

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

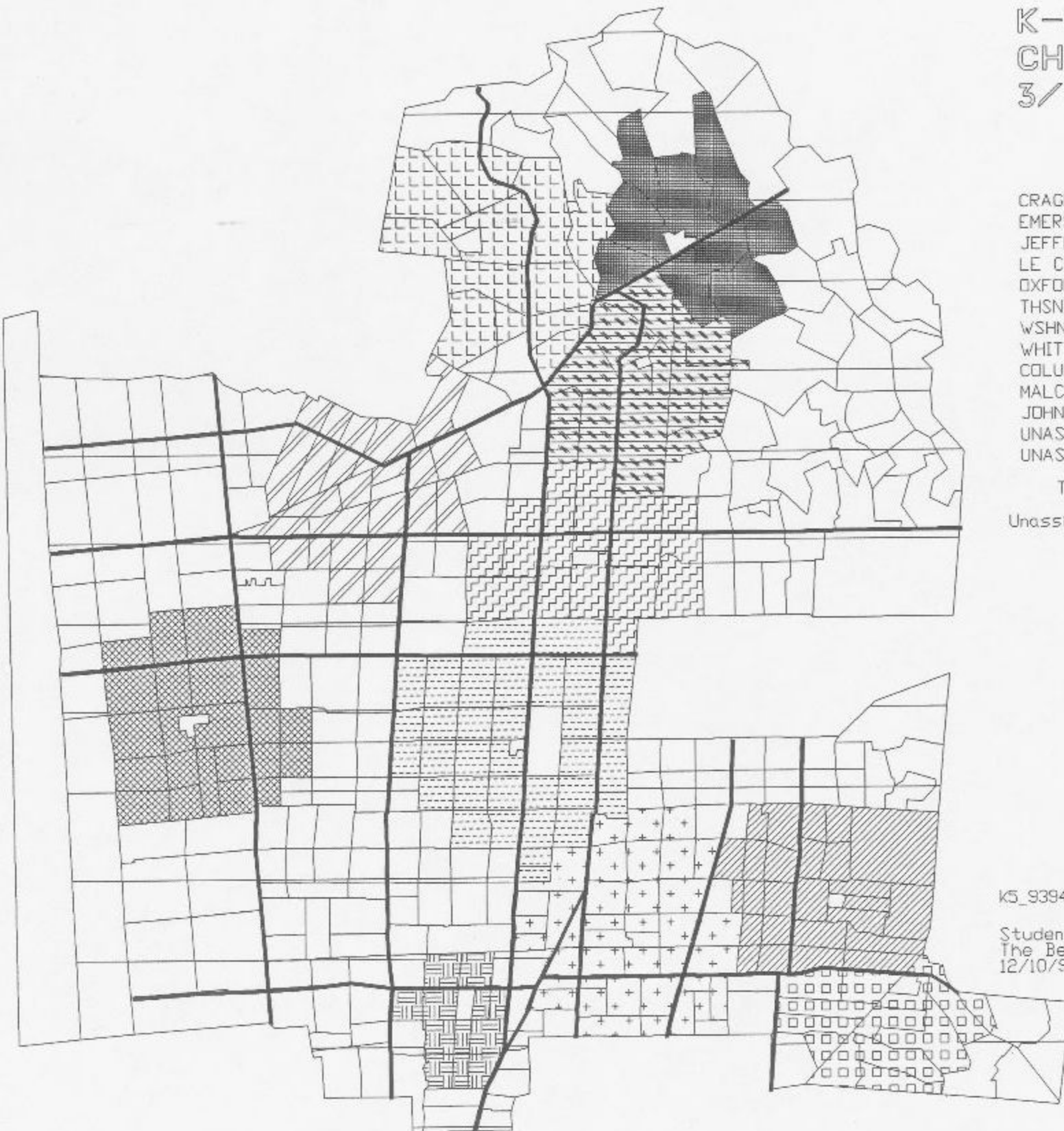
	#	#	#	#	Avg	#	%
	Whi	Bla	Hsp	Stud	Dist	Cap	Util
CRAGMONT	-55	-113	-36	52	0.27	300	17
EMERSON	-30	-102	-28	98	0.30	300	33
JEFFERSON	2	-76	-19	171	0.35	300	57
LE CONTE	-1	-70	-10	236	0.32	350	67
OXFORD	-25	-111	-34	86	0.25	300	29
THSNDOAK	-75	-169	-49	86	0.30	450	19
WASHINGTON	-6	-44	-14	228	0.36	300	76
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
JOHNMUIR	-39	-113	-36	61	0.28	300	20
UNASSIGE	7	1	2	16	1.85		On/a
UNASSIGW	396	894	216	1716	2.09		On/a
Total	31.8%	40.8%	13.1%	3420	1.20	3650	94%
Unassignd	0						

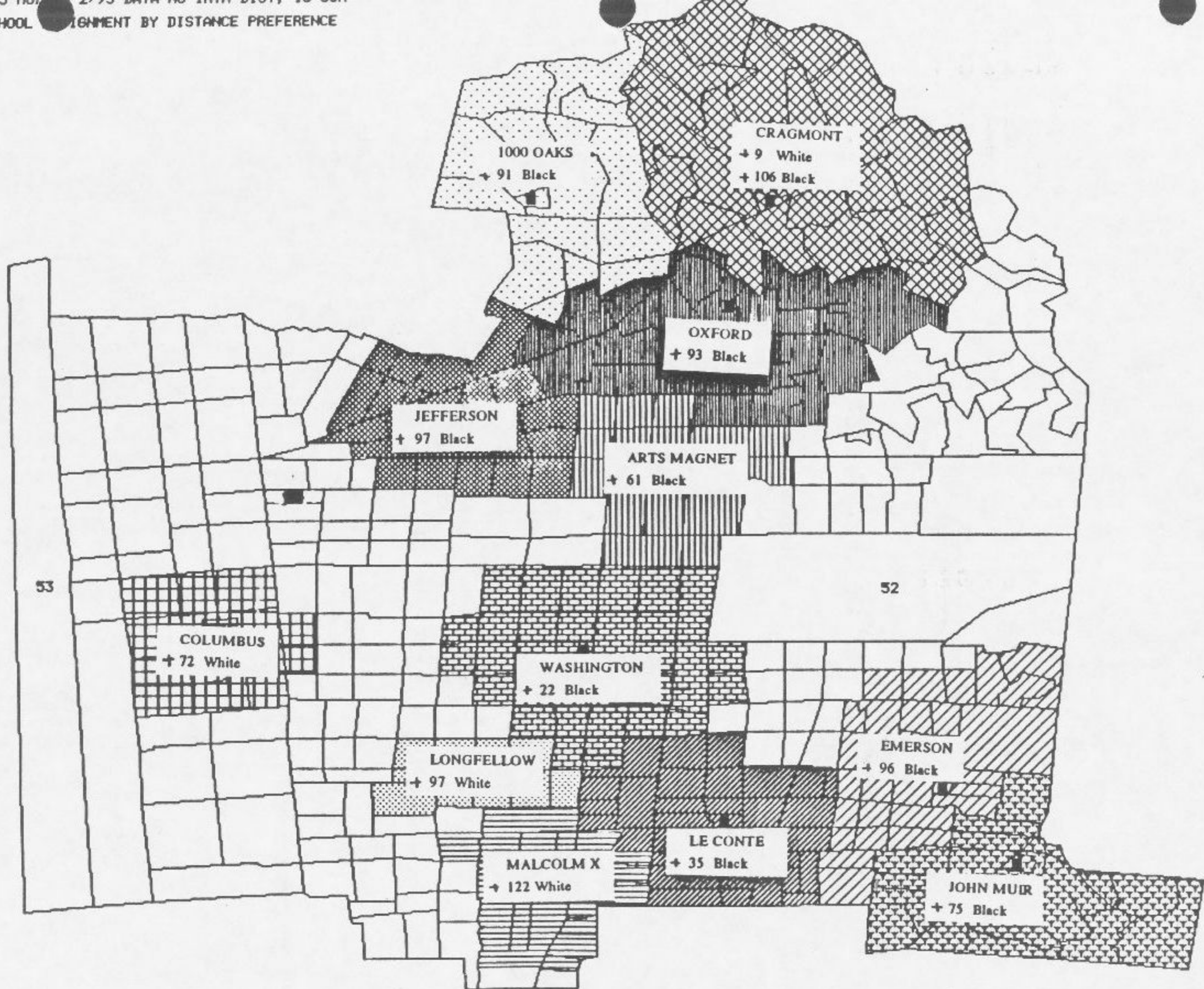
1087 1395

2.18 3.89
yrs yrs

k5_9394nara k5pref.sch k5sch_qt.pre busd

Student Assignment Model produced for
The Berkeley Unified School District.
12/10/93 B. Wicinas (510) 848-1797





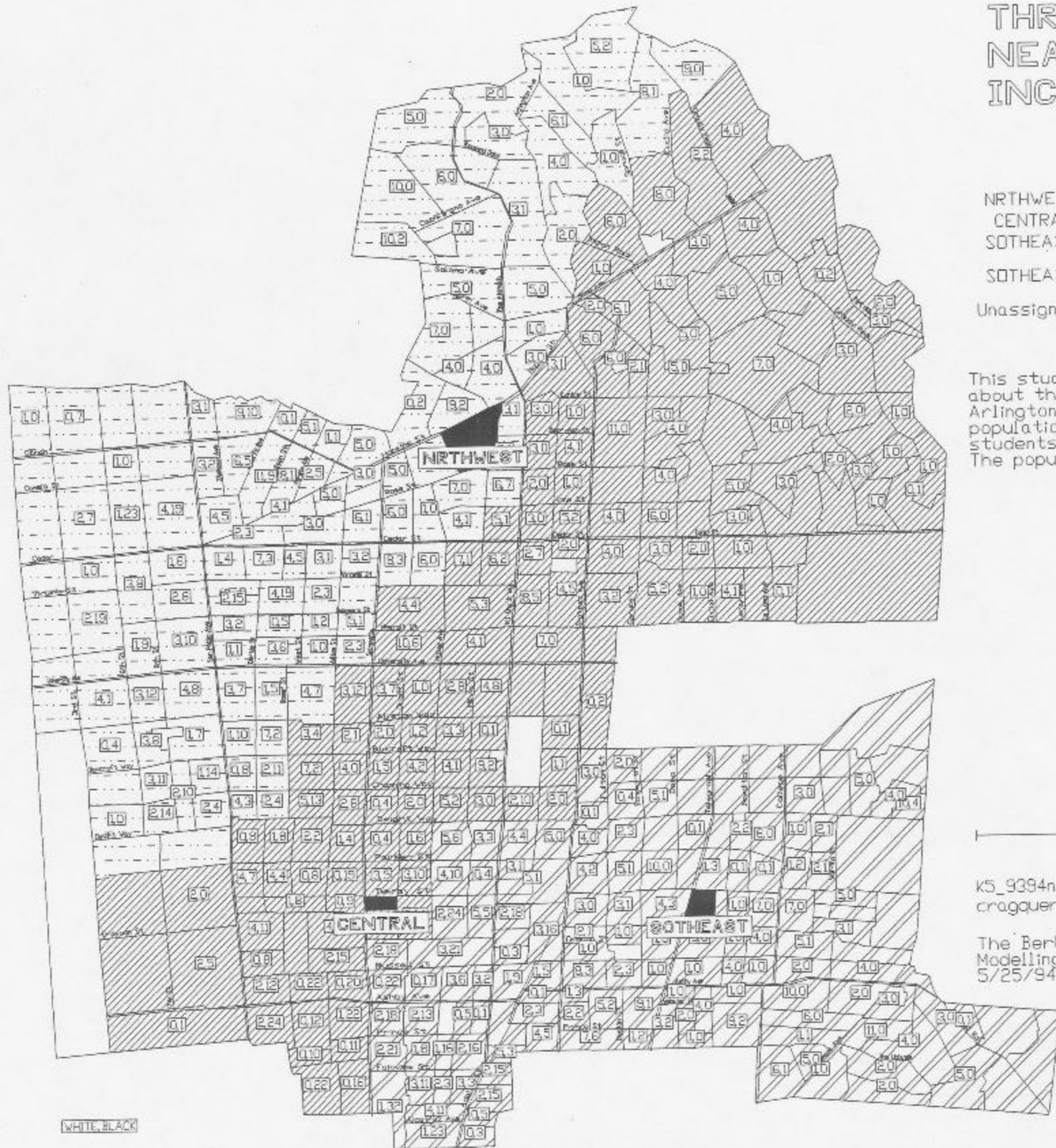
The shaded areas represent the (K-5) "neighborhood" school; the number displayed is the number of students of that racial group who would need to be transported in to achieve the desired black/white racial balance at that school. [Only the two controlled groups--black and white--are displayed

RESEARCH AND ASSIGNMENTS SUMMARY EDUCATIONAL DATA SYSTEMS MODEL 40.

THREE K-5 ZONES, NEARLY-EQUAL POPS., INCLUDING CRAGMONT.

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Blk	Hsp	Asn	Stud	Dist	Cap
NORTHWEST	-0.0%	-5.5*	+7.0%	-1.7%	1157	1.36	1200
CENTRAL	+0.0%	+1.7%	-4.1%	+1.5%	1169	1.22	1200
SOTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
SOTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
Unassignd	0						

This study is a response to a question about the wedge of area northeast of Arlington and in the North zone. The population numbers: x,y show K-5 white students (x) and K-5 black students (y). The populations are 93-94.



0.5 mile 1 mile

k5_9394n.ara k5chrs.sch k5may3.pre
cragauer k5may3

The Berkeley Unified School District.
Modelling services by Bruce Wicinas,
5/25/94 Berkeley, California

WHITE, BLACK

THREE K-5 ZONES, NEARLY-EQUAL POPS., INCLUDING CRAGMONT.

	31.8%	40.8%	13.1%	#	Avg	#
	Whi	Bla	Hsp	Stud	Dist	Cap
NORTHWEST	-0.0%	-5.5*	+7.0%	1157	1.36	1200
CENTRAL	+0.0%	+1.7%	-4.1%	1169	1.22	1200
SOUTHEAST	-0.0%	+4.0%	-3.0%	1094	0.96	1200
Total	31.8%	40.8%	13.1%	3420	1.18	3600
Unassigned				0		

The addition of Cragmont to the Central zone nearly balances the capacities of the three zones.

Zone Capacities:

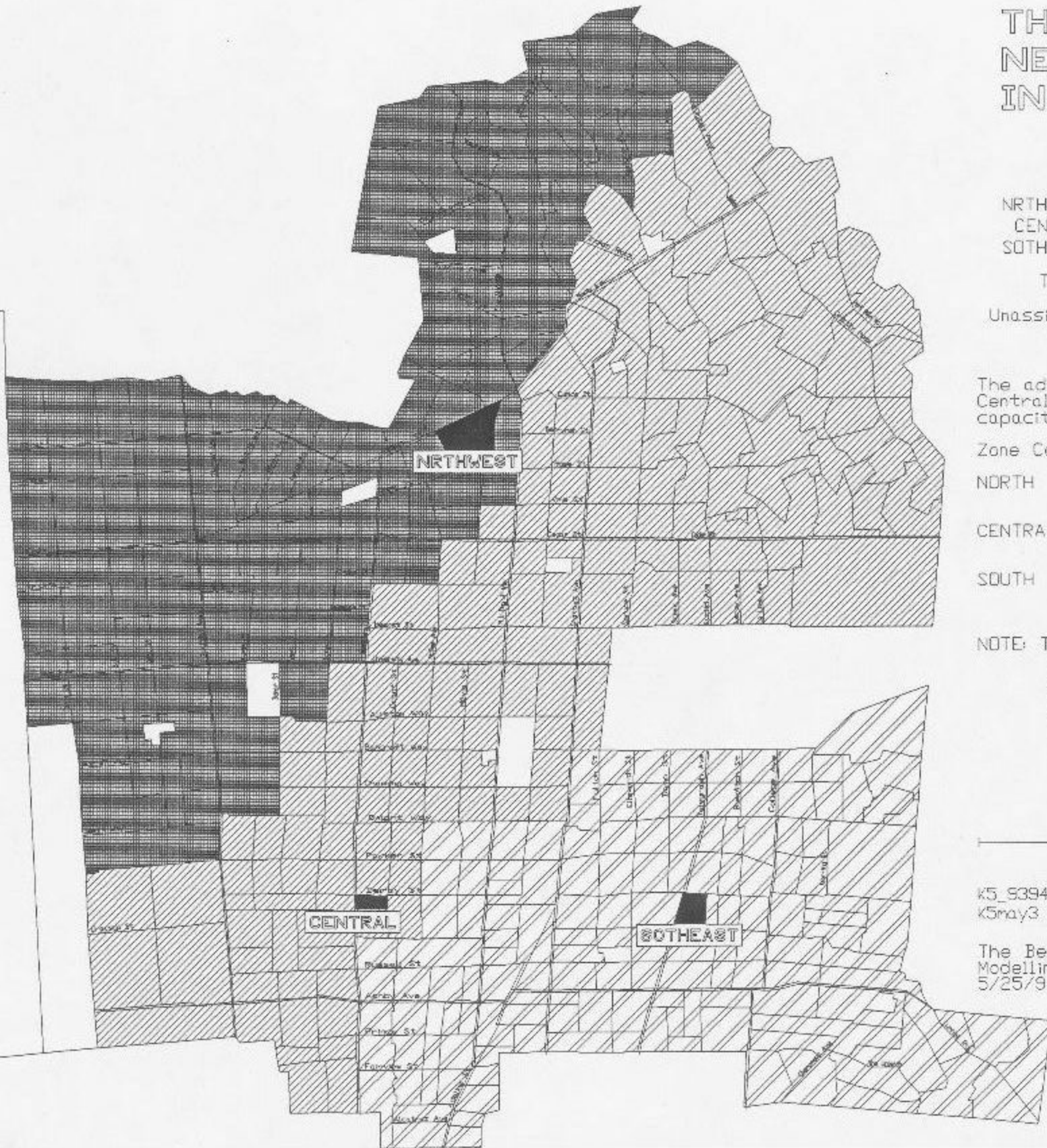
NORTH	1200	TD 450, Jefferson 300, Columbus 450
CENTRAL	1200	Cragmont 300, Oxford 300, Whittier 300, Washington 300
SOUTH	1200	Emerson 300, LeConte 300, Malcolm 300-450, Muir 300

NOTE: The student populations shown above include only Berkeley residents. Approximately 250 interdistrict transfer students will add to these totals, bringing the school populations to their capacities.

0.5 mile 1 mile

K5_S394nara K5cres.sch K5cr_eq2pre modified
K5may3 K5may3

The Berkeley Unified School District,
Modelling services by Bruce Wicinas,
5/25/94 Berkeley, California



This proposal won Administration and Board approval. It is now implemented in Berkeley.

K-5 CHOICE: DISTANCE PREFERENCE



	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whr	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
WASHINGTON	-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
JOHNMUIR	-0	-90	-30	-12	93	0.36	300
UNASSIGE	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.

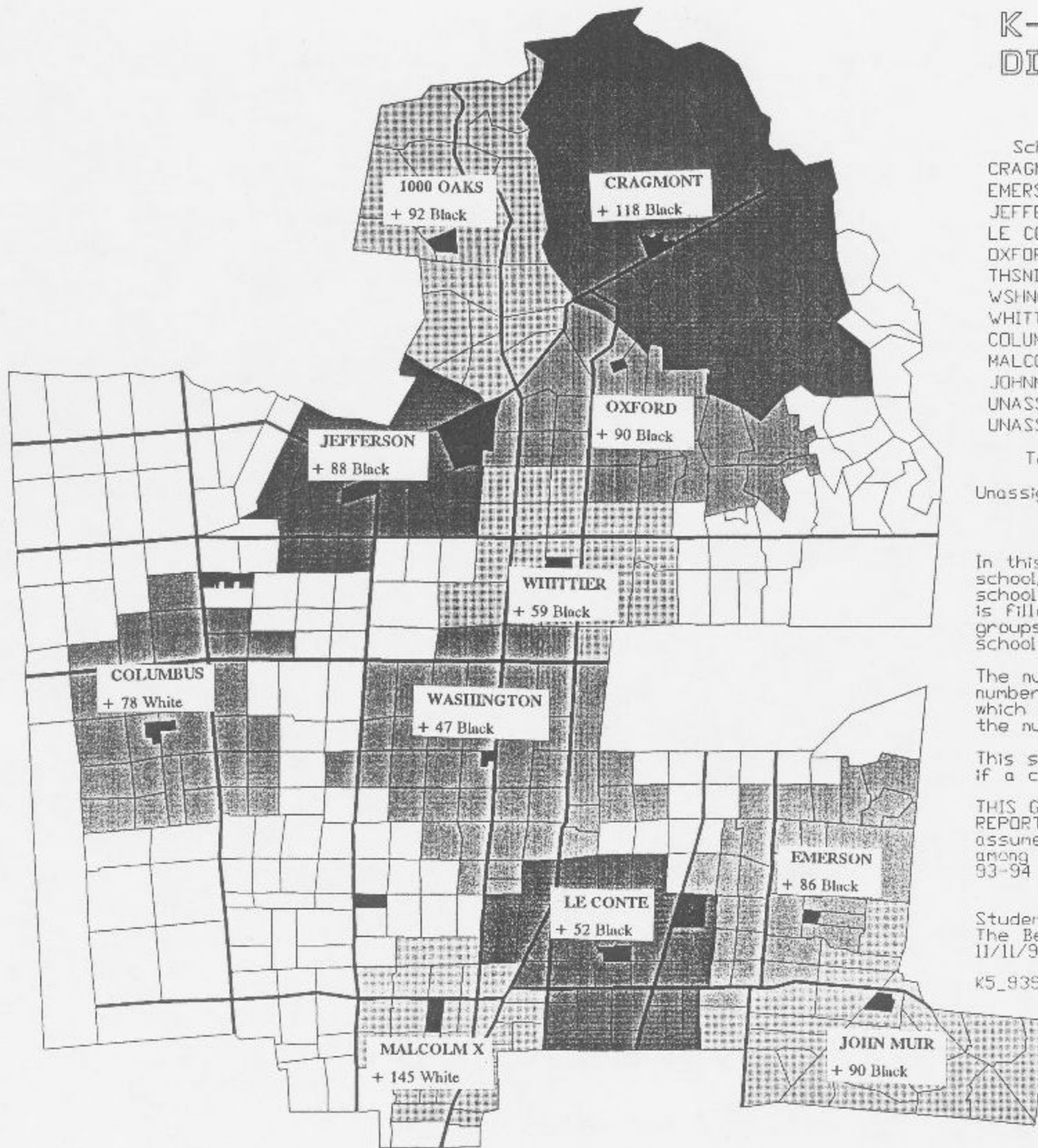
THIS GRAPHIC DIFFERS FROM THE SIMILAR ONE IN THE SOFT REPORT, PAGE 122. The difference is that this map assumes Longfellow is not a K-5.

0.5 mile 1 mile

K5_9394nara 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	# 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
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
JOHNMUIR	-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	0.76	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.

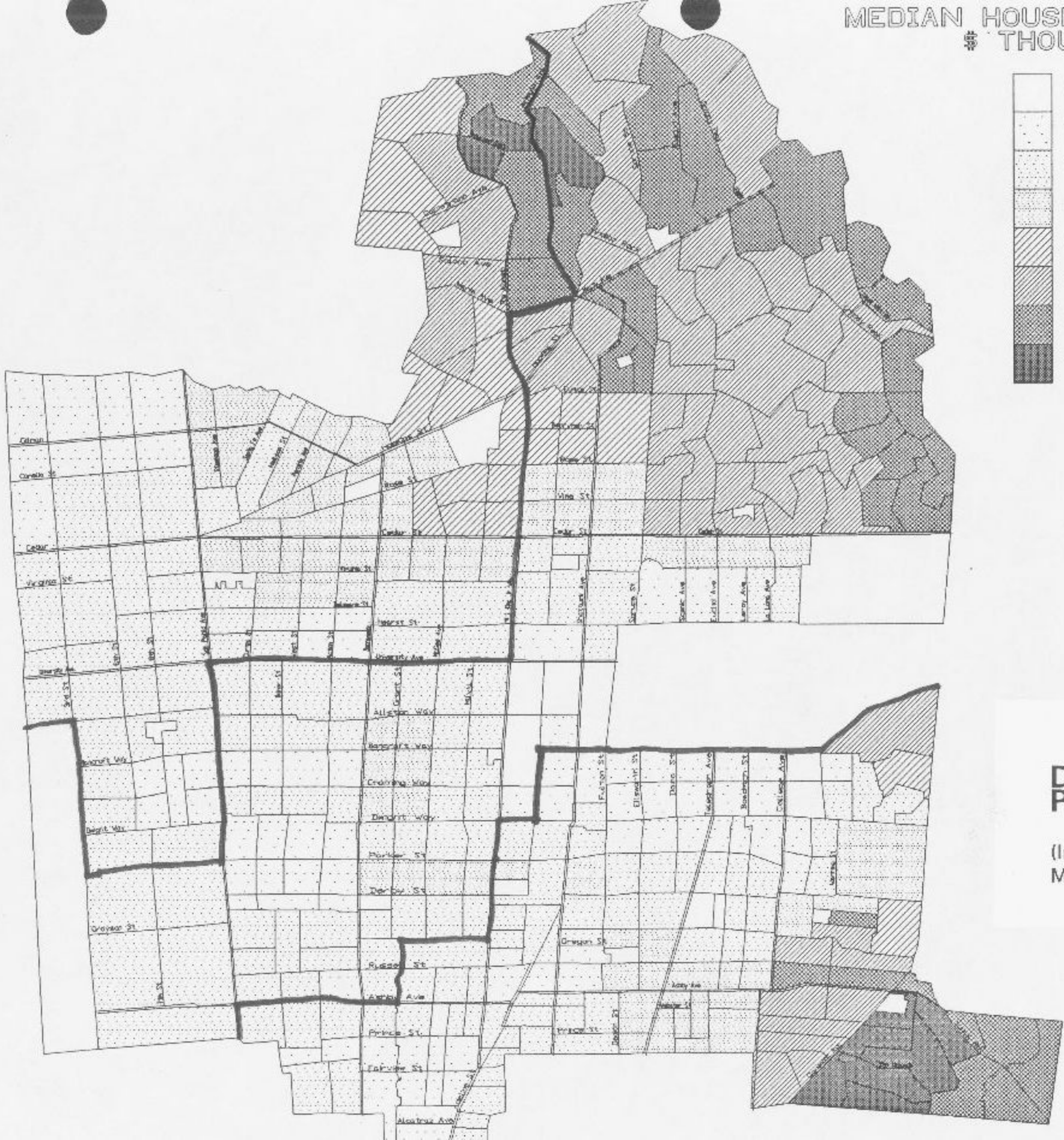
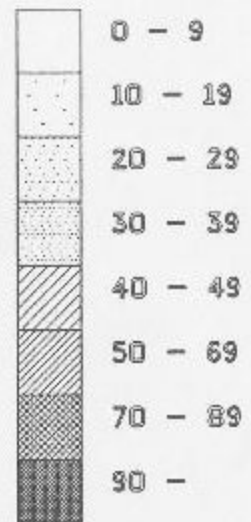
This scenario is a simplification of what would occur if a choice system were implemented.

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.

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

K5_9394n.ora K5pref.sch K5pref2.pre modified

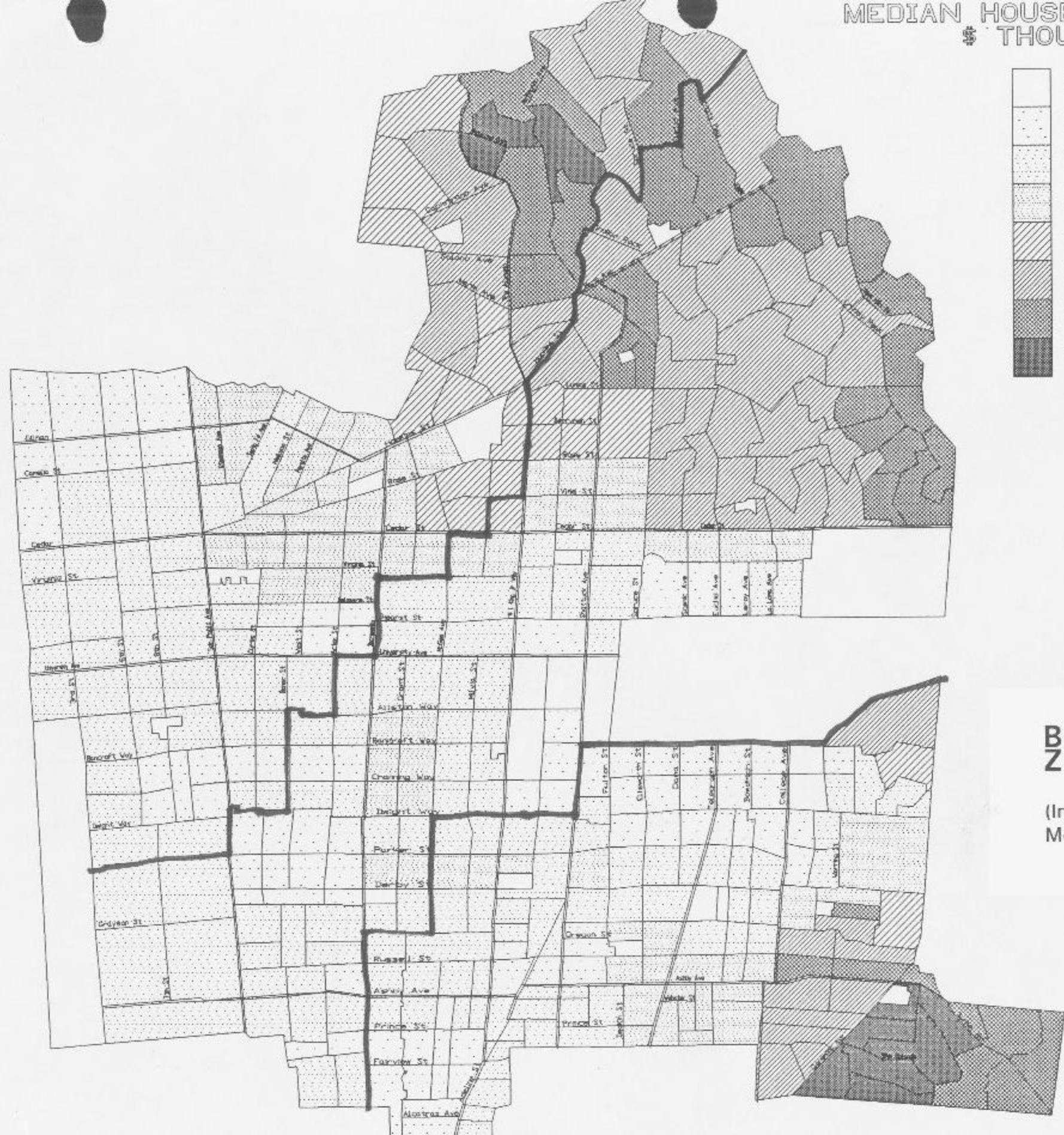
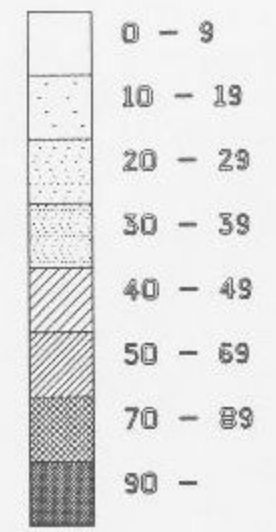
MEDIAN HOUSEHOLD INCOME
\$ THOUSANDS



**Doolan-Shaughnessy
Proposed Zones**

(Income data from 1990 U.S. census.
Modelling by Bruce Wicinas, 12/94.)

**MEDIAN HOUSEHOLD INCOME
\$ THOUSANDS**



Board-Approved New Zones

(Income data from 1990 U.S. census.
Modelling by Bruce Wicinas, 12/94.)

THREE ZONES IN PROGRESS 11/4/94 DOOLAN, SHAUGHNESSY

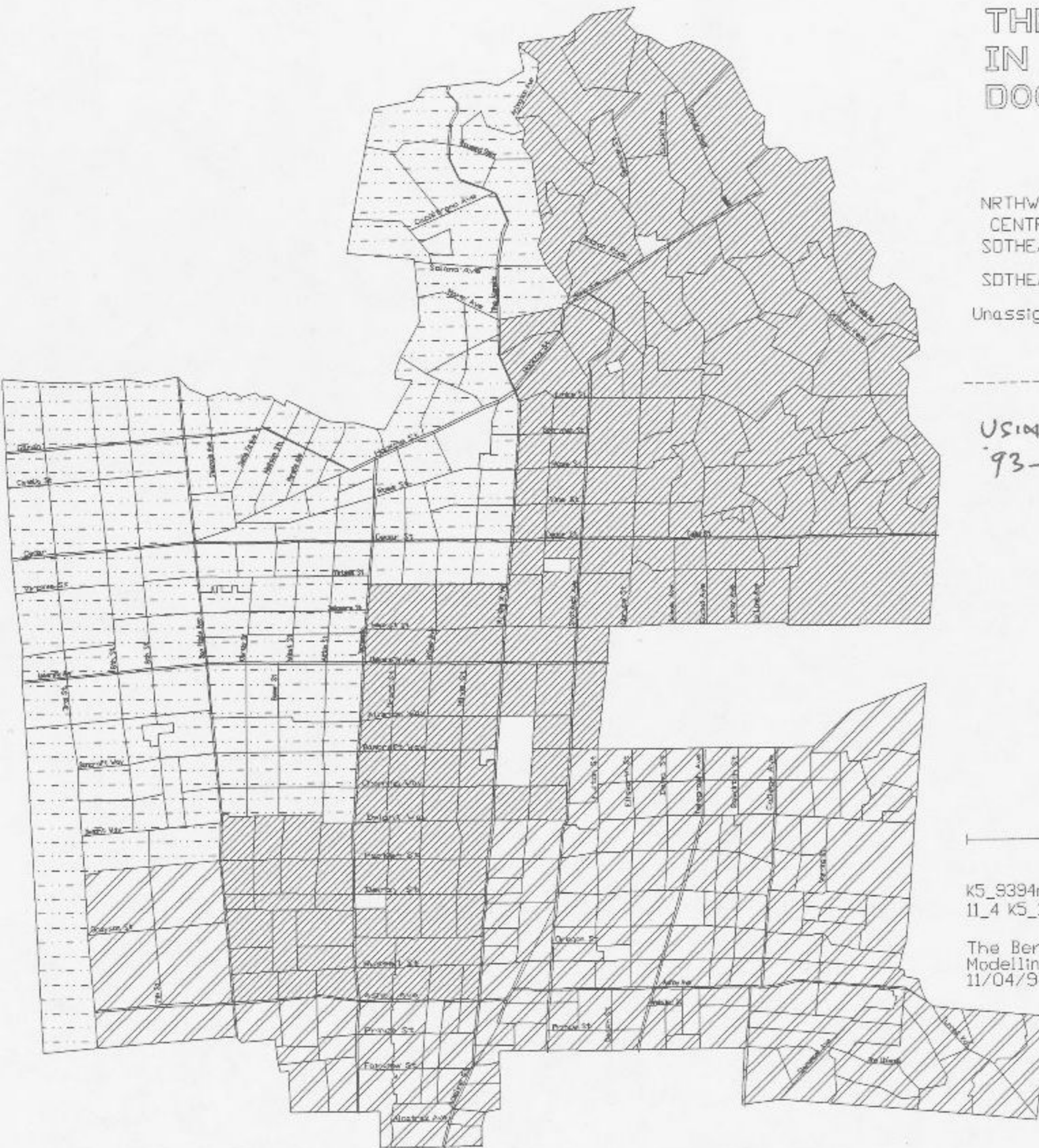
	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Blk	Hsp	Asn	Stud	Dist	Cap
NORTHWEST	-2.1%	-5.1*	+8.1%	-1.1%	1251	1.35	1200
CENTRAL	+2.6%	+0.8%	-5.1%	+0.5%	1137	1.26	1200
SOUTHEAST	-0.3%	+5.3*	-4.1%	+0.8%	1032	1.07	1200
SOUTHEAST	-0.3%	+5.3*	-4.1%	+0.8%	1032	1.07	1200
Unassigned	0						

USING BUSD K-5 STUDENT POPULATIONS,
'93-'99.

.5 mile 1 mile

K5_9394nara k5cres.sch k5may3.pre modified
11_4 k5_11_8

The Berkeley Unified School District.
Modelling services by Bruce Vicinas,
11/04/94 Berkeley, California



THREE ZONES
DOOLAN, SHAUGHNESSY
11/8 - IMPROVED A

	Whi	Bla	Hsp	Asn	# Stud	Avg Dist	# Cap
NORTHWEST	+0.3%	-6.7*	+7.0%	-0.4%	1073	1.25	1200
CENTRAL	+0.9%	+0.1%	-2.5%	-0.5%	1254	1.22	1350
SOUTHEAST	-1.3%	+6.4*	-4.0%	+0.9%	1093	1.05	1350
Total	31.8%	40.8%	13.1%	8.0%	3420	1.18	3900
Unassignd	0						

This shows current zones plus a minimum of adjustments. Its numbers are pretty good.

Note that unequal school capacities are being used, (1200, 1350, 1350), reflecting the actual projected capacities of the three zones.

0.5 mile 1 mile

k5_9394nara k5cres.sch k5may3.pre modified
11_8 k5_11_8b

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Modelling services by Bruce Vicinas,
11/04/94 Berkeley, California

THREE ZONES DOOLAN, SHAUGHNESSY 11/8 - IMPROVED B

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Blk	Hsp	Asn	Stud	Dist	Cap
NORTHWEST	-0.2%	-6.3*	+7.9%	-0.8%	1020	1.27	1200
CENTRAL	+2.0%	-1.0%	-3.0%	-0.0%	1347	1.21	1200
SOUTHEAST	-2.4%	+7.5*	-3.8%	+0.8%	1053	1.06	1200
Total	31.8%	40.8%	13.1%	8.0%	3420	1.18	3600
Unassigned	0						

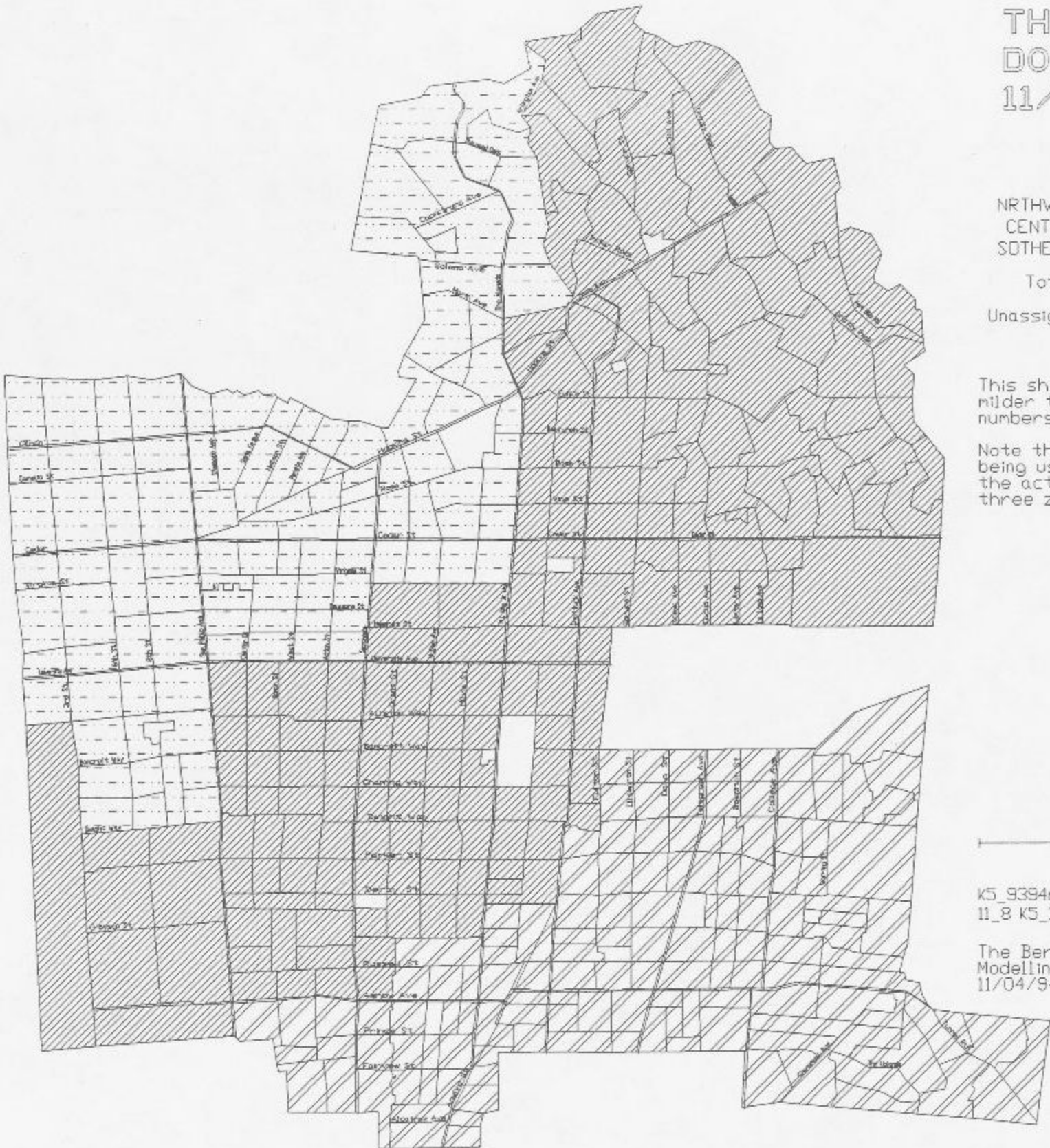
This shows current zones plus adjustments milder than those of 'Improved A.' Its numbers still need improvement.

Note that unequal school capacities are being used, (1200, 1350, 1350), reflecting the actual projected capacities of the three zones.

0.5 mile 1 mile

K5_9394nara K5cres.sch K5may3.pre modified
11_8 K5_11_8c

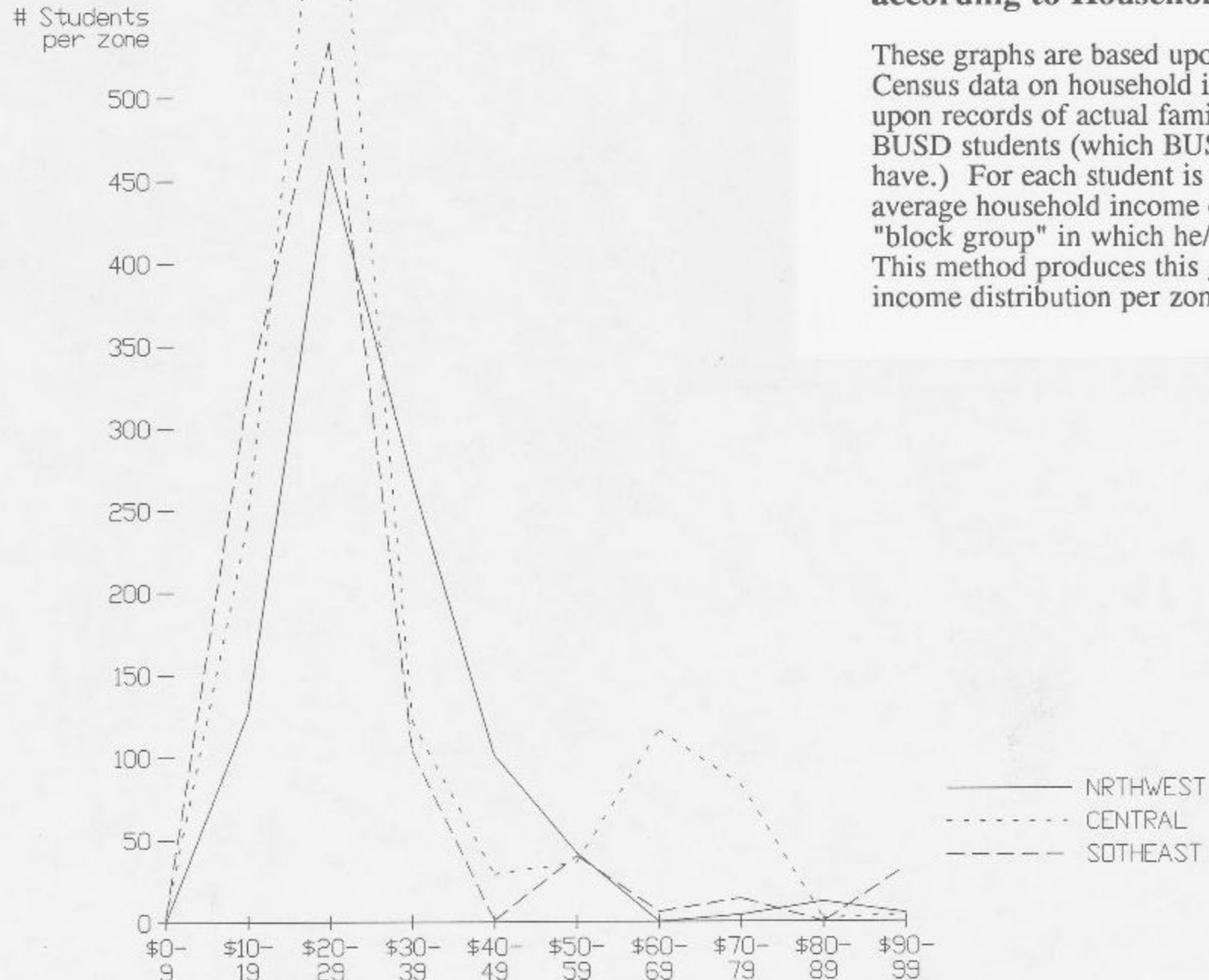
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Modelling services by Bruce Vicinas,
11/04/94 Berkeley, California



Doolan-Shaughnessy Zones

Analysis of Proposed Zones according to Household Income

These graphs are based upon 1990 U.S. Census data on household income, not upon records of actual family income of BUSD students (which BUSD does not have.) For each student is presumed the average household income of the Census "block group" in which he/she resides. This method produces this graph of income distribution per zone.

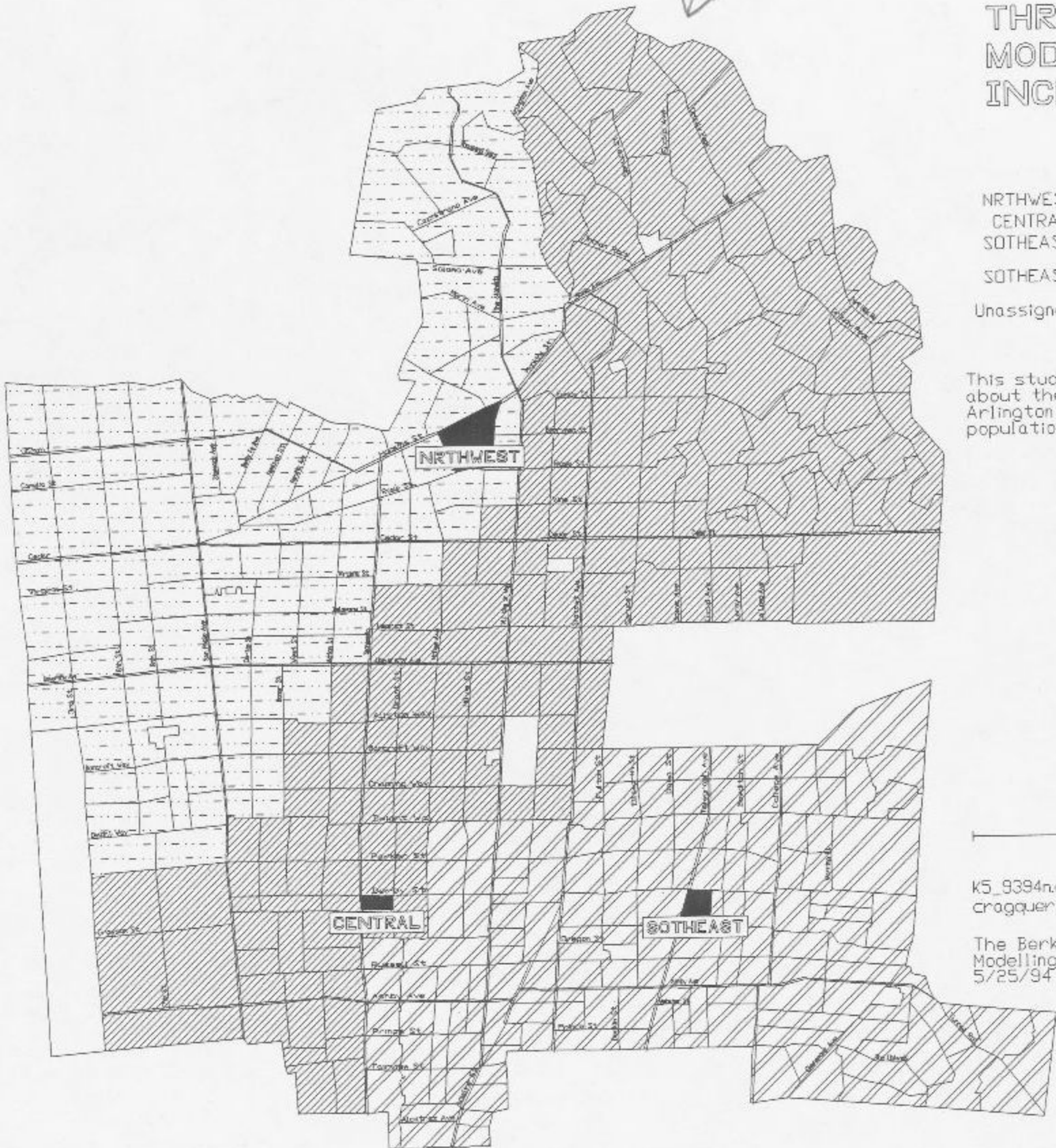


k5_11_8c Model: Household Income
(per 1990 U.S. Census)

THREE K-5 ZONES,
MODIFIED AT N.E.
INCLUDING CRAGMONT.

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Bla	Hsp	Asn	Stud	Dist	Cap
NRTHWEST	-2.0%	-4.5%	+7.7%	-1.6%	1113	1.35	1200
CENTRAL	+1.8%	+0.5%	-4.4%	+1.2%	1213	1.30	1200
SOTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
SOTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
Unassignd	0						

This study is a response to a question about the wedge of area northeast of Arlington and in the North zone. The population figures are 93-94.



.5 mile 1 mile
 k5_9394n.ara k5cres.sch k5may3.pre modified
 cragquer k5may3
 The Berkeley Unified School District.
 Modelling services by Bruce Vicinas,
 5/25/94 Berkeley, California

THREE K-5 ZONES, NEARLY-EQUAL POPS., INCLUDING CRAGMONT.

	31.8%	40.8%	13.1%	#	Avg	#
	Whi	Bla	Hsp	Stud	Dist	Cap
NORTHWEST	-0.0%	-5.5*	+7.0%	1157	1.36	1200
CENTRAL	+0.0%	+1.7%	-4.1%	1169	1.22	1200
SOUTHEAST	-0.0%	+4.0%	-3.0%	1094	0.96	1200
Total	31.8%	40.8%	13.1%	3420	1.18	3600
Unassigned	0					

The addition of Cragmont to the Central zone nearly balances the capacities of the three zones.

Zone Capacities:

NORTH	1200	TO 450, Jefferson 300, Columbus 450
CENTRAL	1200	Cragmont 300, Oxford 300, Whittier 300, Washington 300
SOUTH	1200	Emerson 300, LeConte 300, Malcolm 300-450, Muir 300

NOTE: The student populations shown above include only Berkeley residents. Approximately 250 interdistrict transfer students will add to these totals, bringing the school populations to their capacities.

0.5 mile 1 mile

k5_9394nara k5cres.sch k5may3.pre
k5may3 busd

The Berkeley Unified School District.
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5/25/94 Berkeley, California



THREE K-5 ZONES, NEARLY-EQUAL POPS., INCLUDING CRAGMONT.

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Bla	Hsp	Asn	Stud	Dist	Cap
NORTHWEST	-0.0%	-5.5*	+7.0%	-1.7%	1157	1.36	1200
CENTRAL	+0.0%	+1.7%	-4.1%	+1.5%	1169	1.22	1200
SOUTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
SOUTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
Unassigned					0		

The addition of Cragmont to the Central zone nearly balances the capacities of the three zones.

Zone Capacities:

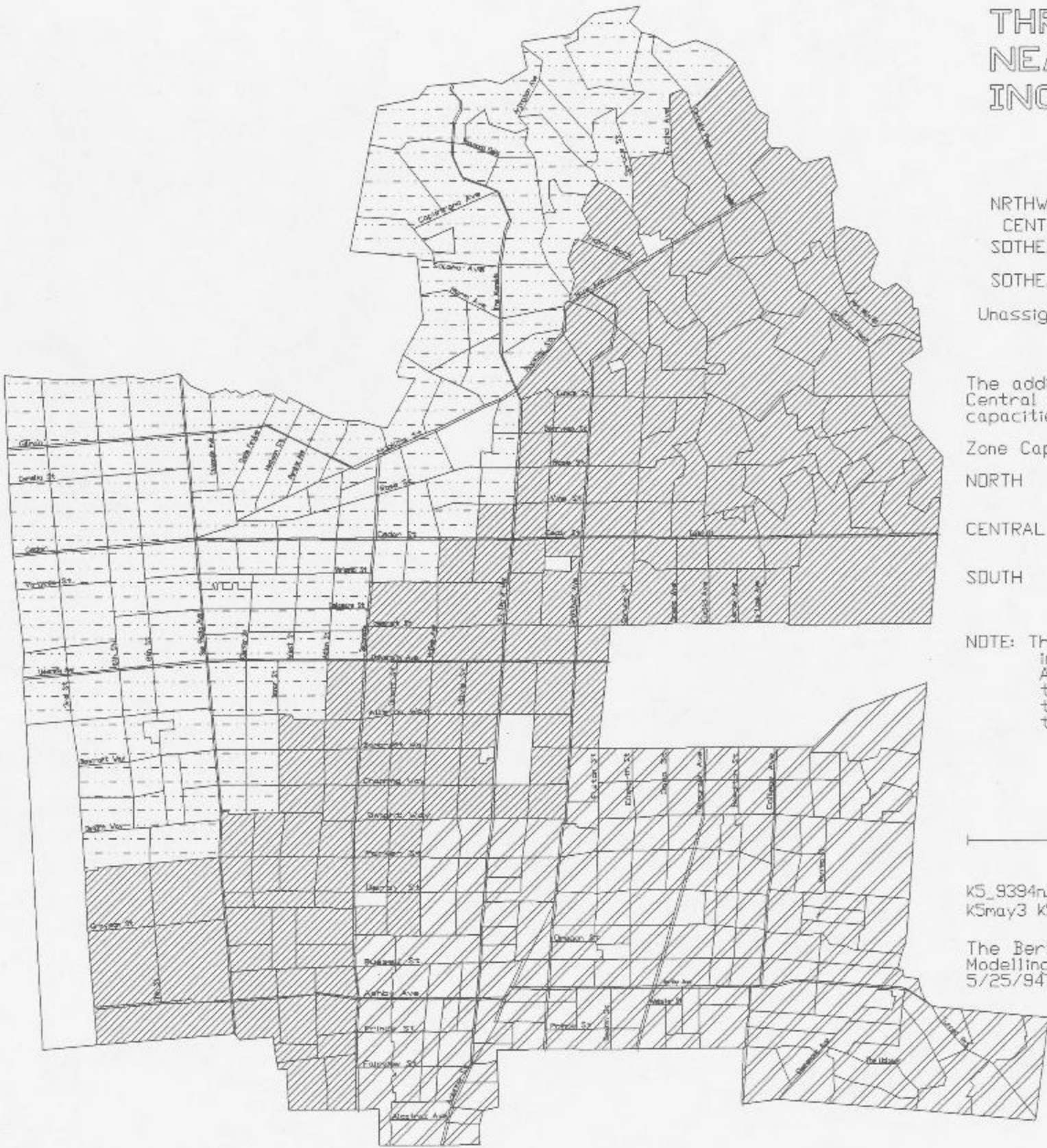
NORTH	1200	TD 450, Jefferson 300, Columbus 450
CENTRAL	1200	Cragmont 300, Oxford 300, Whittier 300, Washington 300
SOUTH	1200	Emerson 300, LeConte 300, Malcolm 300-450, Muir 300

NOTE: The student populations shown above include only Berkeley residents. Approximately 250 interdistrict transfer students will add to these totals, bringing the school populations to their capacities.

— .5 mile — 1 mile

K5_9394nara K5cres.sch K5may3.pre
K5may3 K5may3

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5/25/94 Berkeley, California



THREE K-5 ZONES, NEARLY-EQUAL POPS., INCLUDING CRAGMONT.

6.3

	31.8%	40.8%	13.1%	8.0%	#	Avg	#
	Whi	Blk	Hsp	Asn	Stud	Dist	Cap
NORTHWEST	-0.0%	-5.5*	+7.0%	-1.7%	1157	1.36	1200
CENTRAL	+0.0%	+1.7%	-4.1%	+1.5%	1169	1.22	1200
SOUTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
SOUTHEAST	-0.0%	+4.0%	-3.0%	+0.3%	1094	0.96	1200
Unassigned	0						

9.5

8.3

The addition of Cragmont to the Central zone nearly balances the capacities of the three zones.

Zone Capacities:

- NORTH** 1200 TD 450, Jefferson 300, Columbus 450
- CENTRAL** 1200 Cragmont 300, Oxford 300, Whittier 300, Washington 300
- SOUTH** 1200 Emerson 300, LeConte 300, Malcolm 300-450, Muir 300

NOTE: The student populations shown above include only Berkeley residents. Approximately 250 interdistrict transfer students will add to these totals, bringing the school populations to their capacities.

0.5 mile 1 mile

K5_9394nara k5cres.sch k5may3.pre
k5may3 k5may3

The Berkeley Unified School District.
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5/25/94 Berkeley, California



5/17-3

K-5 THREE-ZONE NEARLY-EQUAL POPS. W/CRAGMONT, WO/MUIR

Percentages

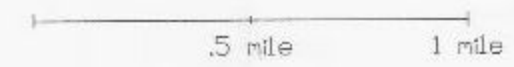
	31.8%	40.8%	13.1%	#	Avg	#
	Whi	Blk	Hsp	Stud	Dist	Cap
NORTHWEST	-0.0%	-5.5*	+7.0%	1157	1.36	1200
MIDDLE	+0.3%	+1.6%	-4.3%	1144	1.23	1200
SOUTHEAST	-0.3%	+4.0%	-2.9%	1119	0.96	1150
Total	31.8%	40.8%	13.1%	3420	1.18	3550
Unassigned	0					

In this scheme, Cragmont is built with a capacity of 300; John Muir is closed. This provides nearly equal capacities in each zone:

NORTH 1200		MIDDLE 1200		SOUTH 1150	
TO	450	Cragmont	300	Emerson	300
Jeffr	300	Oxford	300	LeConte	350
Columb	450	Whittier	300	Malcolm	500
		Washington	300		

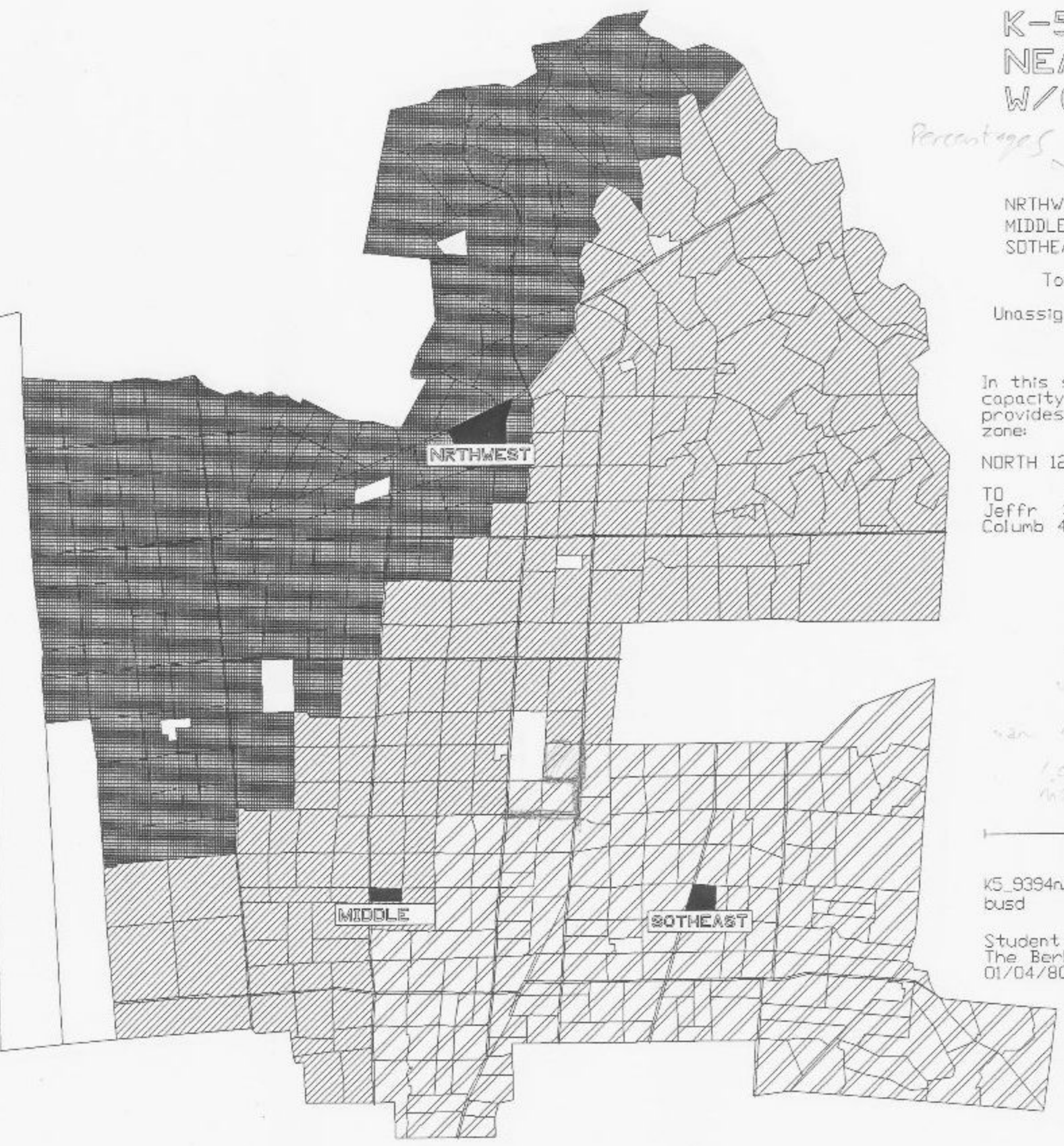
*300
300
300
300-450*

*w/ Cragmont
w/o Muir
can get to there will be 300
10. 100% STUDENTS WOULD BE IN
ZONE IF THE SCHOOLS*



k5_9394nara k5cres.sch k5cr_eq2.pre k5may3
busd

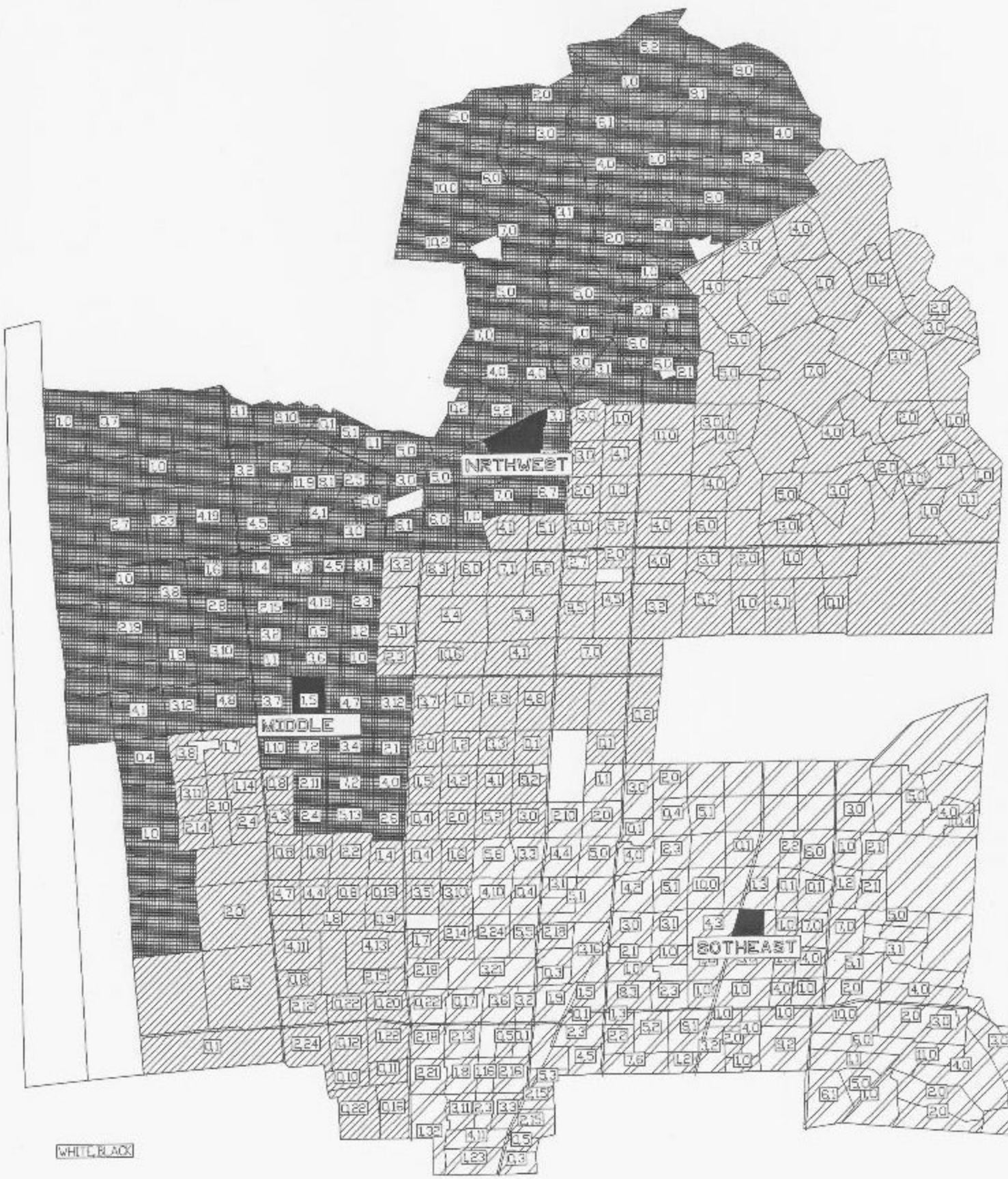
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"IF YOU BUILD IT, THEY WILL COME..."

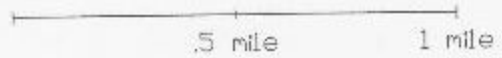
5/17-2

K-5 THREE-ZONE UNEQUAL CAPACITIES COLUMBUS IN MIDDLE



	Whi	Bla	Hsp	# Stud	Avg Dist
NORTHWEST	+2.3%	-9.4*	+6.6%	1155	1.29
MIDDLE	-2.1%	+5.6*	-3.9%	1146	1.19
SOUTHEAST	-0.3%	+4.0%	-2.9%	1119	0.96
Total	31.8%	40.8%	13.1%	3420	1.15
Unassigned	0				

Attempt to draw the zones to reflect unequal capacities in each zone.



k5_9394nara k5cres.sch k5cres.pre modified k5cres k5may2

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01/04/80 B. Wicinas (510) 848-1797

WHITE, BLACK

K-5 THREE-ZONE EQUAL POPULATIONS CRAGMONT IN MIDDLE

	31.8%	40.8%	13.1%	#	Avg	#	%
	Whi	Blk	Hsp	Stud	Dist	Cap	Util
NRTHWEST	-0.0%	-5.5*	+7.0%	1157	1.38	1200	96
MIDDLE	+0.3%	+1.6%	-4.3%	1144	1.33	1200	95
SOTHEAST	-0.3%	+4.0%	-2.9%	1119	0.98	1200	93
Total	31.8%	40.8%	13.1%	3420	1.23	3600	95%
Unassigned	0	0	0	0	0	0	0

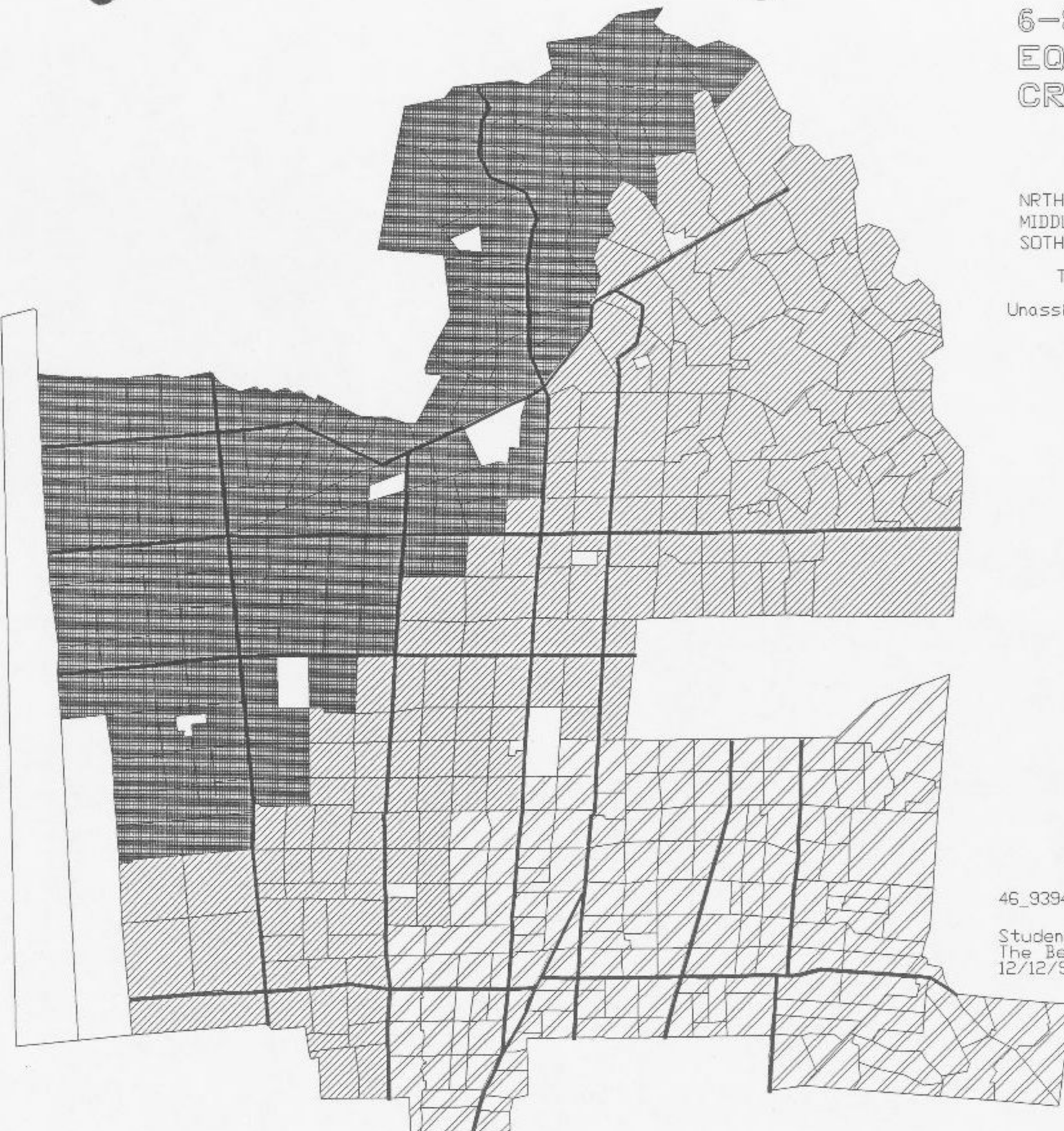
The K-5 population is divided into three nearly-equal parts. Cragmont is included in the middle zone to equalize the K-5 capacity of each zone:

NORTH 1200	MIDDLE 1200	SOUTH 1200
TD 450	Cragmont 300	Muir 300
Jeff 300	Oxford 300	Emerson 300
Columbus 450	Whittier 300	Le Conte 300
	Wash 300	Malcolm 300

k5_9394nara k5cres.sch k5cr_eq2.pre k5cr_eq2

Student Assignment Model produced for
The Berkeley Unified School District.
12/18/93 B. Wicnas (510) 848-1797

6-8 THREE-ZONE
 EQUAL K-5 POPS.
 CRAGMONT IN MIDDLE

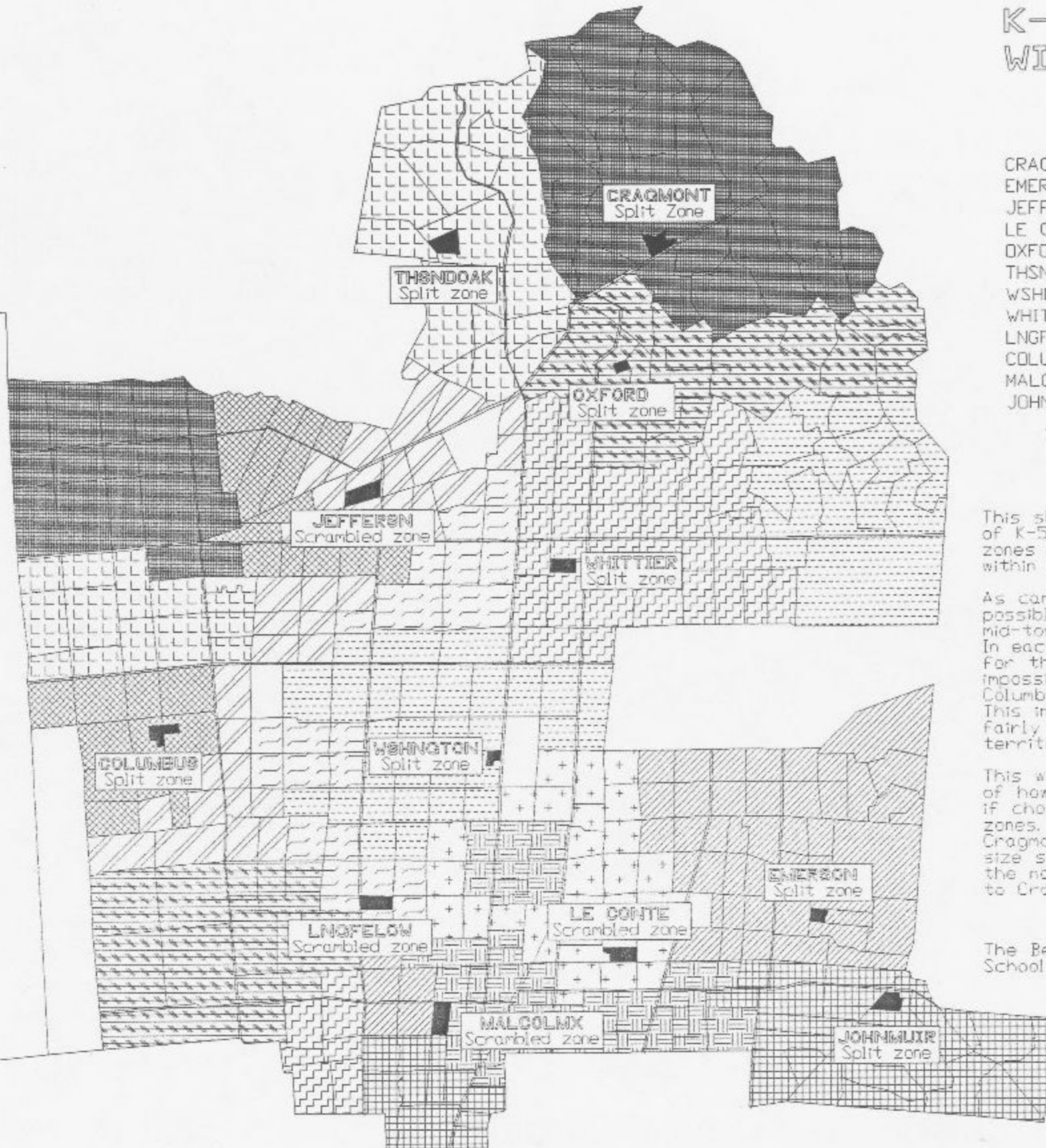


	30.2%	43.8%	11.3%	#	Avg
	Whi	Blk	Hsp	Stud	Dist
NORTHWEST	+1.6%	-4.9%	+3.2%	531	1.42
MIDDLE	+0.3%	+2.4%	-1.4%	543	1.32
SOUTHEAST	-2.0%	+2.6%	-1.9%	500	1.00
Total	30.2%	43.8%	11.3%	1574	1.25
Unassignd	0				

46_9394nara k5cres.sch k5cr_eq2.pre busd

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K-5 THREE-ZONE WITH SUB-ZONES



	# Stud	# Cap
Cragmont	285	300
Emerson	282	300
Jefferson	292	300
Le Conte	263	300
Oxford	286	300
Thousand Oaks	282	300
Washington	291	300
Whittier	292	300
Langfellow	266	300
Columbus	307	300
Malcolm X	283	300
John Muir	291	300
Total	3420	3600

This shows how the gross three-zone division of K-5 students might be divided into sub-zones corresponding to the four K-5 schools within each zone.

As can be seen from this map, it is not possible to create proper zones for the mid-town schools in intermediate locations. In each of the three zones, two schools fight for the mid-town, making a clean division impossible. In the north, for example, Columbus and Jefferson compete for mid-town. This indicates that only a choice system could fairly allocate children in the mid-town territory.

This whole map can be considered a diagram of how children would have to be moved around if choice prevailed within each of the three zones. For example, it shows that to integrate Cragmont a block of students of at least the size shown would have to be transported from the non-white neighborhoods of the northwest to Cragmont school.

The Berkeley Unified School District, 12/3/93

K5 ZONE 03, MDL

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
THSNDOAK	1	-92	-24	-4	110	0.35	300
WSHINGTON	-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	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.

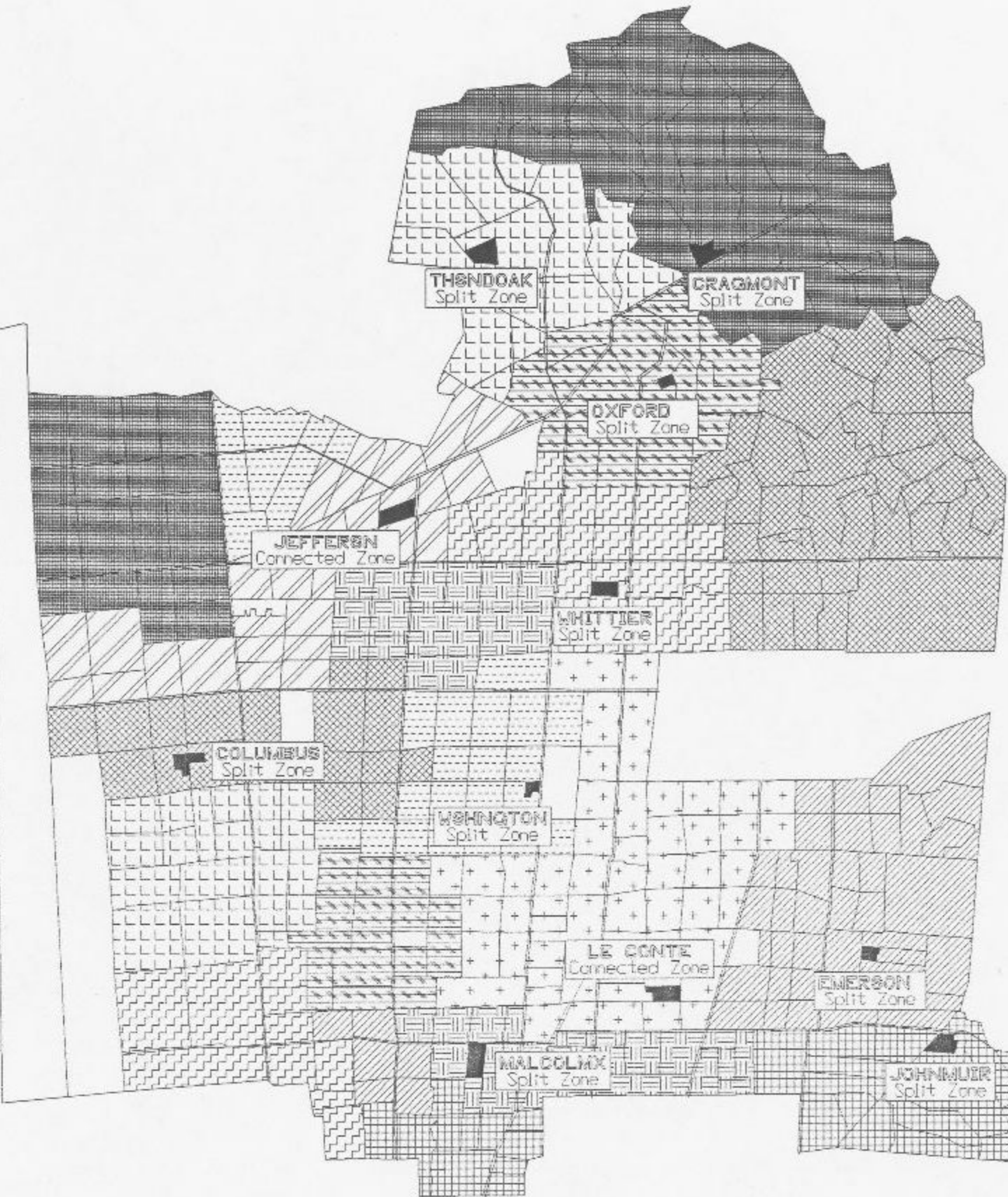
0.5 mile 1 mile

k5_9394nara k5pref.sch k5pref2.pre
k5dspref k5dspref

The Berkeley Unified School District.
Modelling services by Bruce Wickas,
11/11/93 Berkeley, California

These 40 represent the 3 grand zones.

K-5 ZONES



	31.8%	40.8%	13.1%	#	Avg	#
	Whi	Blk	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
JEFFERSON	-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
THSNDOK	-0.6%	-2.9%	+4.6%	288	1.76	300
WASHINGTON	+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
JOHN MUIR	-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.

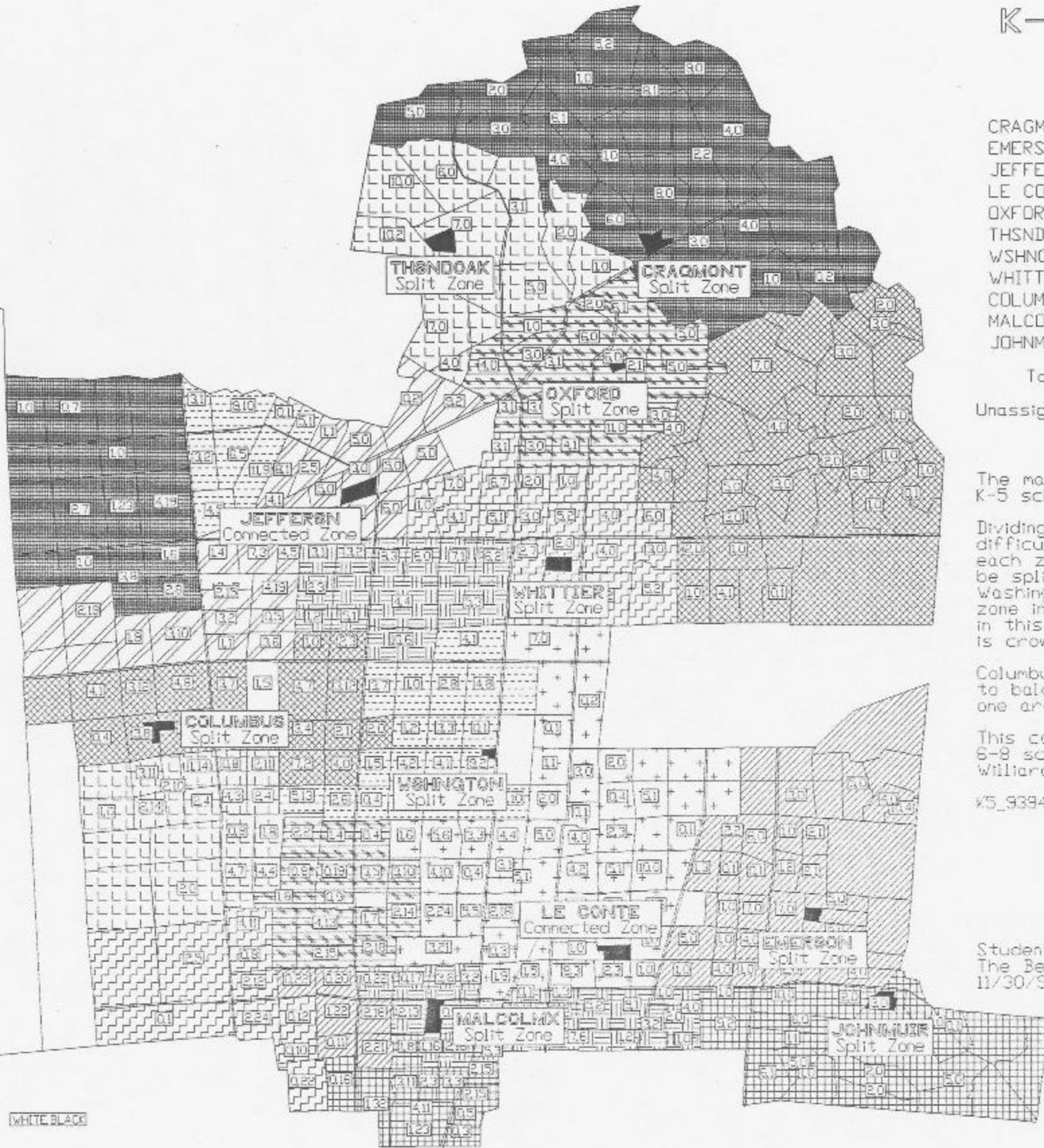
Columbus finds the white students it needs to balance its black population in only one area of the city, as shown.

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

k5_9394nara k5zone.sch k5zoned.pre k5zoned.dsk

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K-5 ZONES



	31.8%	40.8%	13.1%	# Stud	Avg Dist	# Cap
	Whi	Bla	Hsp			
CRAGMONT	+1.4%	-11.3*	+10.5%	292	1.62	300
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Unassigned	0					

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k5_9394nara k5zone.sch k5zonedpre k5zoneddsk

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WHITE BLACK

