

**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.

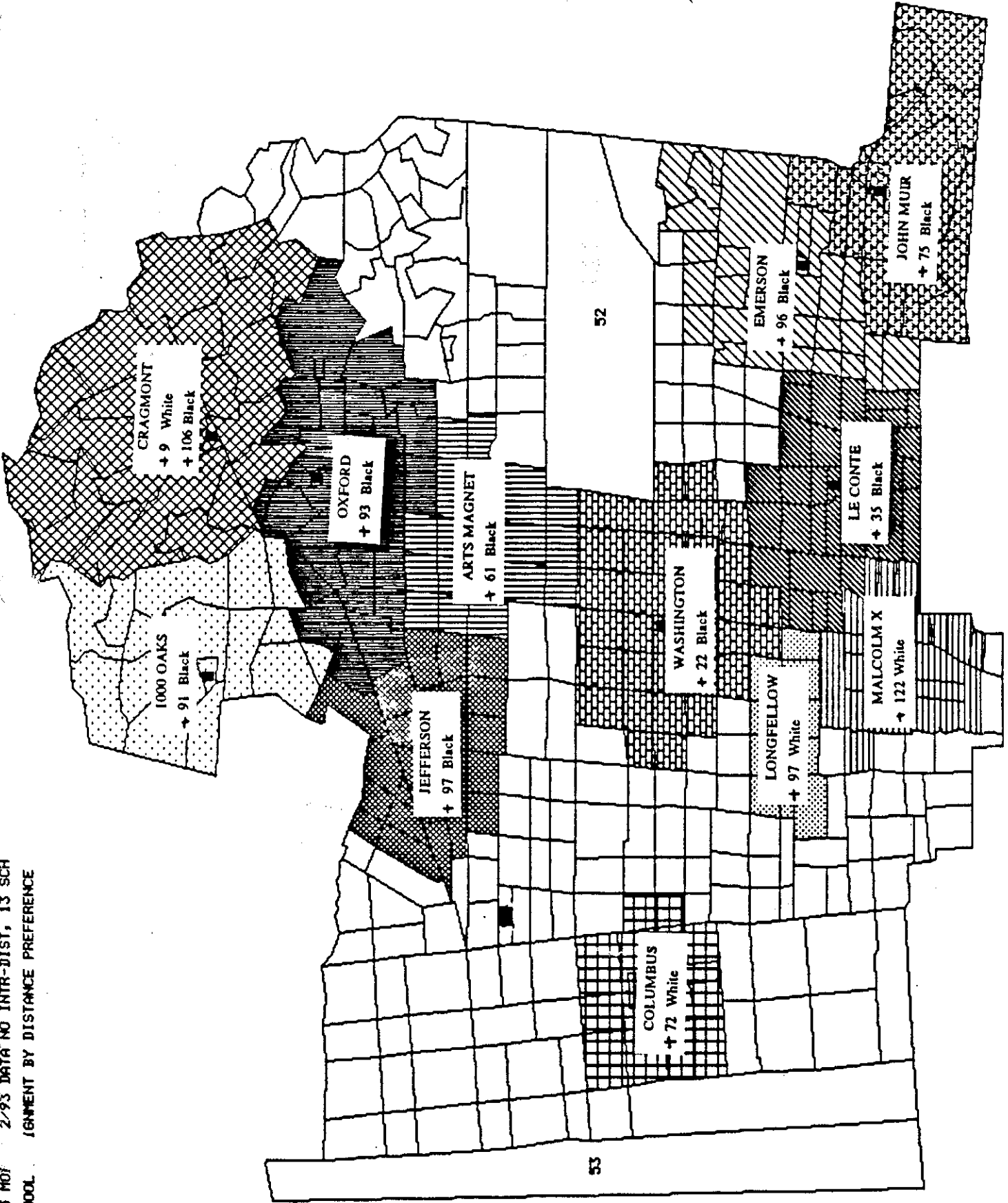
The accompanying map which was prepared for the February 17 report is based upon '92-'93 student data. The corresponding numbers for this year would be nearly identical.

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.

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



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

