

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
1994-95 Criteria	43.20%	30.97%	41.65%	35.26%
Franklin	41.33%	22.04%		
Northwest				
Jefferson	30.23%	35.46%		
Thousand Oaks	28.92%	19.28%		
King JHS			32.62%	39.50%
Central				
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%
Southwest				
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
INSTRUCTION			
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
SCHOOL SITE ADMINISTRATION			
Malcolm X		\$0	(\$32,000)
Franklin		0	48,000
Reallocation among 3 middle schools		0	25,000
CENTRAL SERVICES			
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)
MOVING			
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
TOTAL		\$54,000	\$84,000

* 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.

**POSSIBLE 1995-96 SCHOOL PLAN (Attachment K, 77-84)
Actual School Plan Will Be Developed By Site**

Southeast Zone

Emerson will house K-4 graders, two classes of 26 students at each grade level. There are currently three Kindergarten classes, three and one-half first grade classes, two and one-half second grade classes, and three third grade classes. Student population must be reduced through removal if interdistrict attendance agreements, then out-of-zone students, if expressed preferences do not reduce enrollment sufficiently.

LeConte will house grades K-4. There will be two classes of 26 students each at grades K, 1 and 4. There will be two and one half classes at both the second and third grade levels, at 26 students per class. Currently there are three classes, K-3. The reduction in student enrollment will require the removal of students on interdistrict attendance agreements and examination of out-of-zone students, if expressed preferences do not reduce enrollment sufficiently.

John Muir will house K-5 graders, with two classes of 26 at all grade levels. There are currently two classes at K-3 grade levels, and one class at both the fourth and fifth grade levels.

Malcolm X will house K-5 with two classes of 26 per grade level, K-2; one class of 26 at both the third and fourth grade level; and six fifth grade classes. There are currently seven fourth and eight fifth grade classes at Malcolm. The proposed staffing will require significant shifting of student population to bring classes to 26 each.

Central Zone

Oxford will house K-4 with two classes of 26 at the K, 1 and 4 grade levels; and two and one-half classes at the second and third grade levels. There are currently three classes at K-1 and two and one half classes at the second and third grade level. There may be a need to reduce the student population if expressed preferences do not lower enrollment to meet the proposed plan.

Whittier/Arts will house K-5 with two classes of 26 at the K-3 level, and one and one-half classes at fourth and fifth grades. The proposed plan allows for additional enrollment at both the fourth and fifth grade levels.

Washington will house grades K-4 with three classes of 26 at grades K-1; two and one-half classes at the 2-3 grade level; and two classes at the fourth grade. The proposed plan will allow for increased enrollment for 1995-96.

Northwest Zone

Franklin will house K-5 with four classes of Kindergarten; three and one half classes at the first, third, fourth and fifth grades and three classes at the second grade. All students who would attend Cragmont and Columbus and all Northwest and Central Zone Kindergarteners can opt for Franklin.

Jefferson will house K-4 with two classes of 26 at the K-1 level and three classes each at the second, third and fourth grades. The number of students at each grade level will have to be reduced to meet the proposed plan if expressed preferences do not reduce enrollment sufficiently.

Thousand Oaks will house K-5 with two classes of 26 at the K, 1, 3, 4 grade levels; two and one half classes at the second grade; and one and one half at the fifth grade. Currently there are 12 classrooms and 12 are needed for 1995-96. With the addition of a grade level, reductions in student enrollment will be necessary. After removal of interdistrict attendance agreements, out-of-zone students will be reviewed, if choice program does not reduce enrollment sufficiently.

Middle Schools

King will house 786 sixth through eighth graders. For 1995-96 there will be eight sixth grade sections.

Longfellow will house 450 fifth through seventh graders.

Willard will house 619 sixth through eighth graders.