.11%	2	22.22%	9
MALCOLM X (GR 6 ONLY)	0	0.00%	9	56.25%	3	18.75%	2	12.50%	2	12.50%	16
WILLARD	2	8.33%	9	37.50%	3	12.50%	3	12.50%	7	29.17%	24
TOTAL	33	26.83%	44	35.77%	14	11.38%	15	12.20%	17	13.82%	123



**INSTRUCTIONAL ISSUES FOR RECONFIGURATION: BUDGET IMPACT****Instrumental music program for students in grades 4, 5, 6:**

BUSD has traditionally employed 5.0 FTE Instrumental Music teachers for students in grades 4, 5, and 6. In addition the District supports .2 FTE each at King and Willard to "subsidize" an orchestra. King and Willard take another .2 FTE from their regular staffing for band. BHS uses its regular teacher allocation for its instrumental music classes, which in recent years have been reduced to three: Jazz Band, Jazz Lab Band, and piano.

The budget assumption for 1995-96 is that the secondary schools will continue to support instrumental music from their regular allocation. There will need to be discussion regarding the continued district support for orchestras at King and Willard in light of the fact that Longfellow will be the Middle School with a performing arts emphasis. We could add .2 FTE for orchestra at Longfellow or move the .4 FTE formerly at King and Willard to Longfellow to build a larger orchestra at that school.

Regarding the program for grades 4-6, it is assumed that BSEP will fund the five FTE Instrumental music teachers who were maintained through fund-raising this year. The same five teachers will be split in some manner among all schools that have grades 4, 5, and 6 or the program will be concentrated at particular sites, perhaps as part of the philosophy of extra resources for flatlands schools. There is a committee working on recommendations in these areas.

In any case no increase in General Fund support for instrumental music as part of the reconfiguration process is proposed for next year.

**Gifted And Talented Education (GATE)**

Currently the GATE funding from the State is reduced to approximately \$80,000. Just a few years ago the program was supported by \$100,000 from the State and \$100,000 from the General Fund.

The \$80,000 is spent for (1) "mini-courses" at Willard and King, (2) the Exploration Center for students in grades 4, 5, and 6 (including costs of busing), and (3) for someone to do the testing of students recommended for inclusion in the program. With the reduction to \$80,000 we can no longer afford to continue the program as is.

Therefore, with or without reconfiguration, a committee has been established to work with Carolyn Hall-Gaertner, Program Manager, to redesign the GATE program for grades 4, 5, and 6. It has worked well at King to let the GATE sixth graders just join in the mini-courses. That may be the solution for grade 6. What the program should be for grades 4 and 5 will be the subject of the work of the committee. It is possible to concentrate the program at one school, to move it to the 3:00 to 5:00 time slot, or to develop a rotating program at each site.

In any case, we do not anticipate requesting General Fund money to supplement the GATE program at this time.

### Textbooks and Furniture/other equipment

Since there will not be additional students, but rather just a shifting of students in Fall, 1995, in theory we should just be able to move the textbooks and furniture to follow the students.

Texts and other grade-specific books and materials: Thanks to the State K-8 Textbook Fund and to the BSEP Instructional Materials Fund, we have a good supply of materials in our current classrooms. With careful planning and direction we should be able to fully supply each new grade level classroom at one school with the books and materials from a classroom at another school.

Because, however, we may have some cases of teachers and schools wanting to keep some materials that should be sent on, and because there is inevitable wear and tear on materials, we will structure the allocation of the K-8 Textbook money next year to give an extra allocation to schools in relation to the number of rooms at a new grade level that they will have. A reserve of money that has existed since the non-adoption of History/Social Studies texts for grades 1-4 will be used to supplement the 1995-96 allocation.

Libraries: There will be no moving of library books. Schools will be asked to use their annual allocation from BSEP of about \$5,000 for library books to develop the collection for the new grade levels.

Furniture/other equipment: The situation with furniture is more complicated because BUSD does not have a regular schedule and budget for the replacement and maintenance of furniture and equipment. While the furniture should be sufficient if it just follows the grade levels, we know that certain furniture needs repair or replacement--unrelated to reconfiguration.

Through careful planning and process we will try to shift classes of furniture intact to avoid schools sending on the furniture in the worst condition.

Whittier and Washington will receive a small furniture allowance from the State Building Funds. Otherwise the only projected source of money for furniture and equipment is the possible use of bond interest or for school sites to use some of their BSEP allocation.

In any case we do not anticipate requesting money from the General Fund for FY96.

### Playgrounds, yards, athletic facilities

It is anticipated that any improvements and changes on school grounds will be funded through Measure A. Examples include the construction of a Kindergarten Yard at Malcolm and, possibly, a playing field at Longfellow.

### Transportation

The projection for transportation costs at this time is that there will be no additional cost for the new configuration of schools and that there may be a reduction in cost because of the elimination of busing for district-wide magnets. All elementary bussing will be within zone and routes should be shorter. The only exceptions will be the continued bussing to Franklin, Thousand Oaks, and Jefferson of LEP students (as well as the bussing of Central Zone Kindergartners who wish to attend Franklin).

We are proposing the provision of pay-to-ride bussing to Longfellow for students who live more than two miles from the school. This bussing would be provided during the transition period as an added incentive to attract students to Longfellow as it is establishing its reputation.

### Developing a new Middle School at Longfellow

While Longfellow will just be half-way towards its eventual grade configuration next year, we anticipate staffing it as if it were a full Middle School as part of the philosophy of extra resources for flatlands schools.

Administration: Staffing for Principal and Vice Principal (which at the Middle Schools is a combination Vice Principal/Counselor position) will be done on a per pupil formula in FY96. Again, since the students are shifting but not increasing there should be little budget impact. However, since sixth graders are now included in the formula and since Longfellow fifth graders will be in the formula, there will be a slight increase for administration for grades 6, 7, and 8 next year.

Clerical: Because of period by period attendance we may need to add an attendance clerk at Longfellow next year. The clerical staffs at the three schools will be analyzed and adjusted.

Library: In FY96, Library support among the three middle schools should be equalized on a per pupil formula. Either the current 2.0 FTE should be shared (.80 at King, .70 at Willard, .50 at Longfellow) or a .40 Librarian should be placed at Longfellow next year instead of a Library Media Clerk. This .40 Librarian could possibly be a .60 Library skills released time teacher for the fifth and sixth graders in 1995-96.

Transforming facilities to meet middle school needs: The major changes needed at Longfellow will be supported by the Bond-funded building program. Some modifications for next year include improvement of physical education facilities and equipment and the development of one room to be used at a science lab. There is already one room in the annex that is currently used for science by the science released time teacher. This room could serve for 7th grade science with some additions of equipment.

Summer, 1995, priorities include fencing, exterior lighting, green space (grass field), rehab of bathrooms and development of a science lab.

In the long run Longfellow is asking for the following as part of the Measure A rebuilding and the transformation to a Middle School:

- 17-18 academic classrooms
- Grade-level "clusters"
- At least two science labs
- Visual art classroom
- Refurbished Theater
- Music/sound/video facilities
- Separate P.E. facilities/a small gymnasium
- Expanded administrative and counseling area
- Expanded staff rooms
- Instrumental music rehearsal rooms with adjoining practice rooms
- Storage space for musical instruments
- Scenery and costume construction and storage facilities
- A design with a secure perimeter/New fencing
- Up-to-date media center library facility, possibly connected with computer labs.
- Green space and a small track
- Complete video and data cabling for networking the entire school

Principal Carl Brush is working with HKIT and Lew Jones regarding the phasing of the major construction as well as the budget.

### Informational Brochure for Parents

SB1114 requires that we inform all parents about the program at each school and how one can transfer from one's own attendance area. Therefore, the booklet that we are preparing for parents will probably be a mandated cost reimbursable expense.

Two talented volunteers, plus Board Members and staff are working on the development of the 1995-96 brochure, which will be distributed in early January. We are attempting to get local businesses to support the printing costs.

Printing and mailing costs will be in the neighborhood of \$10,000 to \$15,000 dollars in relation to requirements of both SB114 and the BUSD controlled choice system.

### Extra Resources to Flatlands Schools

#### Longfellow:

- Pay to ride transportation
- Measure A work this summer on grounds/fencing, etc.
- Administrative staffing based on 6-8 grade configuration though the school will be 5-7 next year
- Switch to professional librarian (part time)
- Supplemental K-8 textbook money
- Proposed use of bond interest for furniture and equipment
- Possible concentration of instrumental music program for 6-8 at Longfellow
- Possible extra allocation from the BSEP instructional materials fund

#### Malcolm X:

- Refurbishment of Kindergarten rooms and construction of a Kindergarten yard in summer, 1995
- Additional landscaping to improve outside appearance of school
- Supplemental K-8 textbook money
- Possible extra allocation from the BSEP instructional materials fund
- Proposed use of bond interest for furniture and equipment
- Work with BFT to assure outstanding staff at the K-3 level
- Special informational brochure being developed at the school and funded by PTA
- Site transition team given released time to meet and plan the program
- Possible concentration of instrumental music program

Franklin:

Additional administrative allocation needed because of the size of the school during the transition. Resource teacher allocation proposed.

Bussing of Central Zone Kindergartners

During FY 97 the appointment of a "New" Columbus principal should be considered

Beginning the development of a Montessori program in the kindergarten should be considered as vacancies become available since it appears that the Montessori methodology is likely to be the theme of new Columbus

**BERKELEY UNIFIED SCHOOL DISTRICT  
BUDGET IMPACTS OF TRANSITION PLAN**

November 5, 1994

The potential costs of transitioning to the Board approved K-5/6-8 grade configuration fall into four basic categories: Instructional, School Site Administration, Central Services and Moving. Many of these costs will be paid from sources outside the General Fund, however, there are projected General Fund impacts. While individual schools will experience a changed pupil population, the districtwide pupil population for grades K-8 is not expected to grow significantly in the next few years. As a result many of the anticipated costs of the changed grade configuration can be met through a redistribution of existing resources to meet the changed distribution of pupils. The following is an analysis of the projected costs for reconfiguration in Fiscal Years 1995 and 1996.

**INSTRUCTION**

Additional costs for the instructional program occasioned by the proposed transition plan involve reconfiguration of existing programs, development/enhancement of new and existing programs and replacement of materials and equipment which are broken or outdated. Identified areas of potential cost are:

- **Instrumental Music** - This program may be modified to complement the new grade configuration but, this change will be within the resources currently allocated to the program from the General Fund and from the new BSEP measure. **No increased cost to the General Fund.**
- **Gifted and Talented (GATE)** - A committee is being formed to review the current GATE program and recommend a model for future years which will maximize but not exceed the restricted funding for this program. **No increased cost to the General Fund.**
- **Textbooks** - Additional textbooks and replacement texts will be funded from restricted K-8 Textbook monies. **No increased cost to the General Fund.**
- **Libraries** - New library materials will purchased from BSEP Instructional Materials Fund. **No increased cost to the General Fund.**
- **Furniture/Equipment** - Furniture and equipment will be moved among the schools to reflect the new grade configuration. To the extent that replacement furniture or equipment is necessary, Bond interest or General Fund monies will be expended. It is difficult to estimate the amount of demand for furniture and equipment. **The General Fund will only be impacted to the extent that Bond interest monies are limited and new or replacement furniture is absolutely necessary for the ongoing instructional program.**

**INSTRUCTION (continued)**

- **Extra Resources to Flatland Schools/Development of a New Middle School -** Most of the instructional resources to be added for flatlands schools will come from the reallocation of existing sources, i.e., BSEP (materials/site enrichment), Bond proceeds (buildings/building fixtures/grounds), Bond interest (furniture/equipment) and other existing programs (GATE, Elementary Music, State Textbooks, etc.). **Most of the proposed new General costs for the flatland schools would come in the form of Site Administration and Central Support (see below).**
- **Teacher Training/Planning -** Staff Development days will be designated for training and planning to facilitate the transition of schools to their new grade configurations. Malcolm X school, in recognition of the exceptional change planned for Fall of 1995, has a transition team of teachers and administrators working to develop a plan for their site. **The General Fund cost to release staff for transition planning is estimated to be \$5,000 for FY 1995 and \$1,000 for FY 1996.** Staff Development days are funded from categorical sources.

**SCHOOL SITE ADMINISTRATION**

As the grade configurations of the Berkeley schools change the administrative needs of the individual sites will change. Most notably, Longfellow will need services associated with a middle school population, Malcolm X will conform to the elementary school administrative model and Franklin will need extra resources to meet the needs of a larger elementary population. In many ways these changing needs can be met through a reallocation of existing resources. Anticipated school site administrative changes are as follows:

In order to bring Longfellow's site administration into line with King and Willard a proportional allocation of Vice Principal/Counselor, Librarian, Clerical and Student Service Assistant/Monitor Full Time Equivalents (FTE) will need to be added. However, the added cost of these middle school services is partially offset by the existing services at the site, i.e., Library Media Technician and Student Service Assistants and by increased release time FTE tied to additional 6th grade classroom sections. Applying a staffing formula based on projected pupil enrollment to all three of the middle schools resources are realigned and added. **The estimated additional cost to the General Fund for FY 1996 is \$25,000.**

**Malcolm X** will conform to the current administrative model of the other elementary schools with one principal, one school secretary and noon supervision in proportion to the student population. At the present Malcolm X has .50 FTE of a Vice Principal charged to the General Fund. The cost of these position would be saved under the new configuration. **This represents an estimated savings of \$32,000 for the General Fund beginning in FY 1996.**



### **SCHOOL SITE ADMINISTRATION (continued)**

Franklin will continue to be the largest K-5 school in the District until new sites are completed in the North/West and Central zones. In recognition of this fact it is proposed that a Resource Teacher be assigned to Franklin as an augmentation to site administration. **It is estimated that a Resource Teacher would add \$48,000 to General Fund costs for FY 1996.**

### **CENTRAL SERVICES**

Central services to schools will be impacted by the reconfiguration in the areas of Transportation and Child Welfare and Attendance/Enrollment. Transportation services will be reorganized to meet the needs of the zone system. Child Welfare and Attendance will be reorganized and augmented to form a Enrollment Access Office. The impacts of these changes are as follows:

The Transportation staff are currently in the process of implementing new software which will allow them to model and, for Fall of 1995, assign bus routes which will maximize our transportation resources. This alone should help us to contain the cost of the transportation program. In addition, it is believed that the new zone configuration will also afford more efficient home to school transportation. **For planning purposes it is assumed that the cost of Transportation will remain constant for FY 1996.** If Transportation costs are reduced in future years a further analysis of the impact on Voluntary Integration funding will have to be made.

In addition to regular home to school transportation for elementary grade pupils, a proposal to offer **Pay-to-Ride transportation for Longfellow school** as an incentive for pupils to enroll in this new middle school. The cost of this service would depend on the number of pupils participating and the rates charged for the service. If AC Transit student rates were charged for this service **the cost to the General Fund is estimated at \$12,000 per 53 passenger bus.** This cost is not included as a part of the assumed cost of implementing the transition plan.

In order to provide an Enrollment Access services for the District the existing Child Welfare and Attendance Office would be augmented with an Enrollment Access Coordinator, part time clerical help during peak enrollment periods, District enrollment option brochures and new computer software and hardware. **The cost of these additions is estimated at \$76,000 for both FY 1995 and 1996. For FY 1995 \$10,000 of the estimated costs are for equipment which may be paid from Bond interest.**

### **MOVING**

The cost of moving grade levels from one school to the next is tied, in part, to the number of teachers who are transferred from one site to another. The number of transfers is difficult to project in the absence of an agreement with the teachers union regarding such moves. In an attempt to develop ballpark cost information the following assumptions were made:

**MOVING (continued)**

- Each addition of a section at a school site reflects a transfer.
- Teachers are paid 12 hours at the curriculum development rate to pack/unpack.
- Each transfer includes the moving of a teachers personal effects.
- Each transfer includes the moving of a classroom of furniture.
- The moving of teacher effects and furniture take one day each per classroom employing two movers.
- All moves within a school would be done the school custodians during as a part of their regular assignment.
- No building fixtures (fixed cabinets, etc.) would be moved.

Given these assumptions the cost are as follows:

37 teachers @ \$215	\$ 7,955
37 teacher effects @ \$325	12,025
37 classrooms @ \$325	12,025
Other Related Costs	<u>3,000</u>
<b>Total</b>	<b>\$32,005</b>

These estimates do not take into account the cost of moving special education classes or instructional aides.

Moves resulting from reconfiguration would be executed between the close of school in June 1995 and the opening of school in September. As a result the costs are split between fiscal years 1995 and 1996.

In order to ensure that all of the transfers are completed during the summer break moves must be scheduled and coordinated centrally. The schedule off all moves both between schools and within each school site would need to be finalized by June 15, 1995 with all of the internal moves being completed by the site custodians before July 1, 1995. This is a tight schedule which would require knowledge of reassignments, bumping, retirements and resignations prior to the end of the current school year.

**BUDGET IMPACTS OF TRANSITION PLAN - November 5, 1994**  
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**TOTAL PROJECTED GENERAL FUND COSTS**

The total projected General Fund costs of the transition plan are:

	<b>FY 1995</b>	<b>FY 1996</b>
<b>INSTRUCTION</b>	\$ 5,000	\$ 1,000
<b>SCHOOL SITE ADMINISTRATION</b>	\$41,000	\$41,000
<b>CENTRAL SERVICES</b>	\$76,000	\$76,000
<b>MOVING</b>	\$19,000	\$16,000
<b>TOTAL</b>	<u>\$141,000</u>	<u>\$134,000</u>

**BERKELEY UNIFIED SCHOOL DISTRICT  
TRANSITION TEAM**

**Pupil Demographic Projections and Recommendations for Transition  
to K-5/6-8 Grade Configuration**

November 1, 1994

**BACKGROUND:**

In preparation for implementing the transition from BUSD's current grade configuration to the K-5/6-8 grade configuration adopted by the Board of Education a model was developed to test the feasibility of a gradual transition over several years with the least disruption for ongoing pupils and staff. The initial models were based on enrollment projected for October 1994, 1995 and 1996 using actual demographic patterns for the past 13 years and assuming class size of 26 for grades K - 6. These models were brought to the Board of Education and to the school principals for review and input.

The models were subsequently revised taking into account actual enrollment on the tenth day of School Year 1995, September 20, 1994. The revised model for October 1995 was given to the principals to apprise them of progress in the transition plan and to illicit more input. Based on reactions from this group another revision has been prepared. These model represent the most current proposal for a gradual transition of the District's elementary and junior high schools to the new grade configuration over the next three school years.

All transition models are based on the assumption that class size for grades K-6 will continue to be 26 and that pupil cohort survival rates for these grades will follow the patterns of the past six years.

**TRANSITION PLAN:**

**THE SOUTH/EAST ZONE**

**EMERSON SCHOOL**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Oct 1994</b>	3.0	3.5	2.5	3.0	0	0
<b>Oct 1995</b>	2.0	2.0	2.0	2.0	2.0	0
<b>Oct 1996</b>	2.0	2.0	2.0	2.0	2.0	2.0

(1)

**Pupil Demographic Projections and Recommendations for Transition to K-5/6-8 Grade Configuration - November 1, 1994**

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**TRANSITION PLAN - SOUTH/EAST ZONE  
EMERSON (continued)**

The Emerson pupil population will decrease from 12 to 10 class sections for fall of 1995. This reduction in the first transition year will require some pupils currently enrolled at Emerson to be transferred to other sites. Pupils enrolled at Emerson for the 95/96 school year will be able to continue in the fall of 1996 without further disruption. Emerson will be fully transitioned for Fall of 1996.

**JOHN MUIR SCHOOL**

	K	1	2	3	4	5
Oct 1994	2.0	2.0	2.0	2.0	1.0	1.0
Oct 1995	2.0	2.0	2.0	2.0	2.0	2.0
Oct 1996	2.0	2.0	2.0	2.0	2.0	2.0

John Muir pupil population will continue expand to two sections at each grade level. For fall of 1995 this would allow additional enrollment at fifth grade. John Muir will continue to be a K-5 school.

**LECONTE SCHOOL**

	K	1	2	3	4	5
Oct 1994	3.0	3.0	3.0	3.0	0	0
Oct 1995	2.0	2.0	2.5	2.5	2.0	0
Oct 1996	2.0	2.0	2.0	2.5	2.5	2.0

The LeConte pupil population will drop from 12 to 11 classroom sections for fall of 1995. This reduction in the first transition year will require some pupils currently enrolled at LeConte to be transferred to other sites. For fall of 1996 LeConte will grow to 13 sections (one more section than is projected ongoing) to allow a small "bubble" of pupils to remain at LeConte and absorb South/East zone pupils while Malcolm X is under construction. LeConte will be fully transitioned for Fall of 1996 .

**Pupil Demographic Projections and Recommendations for Transition to K-5/6-8 Grade Configuration - November 1, 1994**  
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**TRANSITION PLAN - SOUTH/EAST ZONE (continued)**

**MALCOLM X SCHOOL**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Oct 1994</b>	0	0	0	0	7.0	8.0
<b>Oct 1995</b>	2.0	2.0	2.0	1.0	1.0	6.0
<b>Oct 1996</b>	2.0	2.0	2.0	2.0	1.0	1.0

The Malcolm X pupil population will be the most dramatically changed of the District's elementary schools. For the fall of 1995 new sections will be established at grades K-3 drawing from all over the South/East zone with most 4th graders continuing to the 5th grade in fall of 1995. Malcolm X will be fully transitioned for Fall of 1996.

**SOUTH/EAST ZONE** - At present the South zone schools, with the exception of John Muir, have not strayed from the original 1968 model; Emerson and LeConte provide grades K-3 which feed into Malcolm X which provides grades 4-6. In order to shift these three schools to a K-5 configuration the existing K-3 schools must reduce their existing enrollment to accommodate a greater grade span and to fill Malcolm X at the lower grades. This means that pupils currently enrolled at Emerson and LeConte may not be able to continue into the Fall of 1995. An effort will be made to continue the greatest number of students with preference being given to continuing students from the South/East zone. The methodologies for successfully implementing this change are principally student assignment and development/marketing of Malcolm X programs.

**THE CENTRAL ZONE**

**OXFORD SCHOOL**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Oct 1994</b>	3.0	3.0	2.5	2.5	0	0
<b>Oct 1995</b>	2.0	2.0	2.5	2.5	2.0	0
<b>Oct 1996</b>	2.0	2.0	2.0	2.5	2.5	2.0