

K-5 CHOICE: DISTANCE PREFERENCE

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Bla	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
THSNDOK	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
UNASSIGE	28	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.

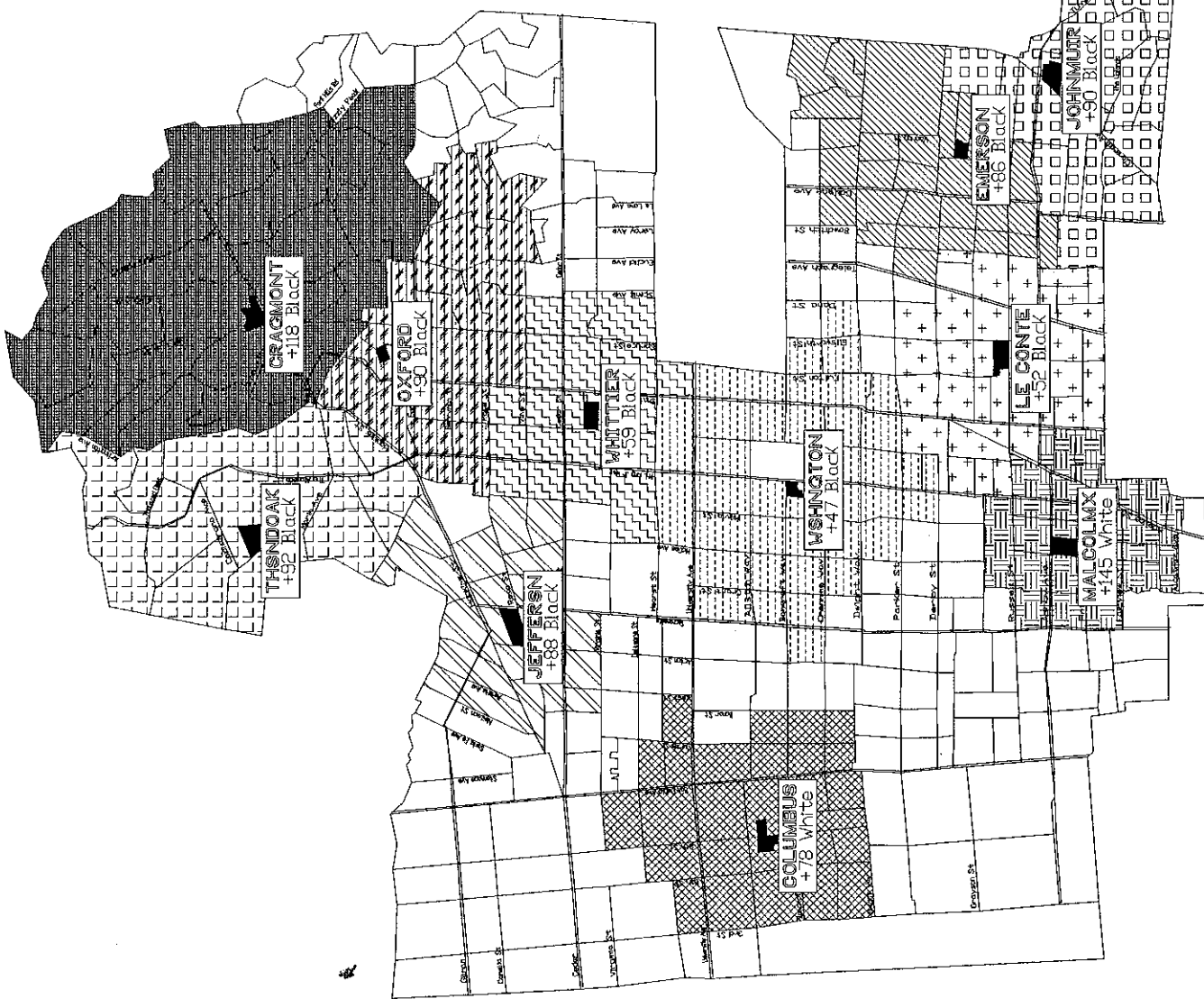
The number of students displayed at each school is the number of the other racial group -- black or white -- which must be transported into the school to balance the number assigned according to proximity.

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 Vicinas,
11/11/93 Berkeley, California



K-5 CHOICE: DISTANCE PREFERENCE

School	# Whi	# Bla	# 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
THSNDDAK	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
MALCOLM X	-145	4	-34	379	0.25	775
JOHN MUIR	-0	-90	-30	93	0.35	300
UNASSIGE	29	7	8	64	1.88	0
UNASSIGW	198	710	167	1227	1.46	0
Total	31.8%	40.8%	13.1%	3420	0.75	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.

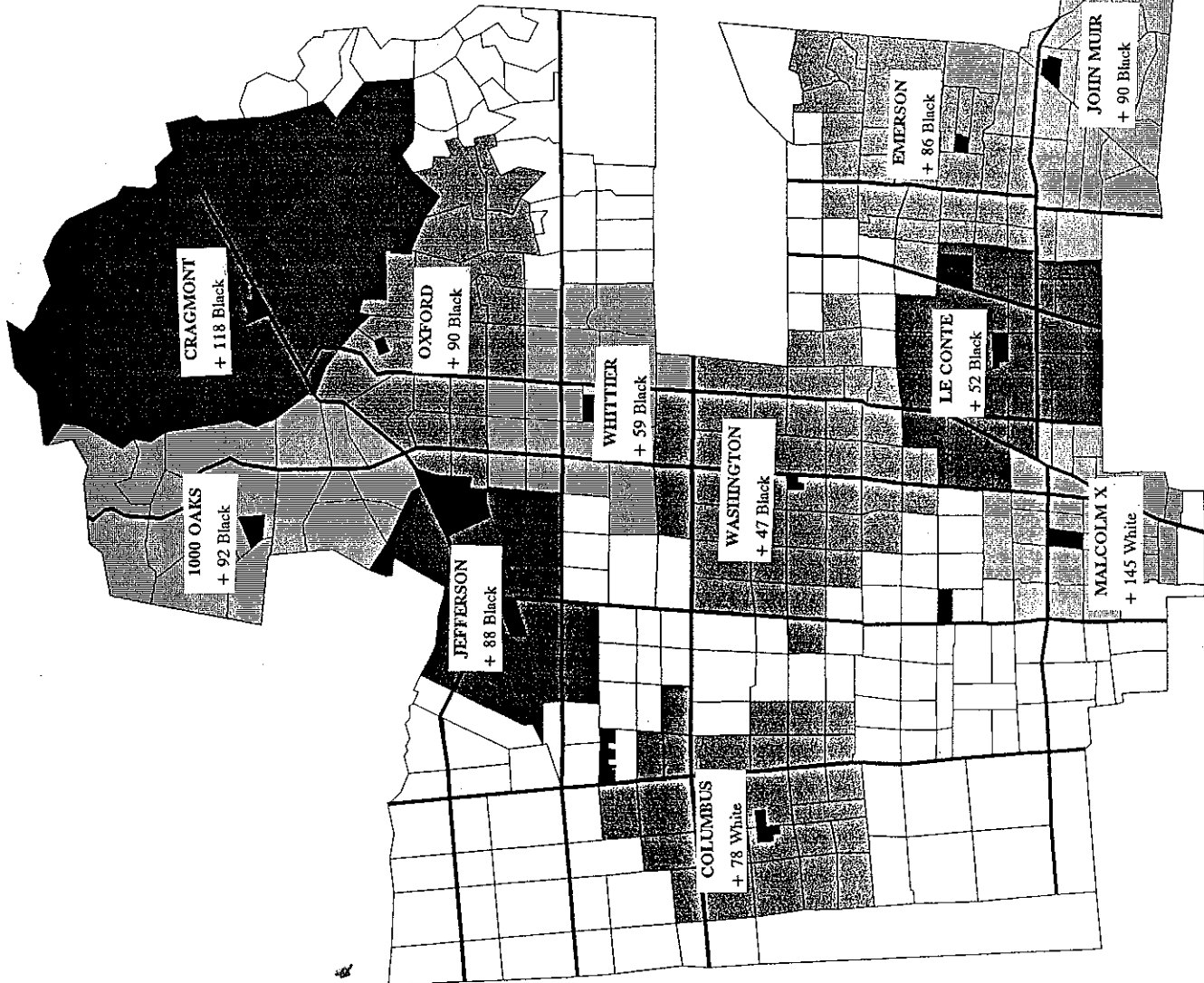
The number of students displayed at each school is the number of the other racial group--black or white--which must be transported into the school to balance the number assigned according to proximity.

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.

Student Assignment Model produced for
The Berkeley Unified School District.
11/11/93 B. Wickas (510) 848-1797

k5_9394nara k5pref.sch k5pref2.pre modified



These do respect the ground zones.

K-5 ZONES

	31.8%	40.8%	13.1%	# Avg	#
	Whi	Bla	Hsp	Stud	Cap
CRAGMONT	+1.4%	-11.3*	+10.5%	292	162
EMERSON	-0.2%	+4.3%	-4.5%	291	111
JEFFERSON	-0.0%	-2.6%	+6.9%	299	0.61
LE CONTE	+0.2%	+3.7%	-1.5%	369	0.54
OXFORD	-0.1%	+7.9*	-5.5%	290	1.69
THSNDOAK	-0.6%	-2.9%	+4.6%	288	1.76
WASHINGTON	+0.7%	-3.8%	-4.0%	295	0.79
WHITTIER	-0.9%	+7.7*	-8.2%	285	1.24
COLUMBUS	-0.3%	-13.7*	+12.2%	355	0.94
MALCOLMX	+0.3%	+1.6%	-3.1%	368	0.80
JOHNMUR	-0.6%	+11.3*	-9.3%	288	1.43
Total	31.8%	40.8%	13.1%	3420	1.11
Unassigned	0				3525

The map proposes zones for a list of k-5 schools.

Dividing the city into many zones makes difficult the task of racially balancing each zone. Nearly every school's zone must be split into two parts. For example, the Washington zone, which is a single connected zone in the current system, needs to be split in this scenario because the school's vicinity is crowded from all directions.

Columbus finds the white students it needs to balance its black population in only one area of the city, as shown.

This configuration is paired with a set of 6-8 schools. They are assumed to be King, Williard and Longfellow.

k5_9394n.ara k5zone.sch k5zoned.pre k5zoned.dsk

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K-5 ZONES

	31.8%	40.8%	13.1%	#	Avg	#
	Whi	Bla	Hsp	Stud	Dist	Cap
CRAGMONT	+1.4%	-11.3*	+10.5%	292	1.62	300
EMERSON	-0.2%	+4.3%	-4.5%	291	1.11	300
JEFFERSN	-0.0%	-2.6%	+6.9%	299	0.61	300
LE CONTE	+0.2%	+3.7%	-1.5%	369	0.54	375
OXFORD	-0.1%	+7.9*	-5.5%	290	1.69	300
THSNDOAK	-0.6%	-2.9%	+4.6%	288	1.76	300
WSHNGTON	+0.7%	-3.8%	-4.0%	295	0.79	300
WHITTIER	-0.9%	+7.7*	-8.2%	285	1.24	300
COLUMBUS	-0.3%	-13.7*	+12.2%	355	0.94	375
MALCOLMX	+0.3%	+1.6%	-3.1%	368	0.80	375
JOHNMJR	-0.6%	+11.3*	-9.3%	288	1.43	300
Total	31.8%	40.8%	13.1%	3420	1.11	3525

Unassigned 0

The map proposes zones for a list of K-5 schools.

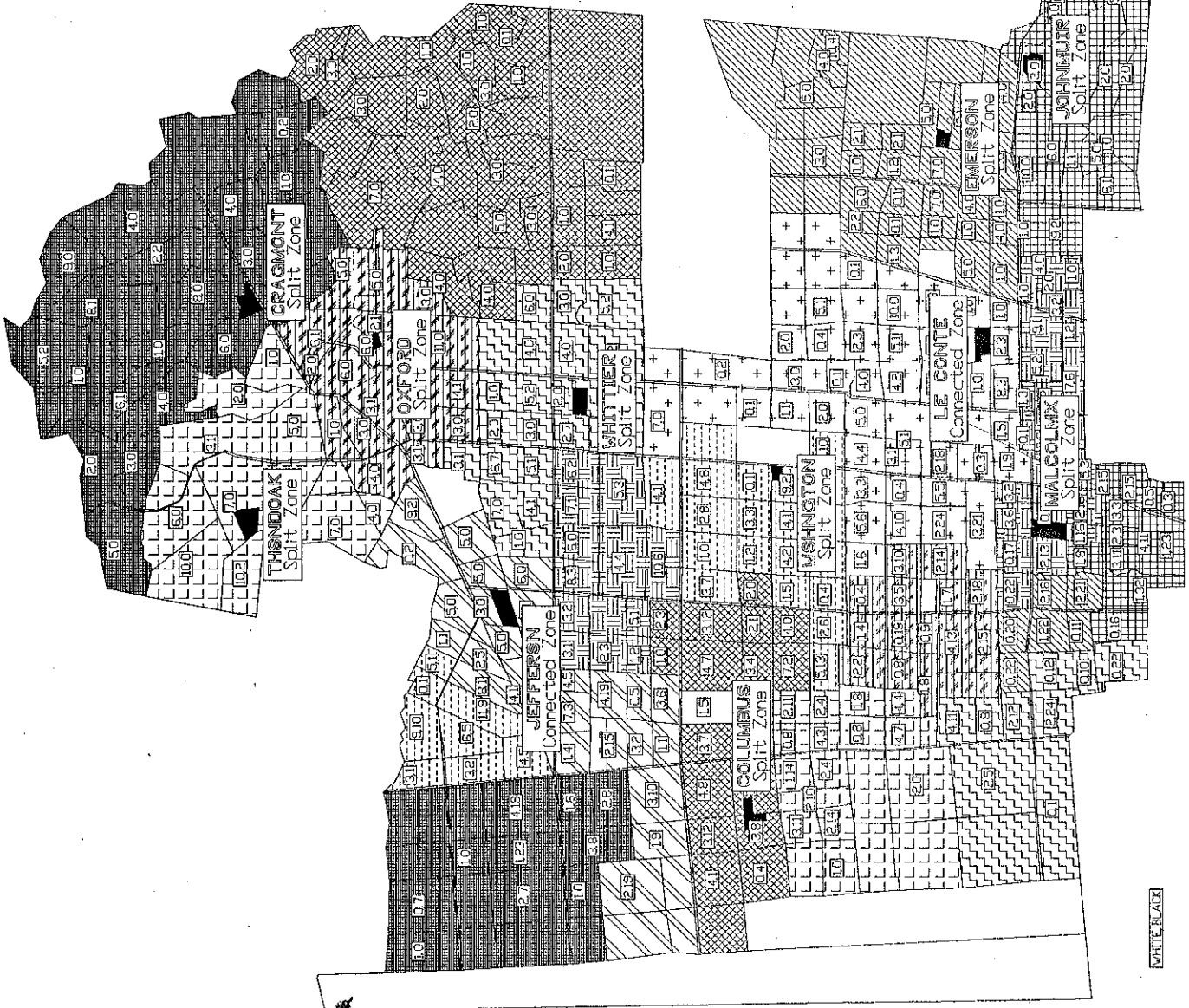
Dividing the city into many zones makes difficult the task of racially balancing each zone. Nearly every school's zone must be split into two parts. For example, the Washington zone, which is a single connected zone in the current system, needs to be split in this scenario because the school's vicinity is crowded from all directions.

Columbus finds the white students it needs to balance its black population in only one area of the city, as shown.

This configuration is paired with a set of 6-8 schools. They are assumed to be King, Williard and Longfellow.

k5_9394hard k5zonesch k5zonedpre k5zonedosk

Student Assignment Model produced for The Berkeley Unified School District. 11/30/93 B. vicinas (510) 848-1797



WHITE BLACK