BRUCE WICINAS
12/17/02

BERKELEY UNIFIED SCHOOL DISTRICT
Berkeley Alternative High School, Multi-purpose Room
2701 Martin Luther King Jr. Way
Berkeley, CA 94704
Phone: (510) 644-6147 Fax: (510) 540-5358

SPECIAL MEETING OF THE BOARD OF EDUCATION:
STUDY SESSION: STUDENT ASSIGNMENT

AGENDA

Tuesday, December 17, 2002

Call to Order	The Presiding Officer will Call the Meeting to Order at 7:30 p.m.
Roll Call	President Joaquin J. Rivera Vice President John T. Selawsky Director Terry S. Doran Director Shirley Issel Director Nancy Riddle Student Director Andy Turner
Administration	Superintendent Michele Lawrence, Secretary

PUBLIC TESTIMONY

Persons wishing to address the Board should fill out a card located on the table by the door and submit the completed card to the Board Recorder. Speakers will be selected by lottery. The Public Testimony is limited to 30 minutes—3 minutes per speaker. Speakers with the same concerns are encouraged to select a spokesperson to address the Board.

SPECIAL STUDY SESSION/WORKSHOP: (Board Policy: "The Board shall hold Workshops...at which no action may be taken.")	Report and Discussion of Work from The Student Assignment Committee

EXTENDED PUBLIC TESTIMONY

Persons wishing to address the Board at this time should fill out a card and submit the completed card to the Board Recorder. (Public Testimony is limited to a maximum of 30 minutes—3 minutes per speaker).

ANNOUNCEMENT **Schedule of December Board of Education Meetings:**

December 17, 2002:	Board Study Session regarding Student Assignment
December 18, 2002:	Board Study Session regarding the District's Budget

Recess to Closed Session (Government Code Sections 3549.1(d), 54956.9(a) and 54957) and Education Code Section 49818(c)

a) Conference with Legal Counsel—Existing Litigation
b) Consideration of Student Expulsion
c) Collective Bargaining
d) Public Employee Discipline/Dismissal/Release
e) Public Employment Appointments
f) Liability Claims
g) Property Acquisition

ADJOURNMENT Time_____

Board of Education Meetings are broadcasted live on KPFB/FM 89.3 Cable Television Channels 25 and Berkeley's Government Access Channel 78

GUIDELINES FOR SPEAKERS

You are invited to participate in Meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATOIN CARD** and give it to the Board Recorder. Speakers will be selected by lottery. Your card must be submitted before the Presiding Officer calls for the item—**PUBLIC TESTIMONY.**

You will be called on to speak by the Presiding Officer.

A speaker has three minutes in which to make his/her remarks. (The Presiding Officer will extend the time allocation for those with special speech needs.)

Any subject related to the District or its educational programs is welcome at Board of Education Meetings. **However, we ask that matters pertaining to individual employees of the Berkeley Unified School District be discussed in private**. There is an established procedure for making such complaints. You may obtain information about this procedure from a school or from the Superintendent's Office.

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BERKELEY UNIFIED SCHOOL DISTRICT

STUDENT ASSIGNMENT ADVISORY COMMITTEE

PRELIMINARY REPORT
to the
BOARD OF EDUCATION

December 17, 2002

BERKELEY UNIFIED SCHOOL DISTRICT

Student Assignment Advisory Committee

Committee Members: Roia Ferrazares (Co-chair, Malcolm X parent), Derick Miller (Co-chair, Jefferson Parent), Noreen Axelson (Cragmont parent), Lee Berry (Willard parent), Julie Guthman (Emerson parent), Catherine Macklin (Community member), Nancy Riddle (Berkeley High parent), Bruce Wicinas (Consultant), Bernadette Cormier (Transportation Manager), and Francisco Martinez (Admissions and Attendance Manager).

STATEMENT OF BELIEFS

- Berkeley Unified School District believes that free and public education is the right of all the children of Berkeley.

- Berkeley Unified School District must provide a quality education at each public school and there must be equal opportunities, for all our students, to acquire that quality education. A quality education includes a strong core curriculum, enriched learning experiences and individual, community and educational resources that promote success in a rapidly changing multi-cultural society.

- Berkeley Unified School District believes that diversity is a community value. Diversity in education which could be addressed by a student assignment plan may include gender, race, ethnicity, language, family structure and socio-economic status.

- Berkeley Unified School District believes that diversity in our student population and reflected in our faculty and staff enriches the educational experiences of students; advances educational and occupational aspirations; enhances critical thinking skills; facilitates the equitable distribution of resources; reduces, prevents or eliminates the effects of racial isolation; encourages positive relationships across racial lines by breaking the cycle of racial hostility; fosters a community of tolerance and appreciation; and promotes participation in a pluralistic society.

Charge of the Committee

The Student Assignment Advisory Committee was originally convened in September of 2000 as an advisory committee to then Superintendent Jack McLaughlin. Its charge was to develop two alternative kindergarten through 5th grade assignment plans: a plan with factors including the use of race and a plan with factors excluding the use of race. The Committee was charged to include parent representation from each school and to hold at least one community forum, which it did in November of 2000.

Committee Process

The Committee convened in September 2000 and met weekly. Following a public forum, the Committee recommended retaining the present system. The Committee continued to investigate plans that would not use race and to look at factors impacting equity between elementary schools. We returned to the Board in Spring 2001 regarding the equity issue. During the 2001/2002 school year the Committee worked together creating a Statement of Beliefs to reflect our collective view of the many factors that create diversity. This year we reconvened at the request of Michele Lawrence, the current BUSD Superintendent, to address the original charge of recommending a student assignment plan which does not use race as a factor, to use for 2003/2004 student assignments.

History of the Student Assignment Plan

Following *Brown v. Board of Education,* findings of *de facto*[1] segregation in the Berkeley public schools led to adoption in 1968 of one of the first voluntary desegregation plans in the country by a major school district. The plan paired elementary schools so students attended one school for grades K-3, then attended the sister school for grades 4-6. Middle schools served only grades 7 and 8. In 1995, after a 6-year evaluation, schools were reconfigured to a zone system of "controlled choice" to address concerns about the old system. The reconfiguration created K-5 elementary and 6-8 middle schools. The goal of our present plan is to give families a choice of schools, but, within that choice context, to assign elementary students to reflect the zone-wide proportions of three racial categories: black, white, and other ethnicities, plus or minus 5%.

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[1] *De facto* means arising in fact, as opposed to *de jure*, which means "by law."

Legal Climate

Although the Committee is not comprised of practicing lawyers, it was provided with relevant law, cases and diversity studies to consider in making its recommendations. We have followed developments in the area. Nationally, use of race in various academic environments has created contradictory legal opinions. These cases generally arise under the Equal Protection Clause of the U.S. Constitution, which guarantees that no state shall deny any person within its jurisdiction the equal protection of the laws. In fact, the U.S. Supreme Court recently accepted for review two cases in which race-conscious admissions policies of the University of Michigan were approved. However, Proposition 209, which went into effect in 1997 (Article 1, Sec.31 of State Constitution) now governs in California. Prop. 209 requires that the state, including school districts, shall not "discriminate against, or grant preferential treatment to," any individual or group on the basis of race, sex, color, ethnicity, or national origin. In each of the three Prop. 209 cases for which we have written opinions, the California courts have overturned the affirmative action plan involved. In each case, the courts have indicated that the language of Prop. 209 is to be interpreted more narrowly than in equal protection cases and that no consideration of race by a state entity is permissible under Prop. 209.

School Equity

The Committee feels strongly that the student assignment plan only works if we can be reasonably certain of school site equity. We make our recommendations based on the assumption that different sites will offer a comparable education to the students enrolled at each location. This does not mean each site must be identical. Far from it, we hope individual schools will assume distinct even unique characteristics. What we do feel strongly about is that each of these distinctive schools will be equally successful at meeting the educational goals for achievement that apply to the district as a whole. In such a learning environment choosing or attending one school rather than another will confer neither significant advantage nor disadvantage to pupils enrolled at any individual site.

Staff Diversity

Equally important is attaining the goal of a faculty that parallels the diversity represented in the student body. This may be hard to implement for a number of reasons such as the applicant pool, recruitment and outreach failures, retention problems, etc. Nevertheless, this is an important goal as well as a crucial part of site equity. The Committee that this is a goal worth monitoring--in the same way as we

monitor students--and maintaining as a goal no matter how difficult it may be to achieve.

Broader Diversity Definition

As the Committee explored the impact of recent legal decisions, we came to believe that a broad definition of diversity would include many characteristics we may never even have considered in previous school assignment plans. Such a definition does not necessarily focus on race or ethnicity as such, nor does it attempt to find some single indicator or collection of characteristics that could be used as a proxy for race. While our understanding of and appreciation for the value of a diverse classroom persists, we need to find new ways of recognizing such learning environments. Even without the impetus of a challenging legal landscape, the committee would advocate a renewed commitment to fully involve all our children in an educational experience that consistently emphasizes equal access to all educational resources. When Berkeley first explored ways of ensuring racial diversity in its schools, achieving socioeconomic diversity was also an equally important original goal. Our work on developing a new assignment plan has retrieved this lost emphasis on socioeconomic variety, and added several other diversity factors. If we are proactive in our design we can continue to provide schools that faithfully reflect the rich variety of our community. If we do not attend to the changing legal climate, we may find ourselves simply reacting to events and decisions that fall largely beyond our control.

The Committee believes that the single most important factor is to design a plan that yields learning environments that are inclusive. These would be classrooms in which all children have a fair chance, an equal opportunity to learn. In such an environment no child would be excluded for any reason pertaining to their background. This would include income level, the language or languages spoken in their home, the educational background of their parents or guardians, or any other factors that may potentially affect access to equal educational opportunity. While we have selected several specific factors based on our examination of census and other data, as the assignment plan is monitored in the future, it may be necessary to modify these factors. Computer simulations of projected assignment plans designed using these factors compare favorably to the current method of assigning students. Computer simulations reassure us that using the new proposal, students will be distributed equitably throughout the District in ways that should ensure classrooms are at least as diverse as they are now. It is our hope that these new mechanisms will produce schools and classrooms that provide all students with access to high quality learning environments.

Neighborhood Schools

Berkeley had a system of neighborhood schools before integration in the 60's. Berkeley's housing patterns at that time were geographically segregated causing the de facto segregation mentioned earlier. For example in 1960 Malcolm X was 99% non-white, while Cragmont was 94% white.

Our School District eliminated proximity as a preference factor in school assignment when the controlled choice plan was implemented in 1995. However, many parents value proximity of elementary school to a child's home and some do take it into account when selecting first, second and third school choices under the current controlled choice lottery. Proximity allows a child to walk to school and to build friendships within the child's neighborhood. Theoretically, if all of our elementary schools were optimally located, a proximity assignment system could reduce the number of children who need school transportation.

Because of the interest in proximity, the Student Assignment Committee thought it worthwhile to review Berkeley's housing patterns and to consider an assignment simulation that would take proximity into account. We reviewed city housing patterns by race using the 2000 census data. We noted that the city's African American / black population was still primarily located in the flats with the heaviest density in south/central Berkeley. The white population is spread out more but has heavier density in North and East Berkeley. We then ran an assignment simulation based on a preference for children living within a quarter mile of a school and reviewed the outcomes.

We noted that many children in the city would not be served by such an assignment system because they live more than a quarter mile from an elementary school. Based on our review of demographic data we noted that the most impacted areas were in the flatlands where there is a high density of children and only two elementary schools. Some areas in the north hills were also impacted although there are fewer children living in these areas.

We also noted that drawing a rough quarter mile radius around each elementary school had capacity implications depending on density of children living in the neighborhood. For example only 67 kids lived within a quarter mile of Cragmont while over 400 lived in the Rosa Parks proximity.

We then reviewed the racial outcomes of our rough proximity simulation. We noted that resultant racial composition at only a few of the schools, such as LeConte and Washington reflected the K-5 composition of the

whole district. And we noted many extremes. For example, under this simulation Cragmont would have 0% blacks and Malcolm X 8% whites.

Based upon our review of the proximity assignment simulation we decided not to pursue the inclusion of a proximity factor in a proposed assignment plan.

Committee's Proposal to Modify the Student Assignment Plan

The Committee believes that diversity is a community value. Diversity in education which could be addressed by a student assignment plan may include gender, race, ethnicity, language, family structure and socio-economic status. This is stated in our statement of beliefs . While race/ethnicity is included in this statement, we did not include it in our proposal given the original charge of the Committee.

The 2000 Census data made it possible for us to develop rich snapshots of the Berkeley population. Using Census data we were able to review maps of many diversity factors. After careful consideration the Committee narrowed a broad list down to four factors including income, parent education, and English as a second language.

We used the method of overlapping these factors to produce a map. We decided to use residence address instead of self-declared personal information. This eliminates the temptation for people to "game" the system by providing inaccurate information. There is no privacy issue because there is no need for sensitive information such as household income or race. From the census data we derived a map which translates residence address into an "assignment category." We apply the "assignment category" to the Controlled Choice Lottery retained from the current system. The goal of the lottery will be to balance the assignment categories of each school to reflect the overall assignment category balance of the geographic zone. We applied this proposed system to the last three years of our student assignment data. The computer successfully balanced the schools by "assignment category." As another means of outcome assessment we looked at the race of the assigned populations. The racial balance of the schools turned out about the same as now.

LIST OF EXHIBITS TO ACCOMPANY REPORT

Appendix A

1. Map, Berkeley, "Planning Areas" (or Geographic Affinity Areas)
2. Map, Census 2000 data, Household Income
2. Map, Census 2000 data, "Education Level" (composite)
4. Map, Census 2000 data, Age 5-18 Speak English not well or not at all
5. Map, Census 2000 data, Male and Female heads of households with children under 18, no spouse present
6. Map, "Three Assignment Categories" derived from three census overlays.
7. Outcome Diagram (Pie Charts) per three census overlays, actual assigned populations by versus simulated outcome of plan, 2000-2002.
8. Map, "Three Assignment Categories" derived from four census overlays.
9. Outcome Diagram (Pie Charts) per four census overlays, actual assigned populations by versus simulated outcome of plan, 2000-2002.
10. Map, Projected outcome of a "Neighborhood Schools" assignment plan

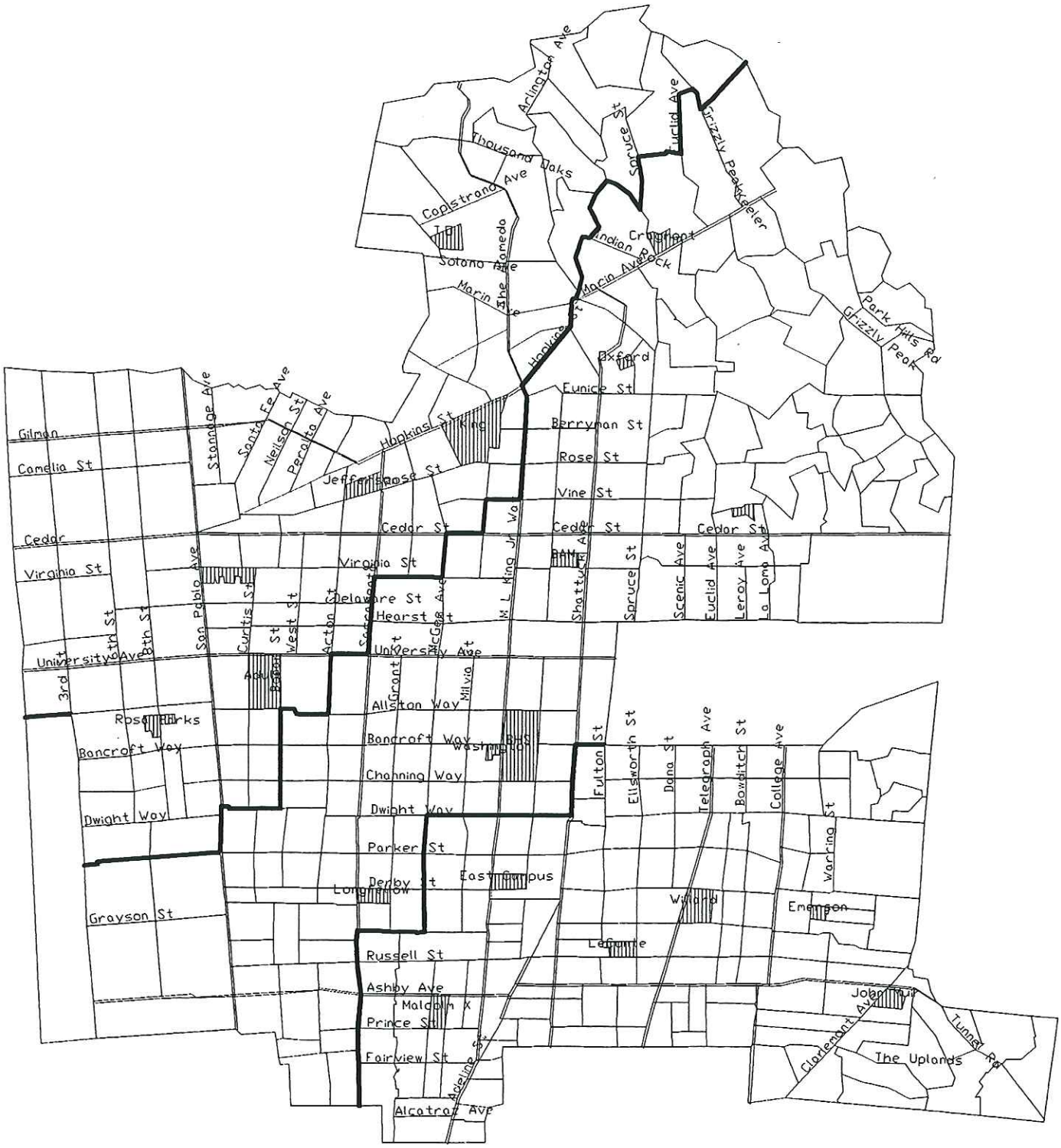
Appendix B

= to demonstrate demographic facts,
= to indicate the scope of data we examined,
= for the information of the Board and the public.

11. Map, Census 2000 data, Population Density, White residents
12. Map, Census 2000 data, Population Density, Black residents
13. Map, Census 2000 data, Population Density, Asian residents
14. Map, Census 2000 data, Population Density, Latino residents
15. Map, Average House Sale Prices '99-00 (from City of Berkeley data)
16. Map, Average Parent Education, from BUSD-captured self-declaration
17. Map, Sat9 Reading scores, 2001, (from BUSD)
18. Map, Sat9 Math scores, 2001, (from BUSD)
19. Map, population attending Malcolm X
20. Map, population attending Cragmont
21. Map, population attending Thousand Oaks
22. Map, BUSD population receiving "free and reduced lunch"
23. Map, BUSD K-5 population current three "Geographic Zones"

'Planning Areas' 1-445
Berkeley, CA

▲ indicates North



U.S. Census 2000
Household Income (P52)

Tract 4211000	$109660
Tract 4212000	$129902
Tract 4213000	$95646
Tract 4214000	$96228
Tract 4215000	$101324
Tract 4216000	$95868
Tract 4217000	$54180
Tract 4218000	$60529
Tract 4219000	$55000
Tract 4220000	$38587
Tract 4221000	$39602
Tract 4222000	$42885
Tract 4223000	$47423
Tract 4224000	$31741
Tract 4225000	$26908
Tract 4227000	$25625
Tract 4228000	$11019
Tract 4229000	$17257
Tract 4230000	$44307
Tract 4231000	$37188
Tract 4232000	$32219
Tract 4233000	$36701
Tract 4234000	$37776
Tract 4235000	$35154
Tract 4236010	$54057
Tract 4236020	$19286
Tract 4237000	$40660
Tract 4238000	$105011
Tract 4239010	$46136
Tract 4239020	$57083
Tract 4240010	$31632
Tract 4240020	$35994

min 4881.0
max 153545.0

Legend

$4000	- $26000
$26000	- $47000
$47000	- $68000
$68000	- $89000
$89000	- $111000
$111000	- $132000
$132000	- $153000

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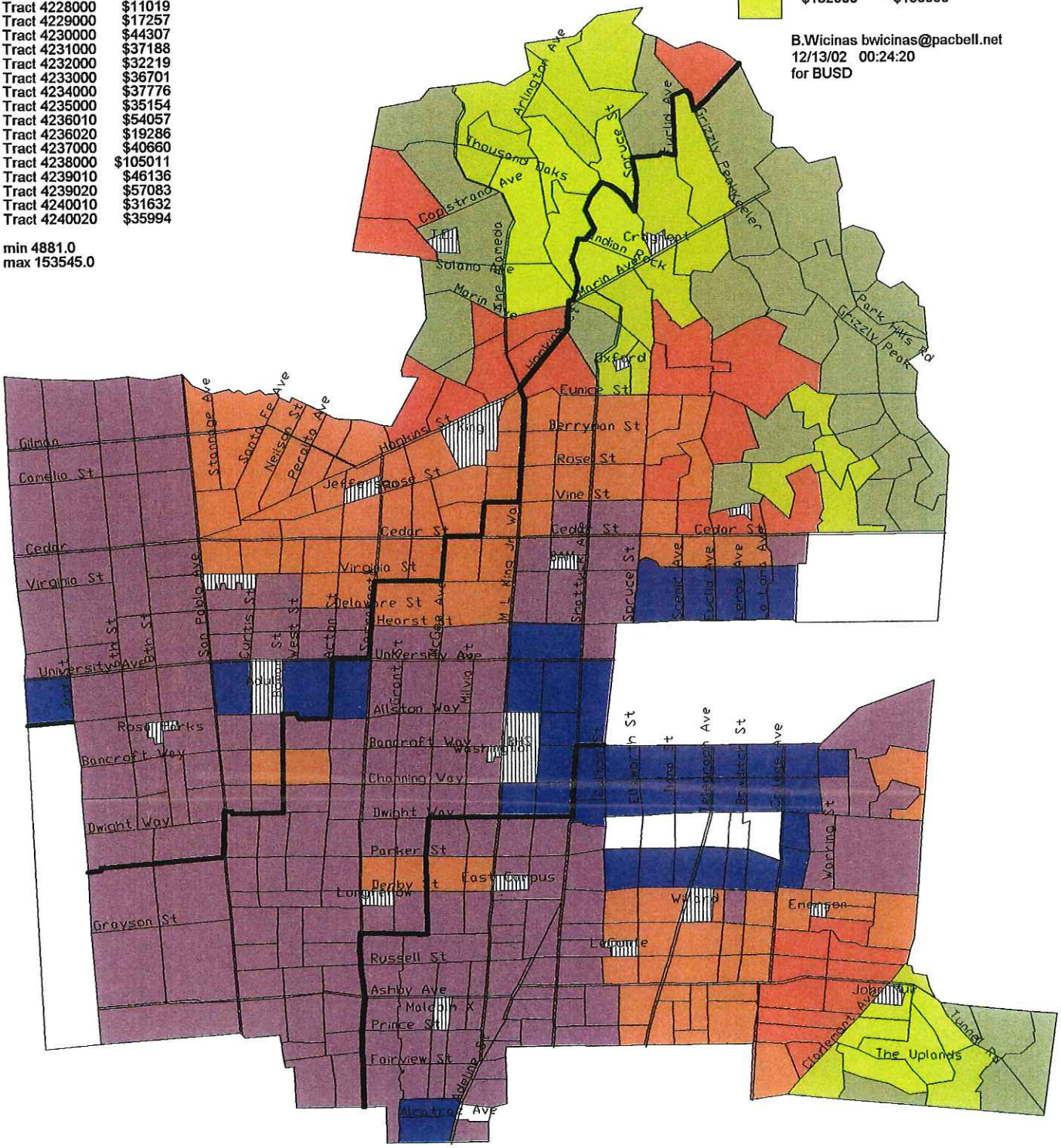

U.S. Census 2000
Edu Level 'Average' (P37)

Tract 4211000	4.4
Tract 4212000	4.5
Tract 4213000	4.4
Tract 4214000	4.4
Tract 4215000	4.6
Tract 4216000	4.5
Tract 4217000	4.3
Tract 4218000	4.3
Tract 4219000	3.9
Tract 4220000	3.5
Tract 4221000	3.3
Tract 4222000	3.7
Tract 4223000	4.3
Tract 4224000	4.2
Tract 4225000	4.4
Tract 4227000	4.2
Tract 4228000	3.9
Tract 4229000	3.9
Tract 4230000	4.0
Tract 4231000	3.6
Tract 4232000	3.4
Tract 4233000	3.2
Tract 4234000	3.6
Tract 4235000	3.8
Tract 4236010	4.1
Tract 4236020	4.2
Tract 4237000	4.4
Tract 4238000	4.5
Tract 4239010	3.7
Tract 4239020	4.3
Tract 4240010	3.2
Tract 4240020	3.2

min 30.0
max 46.0
Total population 1279 (15634)

ENCODING:

1 - Finished grade 8 or less;
2 - Did not finish high school;
3 - Finished high school;
3.5 - Some college or associate degree.
4 - Bachelor's degree;
5 - Masters or professional degree;
6 - Doctorate.

Legend

3.0	- 3.2
3.2	- 3.5
3.5	- 3.7
3.7	- 3.9
3.9	- 4.1
4.1	- 4.4
4.4	- 4.6

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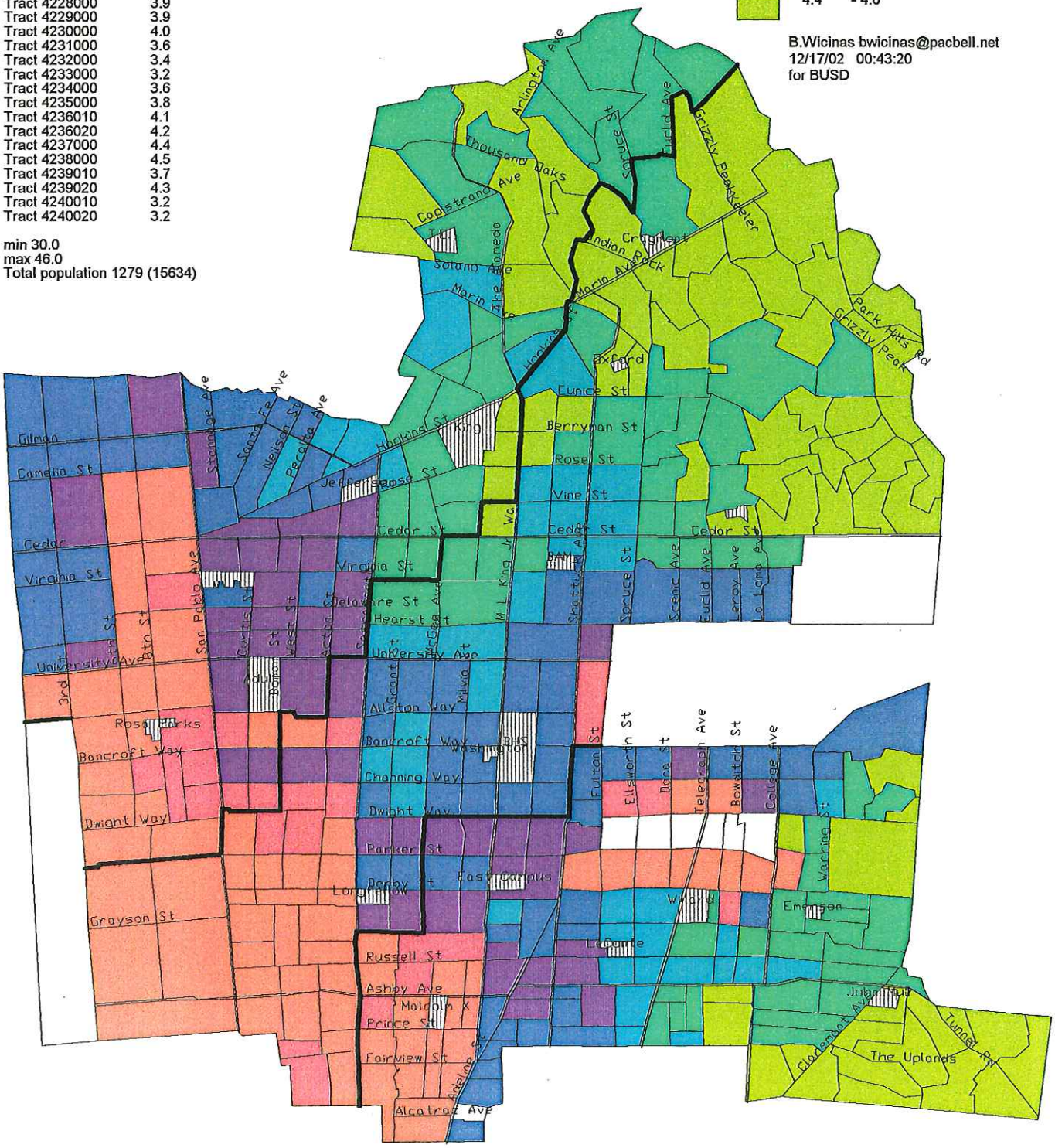

U.S. Census 2000
Age 5-17, Speak eng not well (P19)

Tract 4211000	pop 0
Tract 4212000	pop 0
Tract 4213000	pop 7
Tract 4214000	pop 0
Tract 4215000	pop 5
Tract 4216000	pop 11
Tract 4217000	pop 0
Tract 4218000	pop 0
Tract 4219000	pop 10
Tract 4220000	pop 0
Tract 4221000	pop 5
Tract 4222000	pop 13
Tract 4223000	pop 13
Tract 4224000	pop 13
Tract 4225000	pop 0
Tract 4227000	pop 0
Tract 4228000	pop 3
Tract 4229000	pop 0
Tract 4230000	pop 17
Tract 4231000	pop 14
Tract 4232000	pop 27
Tract 4233000	pop 35
Tract 4234000	pop 19
Tract 4235000	pop 6
Tract 4236010	pop 0
Tract 4236020	pop 0
Tract 4237000	pop 0
Tract 4238000	pop 0
Tract 4239010	pop 0
Tract 4239020	pop 0
Tract 4240010	pop 31
Tract 4240020	pop 13

min 1.0
max 12.0
Total population 242 (231)

Legend

1.0	- 2.6	5-17 yr olds
2.6	- 4.1	5-17 yr olds
4.1	- 5.7	5-17 yr olds
5.7	- 7.3	5-17 yr olds
7.3	- 8.9	5-17 yr olds
8.9	- 10.4	5-17 yr olds
10.4	- 12.0	5-17 yr olds

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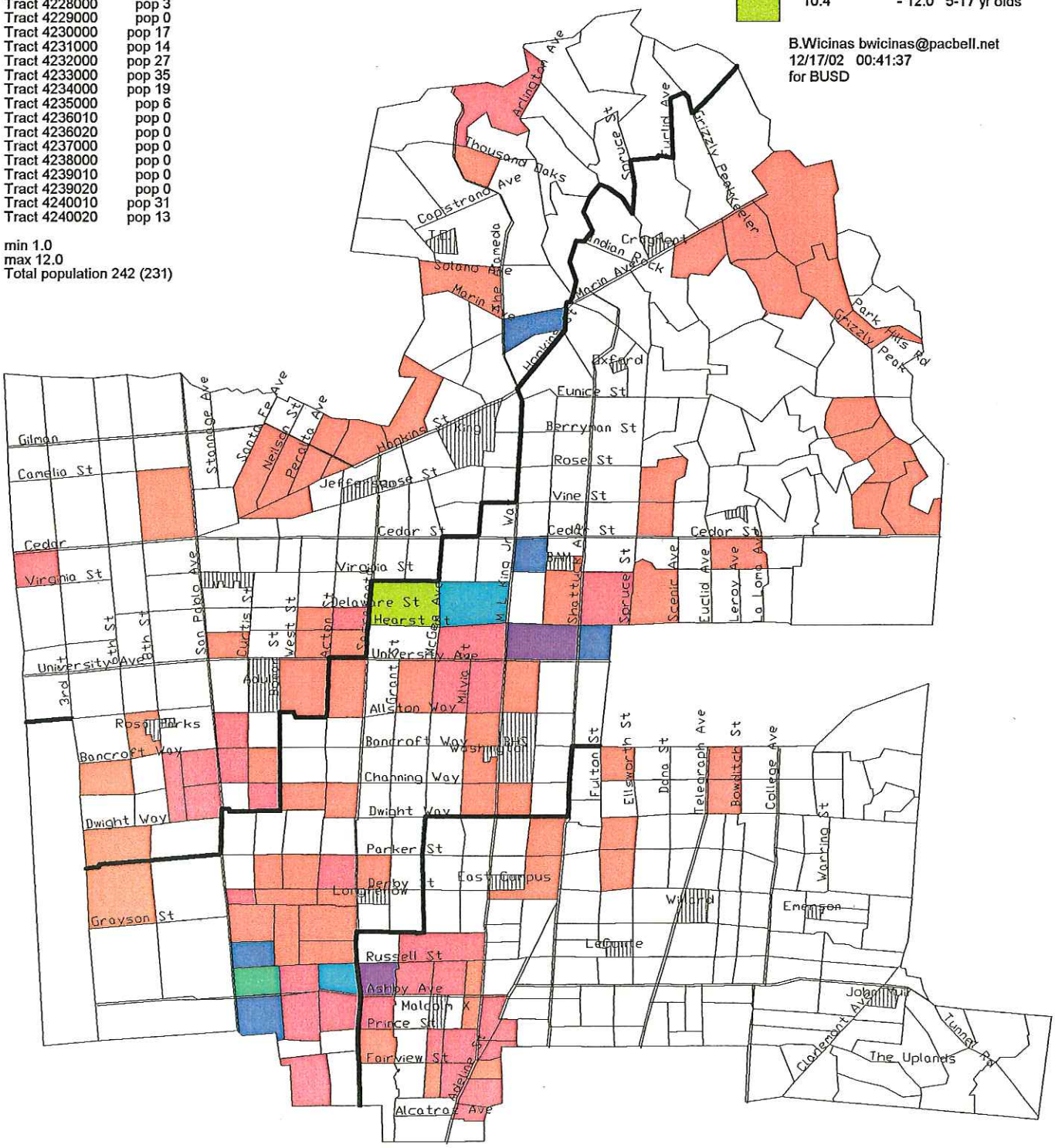

U.S. Census 2000
Families w/child u18 no spouse (P17)

Tract 4211000	pop 26
Tract 4212000	pop 73
Tract 4213000	pop 77
Tract 4214000	pop 36
Tract 4215000	pop 70
Tract 4216000	pop 66
Tract 4217000	pop 25
Tract 4218000	pop 103
Tract 4219000	pop 116
Tract 4220000	pop 55
Tract 4221000	pop 141
Tract 4222000	pop 96
Tract 4223000	pop 74
Tract 4224000	pop 71
Tract 4225000	pop 43
Tract 4227000	pop 30
Tract 4228000	pop 14
Tract 4229000	pop 13
Tract 4230000	pop 179
Tract 4231000	pop 231
Tract 4232000	pop 192
Tract 4233000	pop 261
Tract 4234000	pop 275
Tract 4235000	pop 131
Tract 4236010	pop 51
Tract 4236020	pop 71
Tract 4237000	pop 27
Tract 4238000	pop 55
Tract 4239010	pop 59
Tract 4239020	pop 43
Tract 4240010	pop 309
Tract 4240020	pop 161

min 1.0
max 93.0
Total population 3174 (3072)

Legend

1.0	- 14.1 families
14.1	- 27.3 families
27.3	- 40.4 families
40.4	- 53.6 families
53.6	- 66.7 families
66.7	- 79.9 families
79.9	- 93.0 families

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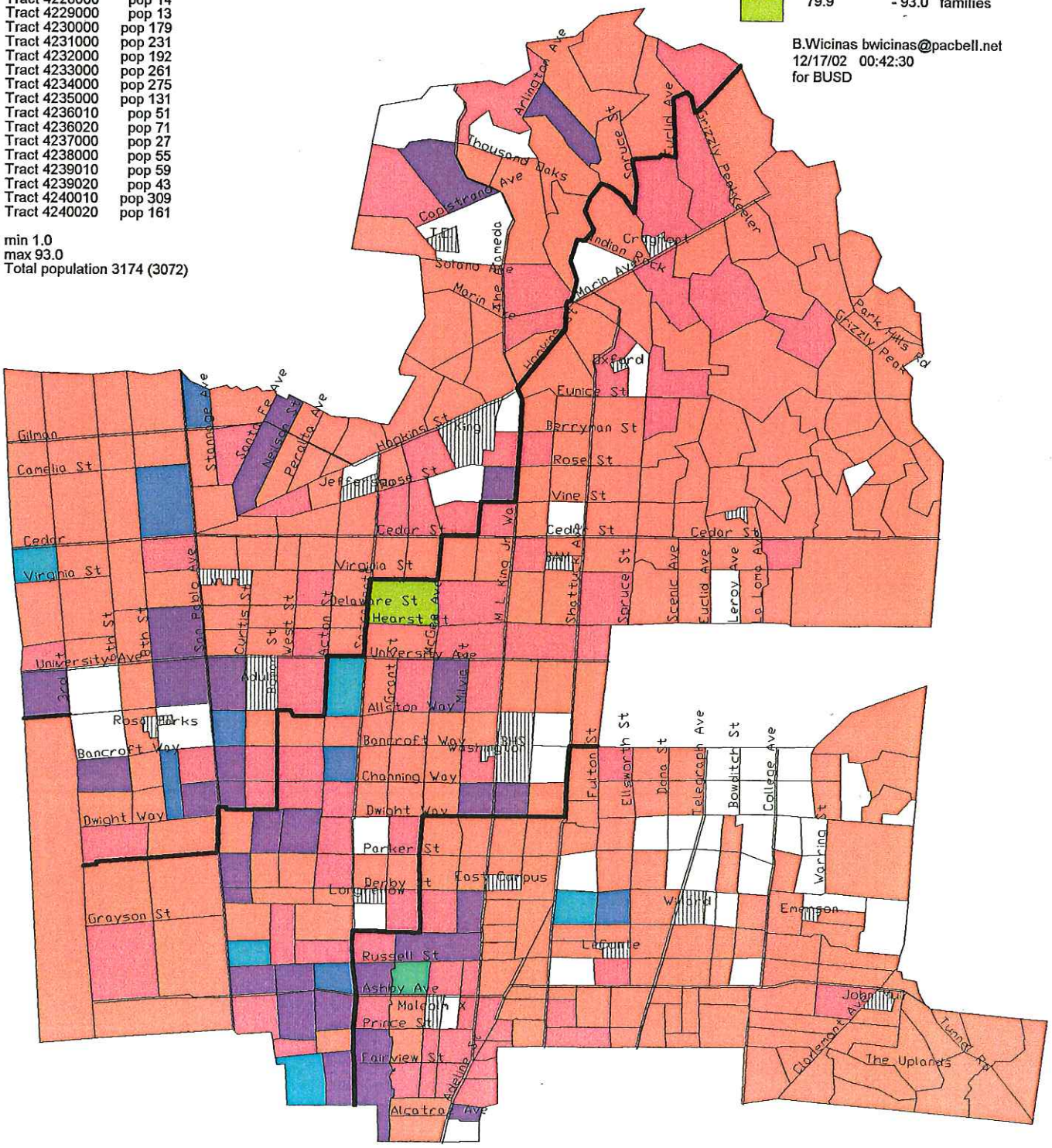

3 'Assignment Categories' from 3 Census Maps (1201) Household Income, Education Level, Speak English Not Well

This scheme of three 'assignment categories' is derived from three overlays of Census 2000 data.
All 3 datasets were averaged, then subjected to a threshold. The four: household income, education level, English a second language speak English not well.

Cat	Pop	Whi	Bla	Oth	Whi	Bla	Oth	Nor	Cen	Sou
1	602	393	30	179	0.65%	0.05%	0.30%	245	249	108
2	2038	465	651	922	0.23%	0.32%	0.45%	677	802	559
3	904	86	400	418	0.10%	0.44%	0.46%	255	261	388

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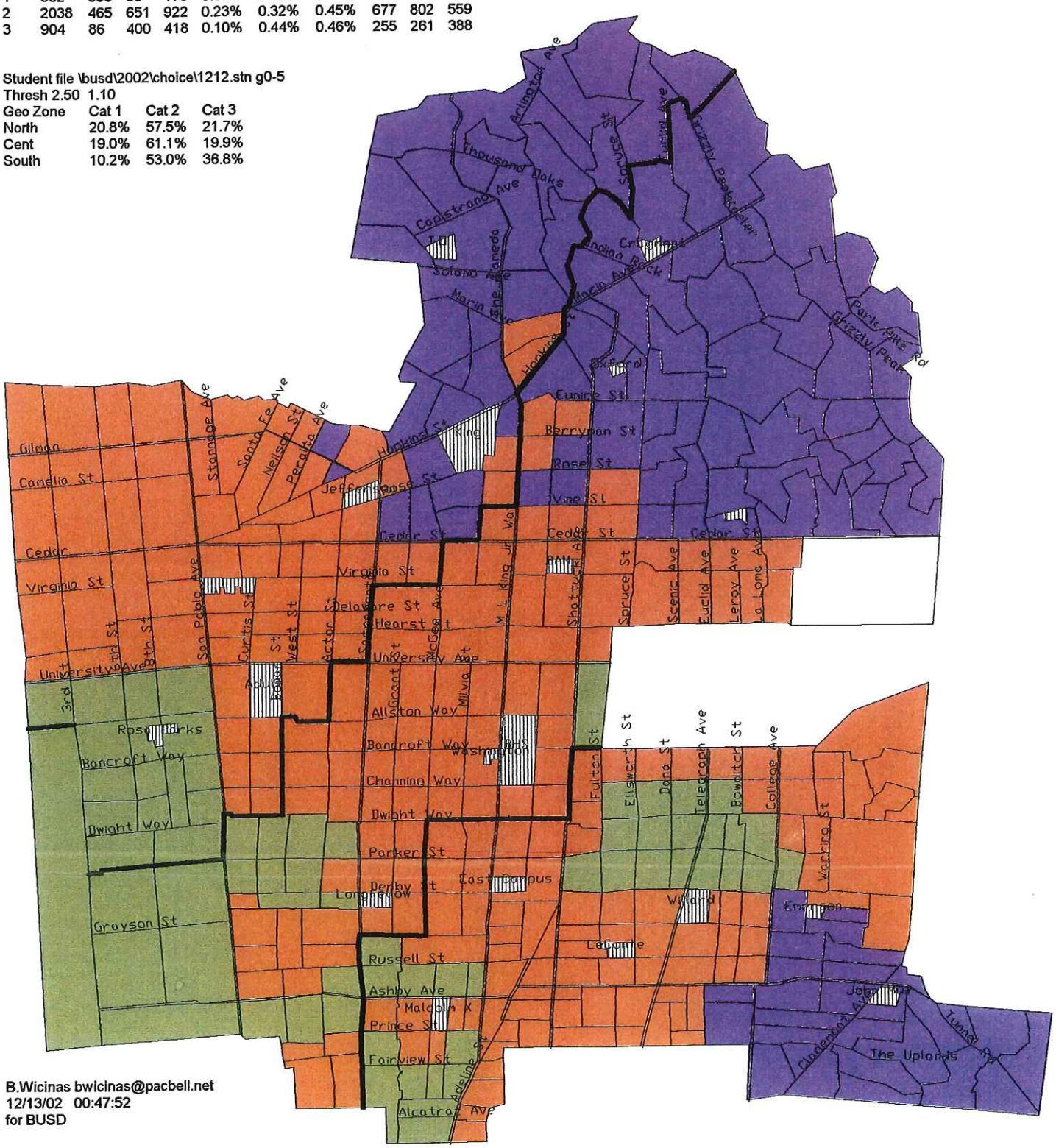
Geo Zone	Cat 1	Cat 2	Cat 3
North	20.8%	57.5%	21.7%
Cent	19.0%	61.1%	19.9%
South	10.2%	53.0%	36.8%



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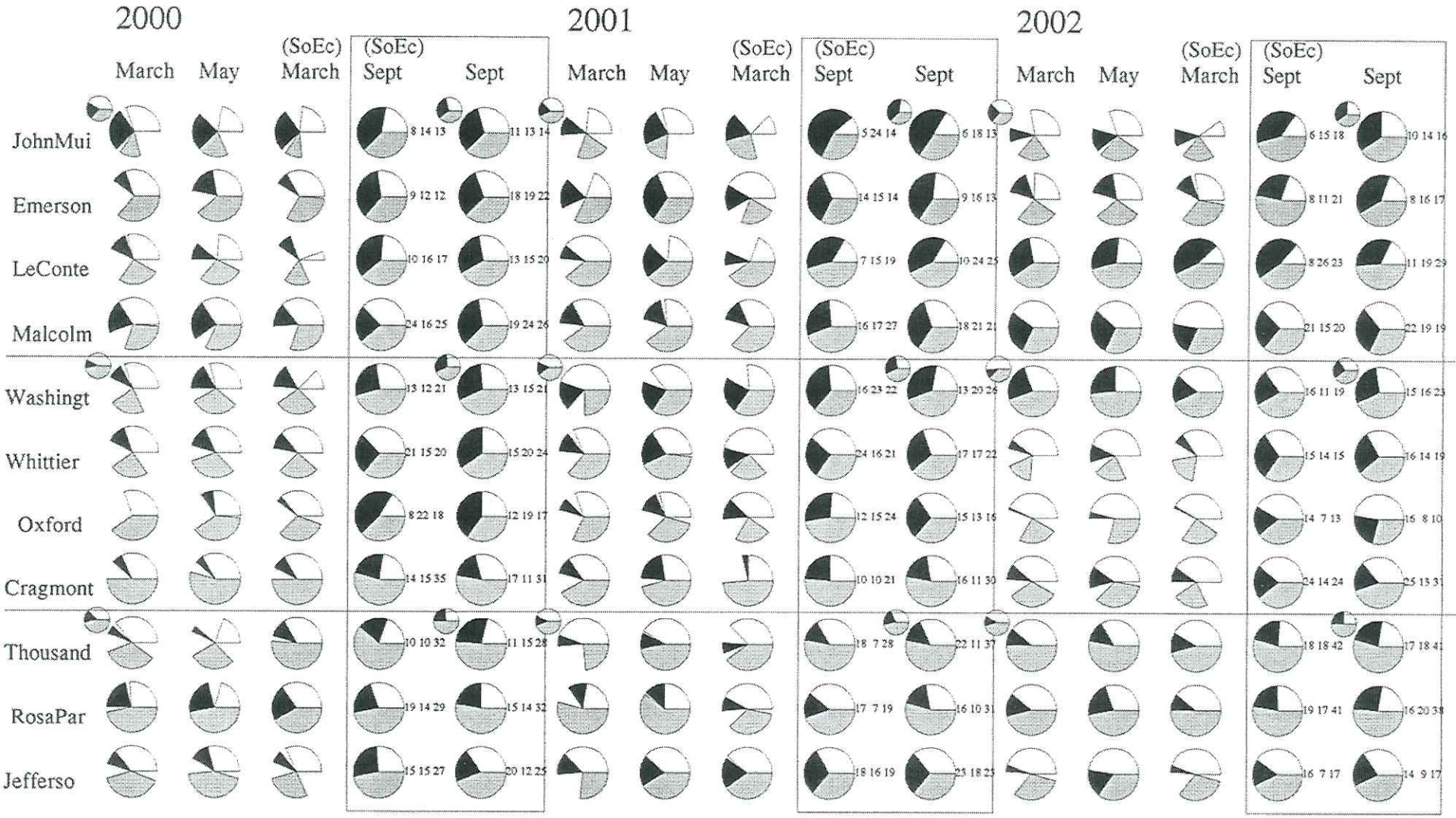

	2000 March	2000 May	2000 (SoEc) March	2000 (SoEc) Sept	2000 Sept	2001 March	2001 May	2001 (SoEc) March	2001 (SoEc) Sept	2001 Sept	2002 March	2002 May	2002 (SoEc) March	2002 (SoEc) Sept	2002 Sept
TOTAL	484	565	473	592	632	520	579	515	593	639	516	559	507	573	596
Wh Bl Oth ch1/ch2/ch3 out of Berk	188 84 212 85% 11% 3%	187 117 261 82% 13% 3%	187 80 206 78% 15% 5% 11 (unas 0)	162 169 261 62% 13% 7% 33 (unas 8)	167 189 276 80% 15% 5%	206 90 224 77% 18% 6%	193 127 259 75% 19% 6%	206 87 222 67% 19% 7% 10 (unas 0)	165 174 254 58% 16% 7% 32 (unas 18)	168 197 274 77% 17% 5%	228 81 207 78% 20% 10% 0 (unas 11)	216 114 229	223 80 204 74% 20% 9% 8 (unas 0)	165 155 253 58% 20% 8% 23 (unas 2)	170 166 260 75% 18% 9% 23 (unas 0)
	0314.stn 0316.stn		1029sc4.stn	1029sc4.stn 1026.stn		0303.stn 0303b.stn		1029sc4.stn	1029sc4.stn 0920a.stn		0308.stn 0309.stn		1029sc4.stn	1029sc4.stn 1212.stn	1212.stn

Racial/Ethnic proportions of BUSD Kindergarten populations, theoretical and actual, for three years' data. (soec1201.pre)

"March" is the spring assignment lottery outcome as published and implemented. The three "pie slices" indicate the respective three controlled subgroups, "white", "black", "other". "GAPS" - The gaps or vacancies in the pie charts indicate the un-filled seats reserved for the students who "turn up" between March and September. "(SoEc)" indicates the outcome for the proposed socio-economic student assignment scheme. The scheme is derived from 2000 census data, is address-based, and is described in the text. The "gaps" indicate the seats reserved for those who turn up later. "Sept" is the actual Kindergarten fall enrollment as tallied at September's end. "SoEc Sept" indicates the outcome of the Socio-economic run through September. This diagram indicates one of many trials reviewed by the Student Assignment Committee.

OUTCOME DIAGRAM "SoEc 10/27", from FOUR Census 2000 Overlays
Household Income, Education Level, Single Parent, Speak English Not Well

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'Neighborhood Schools' Assignment Simulation
'Quarter-Mile' model; K-5 BUSD Population

This guesses the racial-ethnic outcome of populating our K-5 schools by a "neighborhood schools" assignment logic. The quarter mile proximity to each of our K-5 schools is indicated by map shading. The "pies" graphically indicate the consequent ethnic composition, "White", "Black" and "Other". The students who live more than a quarter mile from any school and would have to be assigned by some criterion are not indicated. Most live in the flatlands to the west. In the hills, a quarter mile was not sufficient to fill the schools but the radii could not be increased without overlap.

School	Pop	Whi	Bla	Oth	Whi	Bla	Oth
CRAGMONT	55	41	1	13	74%	1%	23%
EMERSON	80	45	3	32	56%	3%	40%
JEFFERSN	187	86	39	62	45%	20%	33%
LECONTE	180	74	38	68	41%	21%	37%
OXFORD	99	72	0	27	72%	0%	27%
BAM	136	54	17	65	39%	12%	47%
WASHINGT	230	77	41	112	33%	17%	48%
T.O.	99	53	9	37	53%	9%	37%
JOHNMUIR	49	36	1	12	73%	2%	24%
MALCOLMX	320	28	165	127	8%	51%	39%
ROSAPARK	408	41	106	261	10%	25%	63%

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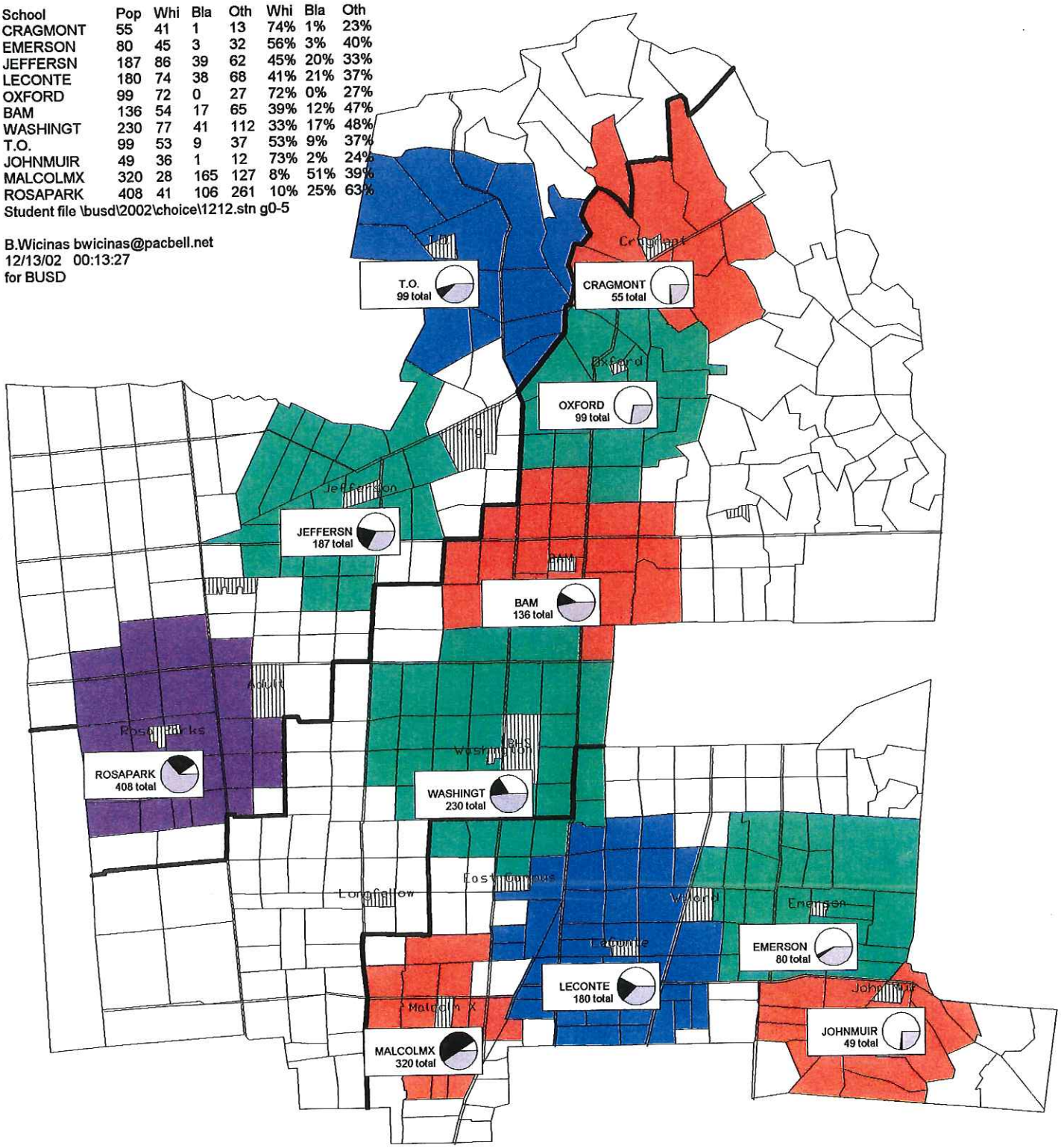
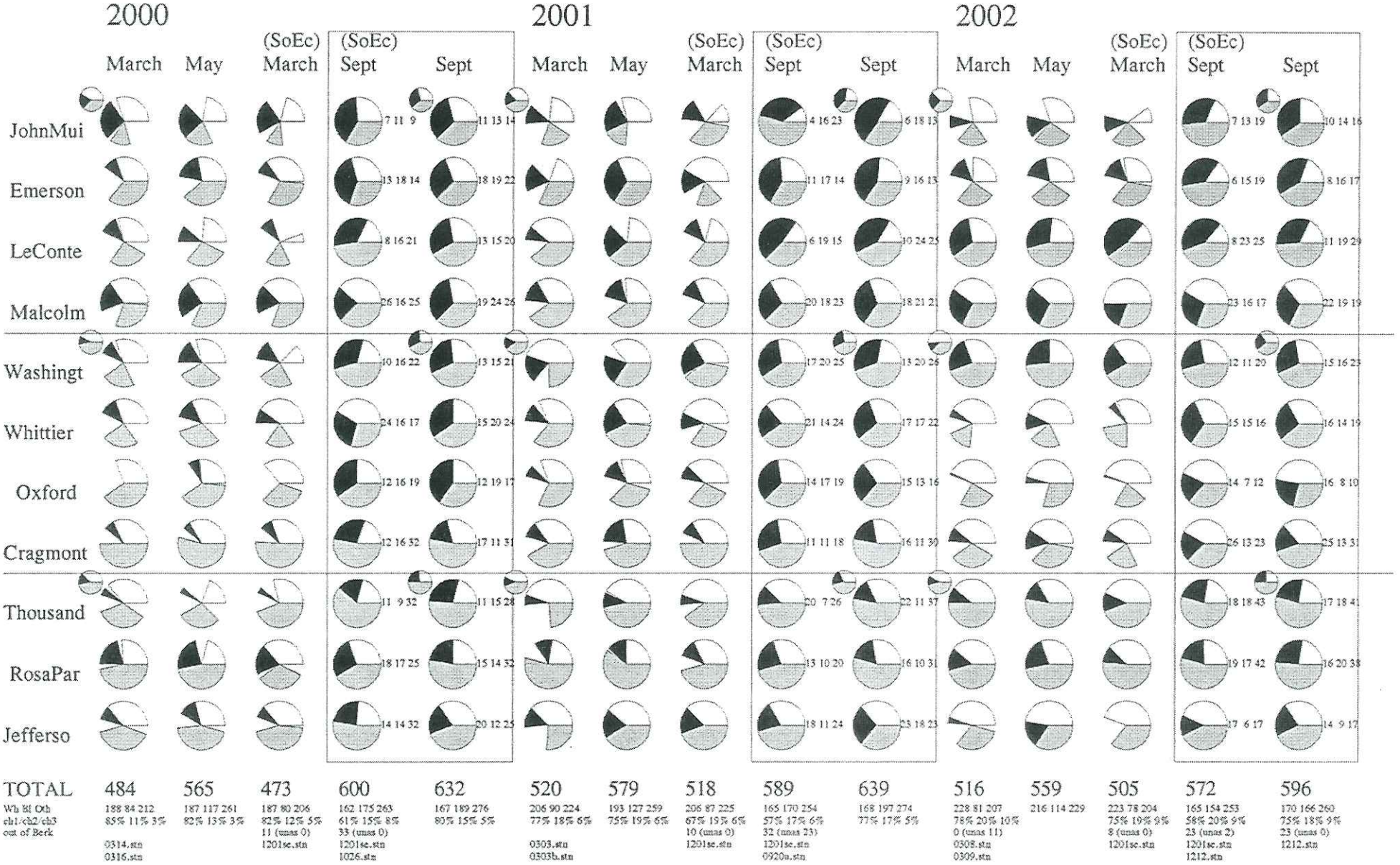
12/13/02 00:13:27
for BUSD





Racial/Ethnic proportions of BUSD Kindergarten populations, theoretical and actual, for three years' data. (soec1201.pre)

"March" is the spring assignment lottery outcome as published and implemented. The three "pie slices" indicate the respective three controlled subgroups, "white", "black", "other". "GAPS" - The gaps or vacancies in the pie charts indicate the un-filled seats reserved for the students who "turn up" between March and September. "(SoEc)" indicates the outcome for the proposed socio-economic student assignment scheme. The scheme is derived from 2000 census data, is address-based, and is described in the text. The "gaps" indicate the seats reserved for those who turn up later. "Sept" is the actual Kindergarten fall enrollment as tallied at September's end. "SoEc Sept" indicates the outcome of the Socio-economic run through September. This diagram indicates one of many trials reviewed by the Student Assignment Committee.

OUTCOME DIAGRAM "SoEc 12/01", from THREE Census 2000 Overlays
Household Income, Education Level, Speak English Not Well

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12/13/02 07:56:53

'Neighborhood Schools' Assignment Simulation
'Quarter-Mile' model; K-5 BUSD Population

This guesses the racial-ethnic outcome of populating our K-5 schools by a "neighborhood schools" assignment logic. The quarter mile proximity to each of our K-5 schools is indicated by map shading. The "pies" graphically indicate the consequent ethnic composition, "White", "Black" and "Other". The students who live more than a quarter mile from any school and would have to be assigned by some criterion are not indicated. Most live in the flatlands to the west. In the hills, a quarter mile was not sufficient to fill the schools but the radii could not be increased without overlap.

School	Pop	Whi	Bla	Oth	Whi	Bla	Oth
CRAGMONT	55	41	1	13	74%	1%	23%
EMERSON	80	45	3	32	56%	3%	40%
JEFFERSN	187	86	39	62	45%	20%	33%
LECONTE	180	74	38	68	41%	21%	37%
OXFORD	99	72	0	27	72%	0%	27%
BAM	136	54	17	65	39%	12%	47%
WASHINGT	230	77	41	112	33%	17%	48%
T.O.	99	53	9	37	53%	9%	37%
JOHNMUIR	49	36	1	12	73%	2%	24%
MALCOLMX	320	28	165	127	8%	51%	39%
ROSAPARK	408	41	106	261	10%	25%	63%

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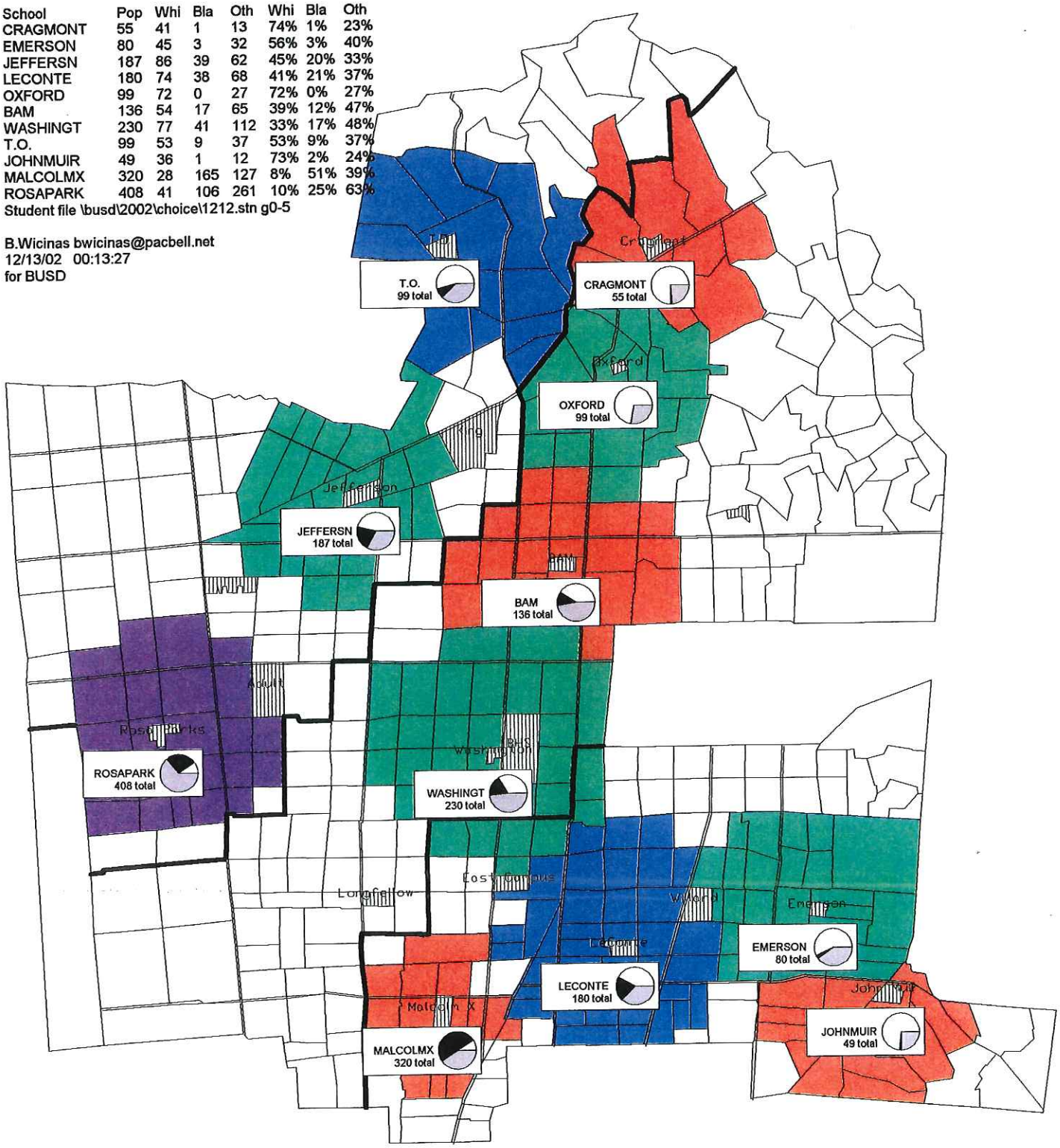
for BUSD



U.S. Census 2000
White pop (P3)

Tract 4211000 pop 1660
Tract 4212000 pop 3098
Tract 4213000 pop 3162
Tract 4214000 pop 1345
Tract 4215000 pop 3209
Tract 4216000 pop 2963
Tract 4217000 pop 2313
Tract 4218000 pop 1609
Tract 4219000 pop 2267
Tract 4220000 pop 624
Tract 4221000 pop 1116
Tract 4222000 pop 1812
Tract 4223000 pop 2156
Tract 4224000 pop 2069
Tract 4225000 pop 2482
Tract 4227000 pop 2314
Tract 4228000 pop 2115
Tract 4229000 pop 1184
Tract 4230000 pop 2744
Tract 4231000 pop 1923
Tract 4232000 pop 966
Tract 4233000 pop 990
Tract 4234000 pop 1845
Tract 4235000 pop 1601
Tract 4236010 pop 1911
Tract 4236020 pop 2429
Tract 4237000 pop 2051
Tract 4238000 pop 2766
Tract 4239010 pop 1020
Tract 4239020 pop 1196
Tract 4240010 pop 1105
Tract 4240020 pop 416

min 2.0
max 1209.0
Total population 60461 (58026)

Legend

2	- 174
174	- 346
346	- 519
519	- 691
691	- 864
864	- 1036
1036	- 1209

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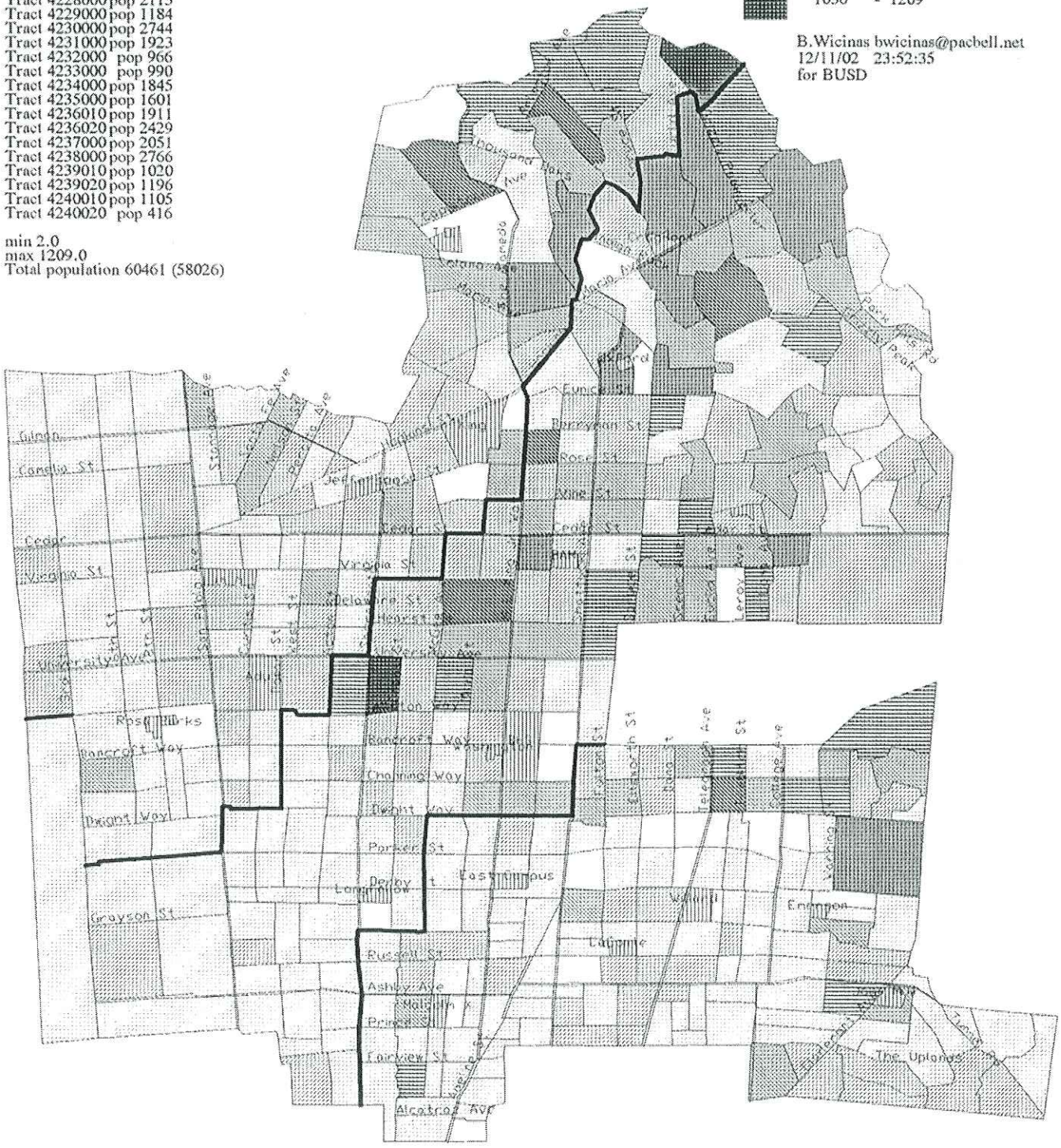

U.S. Census 2000
Black pop (P3)

Tract 4211000 pop 43
Tract 4212000 pop 72
Tract 4213000 pop 76
Tract 4214000 pop 33
Tract 4215000 pop 69
Tract 4216000 pop 61
Tract 4217000 pop 82
Tract 4218000 pop 81
Tract 4219000 pop 487
Tract 4220000 pop 358
Tract 4221000 pop 675
Tract 4222000 pop 542
Tract 4223000 pop 167
Tract 4224000 pop 167
Tract 4225000 pop 94
Tract 4227000 pop 115
Tract 4228000 pop 240
Tract 4229000 pop 124
Tract 4230000 pop 485
Tract 4231000 pop 869
Tract 4232000 pop 976
Tract 4233000 pop 1859
Tract 4234000 pop 1773
Tract 4235000 pop 585
Tract 4236010 pop 131
Tract 4236020 pop 129
Tract 4237000 pop 89
Tract 4238000 pop 58
Tract 4239010 pop 498
Tract 4239020 pop 92
Tract 4240010 pop 1769
Tract 4240020 pop 1195

min 1.0
max 507.0
Total population 13994 (13872)

Legend

1	- 73
73	- 145
145	- 217
217	- 290
290	- 362
362	- 434
434	- 507

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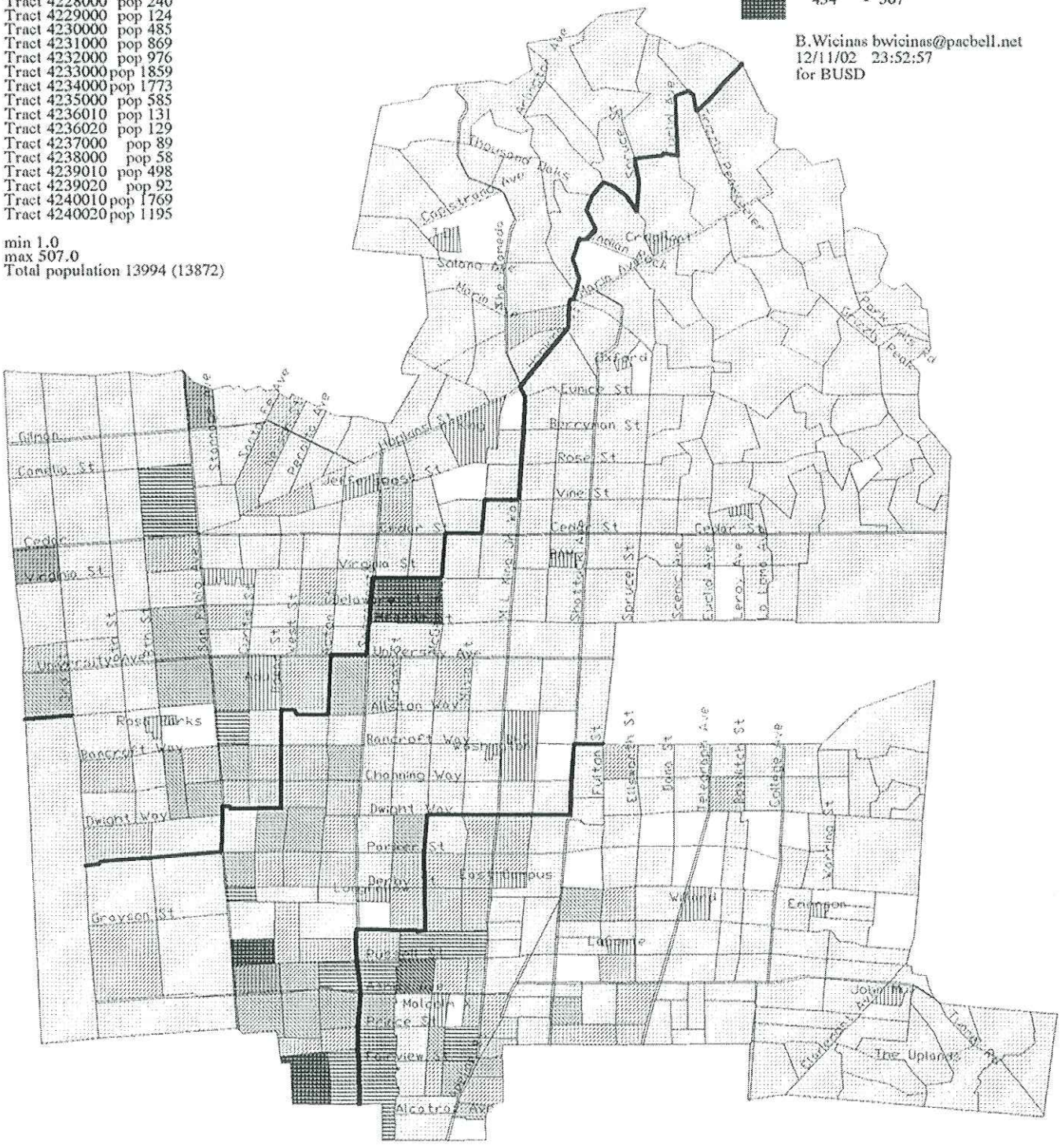

U.S. Census 2000
Asian pop (P3)

Tract 4211000 pop 190
Tract 4212000 pop 265
Tract 4213000 pop 385
Tract 4214000 pop 158
Tract 4215000 pop 268
Tract 4216000 pop 341
Tract 4217000 pop 463
Tract 4218000 pop 233
Tract 4219000 pop 555
Tract 4220000 pop 163
Tract 4221000 pop 254
Tract 4222000 pop 496
Tract 4223000 pop 663
Tract 4224000 pop 1007
Tract 4225000 pop 865
Tract 4227000 pop 902
Tract 4228000 pop 2262
Tract 4229000 pop 843
Tract 4230000 pop 787
Tract 4231000 pop 400
Tract 4232000 pop 226
Tract 4233000 pop 196
Tract 4234000 pop 454
Tract 4235000 pop 434
Tract 4236010 pop 380
Tract 4236020 pop 1950
Tract 4237000 pop 564
Tract 4238000 pop 167
Tract 4239010 pop 161
Tract 4239020 pop 143
Tract 4240010 pop 266
Tract 4240020 pop 123

min 1.0
max 1007.0
Total population 16564 (14603)

Legend

1	- 144
144	- 288
288	- 432
432	- 575
575	- 719
719	- 863
863	- 1007

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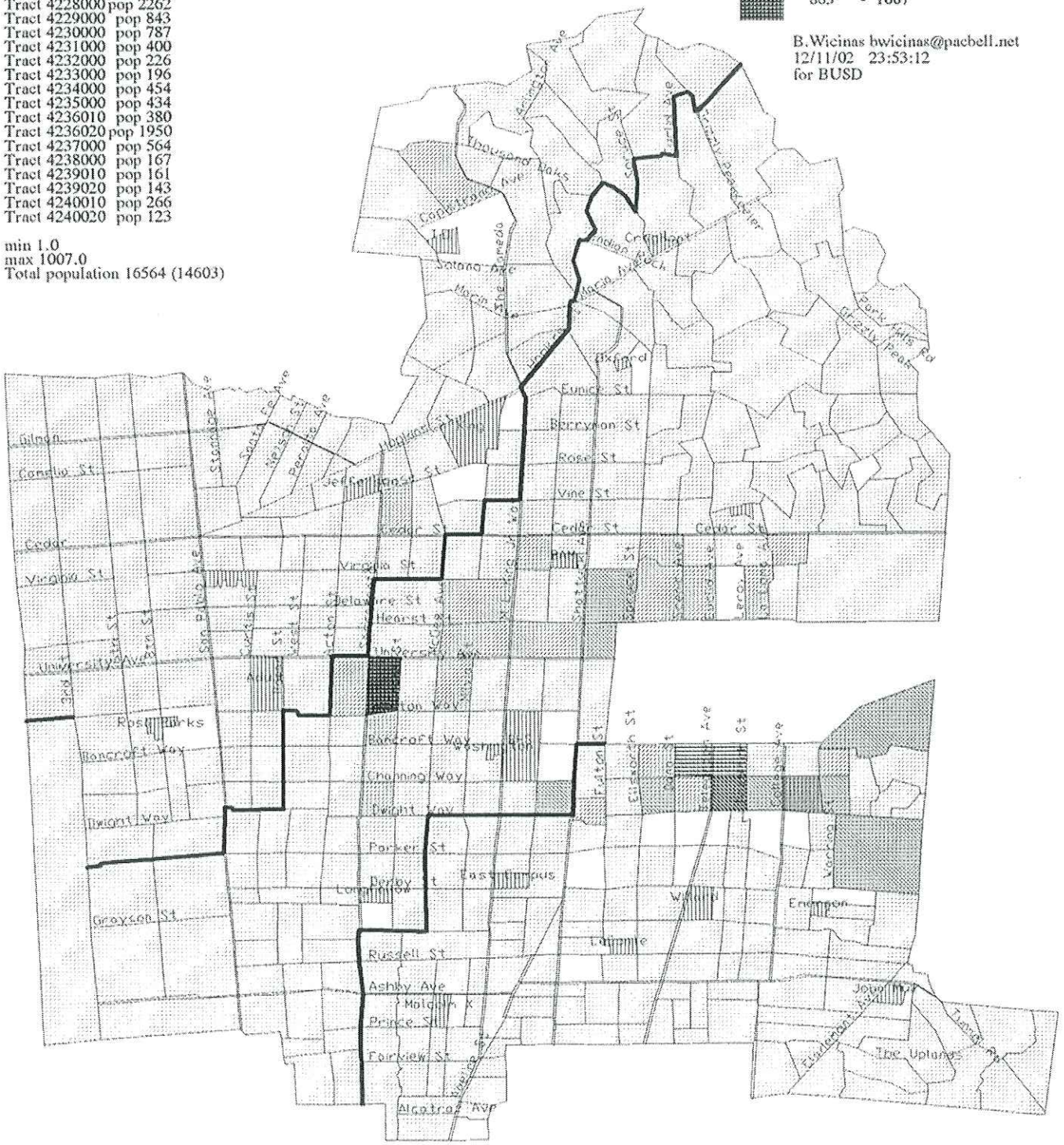

U.S. Census 2000
Hispanic or Latino (P4)

Tract 4211000 pop 81
Tract 4212000 pop 156
Tract 4213000 pop 161
Tract 4214000 pop 71
Tract 4215000 pop 139
Tract 4216000 pop 106
Tract 4217000 pop 167
Tract 4218000 pop 92
Tract 4219000 pop 322
Tract 4220000 pop 180
Tract 4221000 pop 664
Tract 4222000 pop 343
Tract 4223000 pop 188
Tract 4224000 pop 235
Tract 4225000 pop 216
Tract 4227000 pop 425
Tract 4228000 pop 746
Tract 4229000 pop 252
Tract 4230000 pop 330
Tract 4231000 pop 754
Tract 4232000 pop 849
Tract 4233000 pop 405
Tract 4234000 pop 596
Tract 4235000 pop 246
Tract 4236010 pop 190
Tract 4236020 pop 404
Tract 4237000 pop 164
Tract 4238000 pop 95
Tract 4239010 pop 202
Tract 4239020 pop 90
Tract 4240010 pop 1
Tract 4240020 pop 268

min 1.0
max 394.0
Total population 9138 (9332)

Legend

1	- 57
57	- 113
113	- 169
169	- 225
225	- 281
281	- 337
337	- 394

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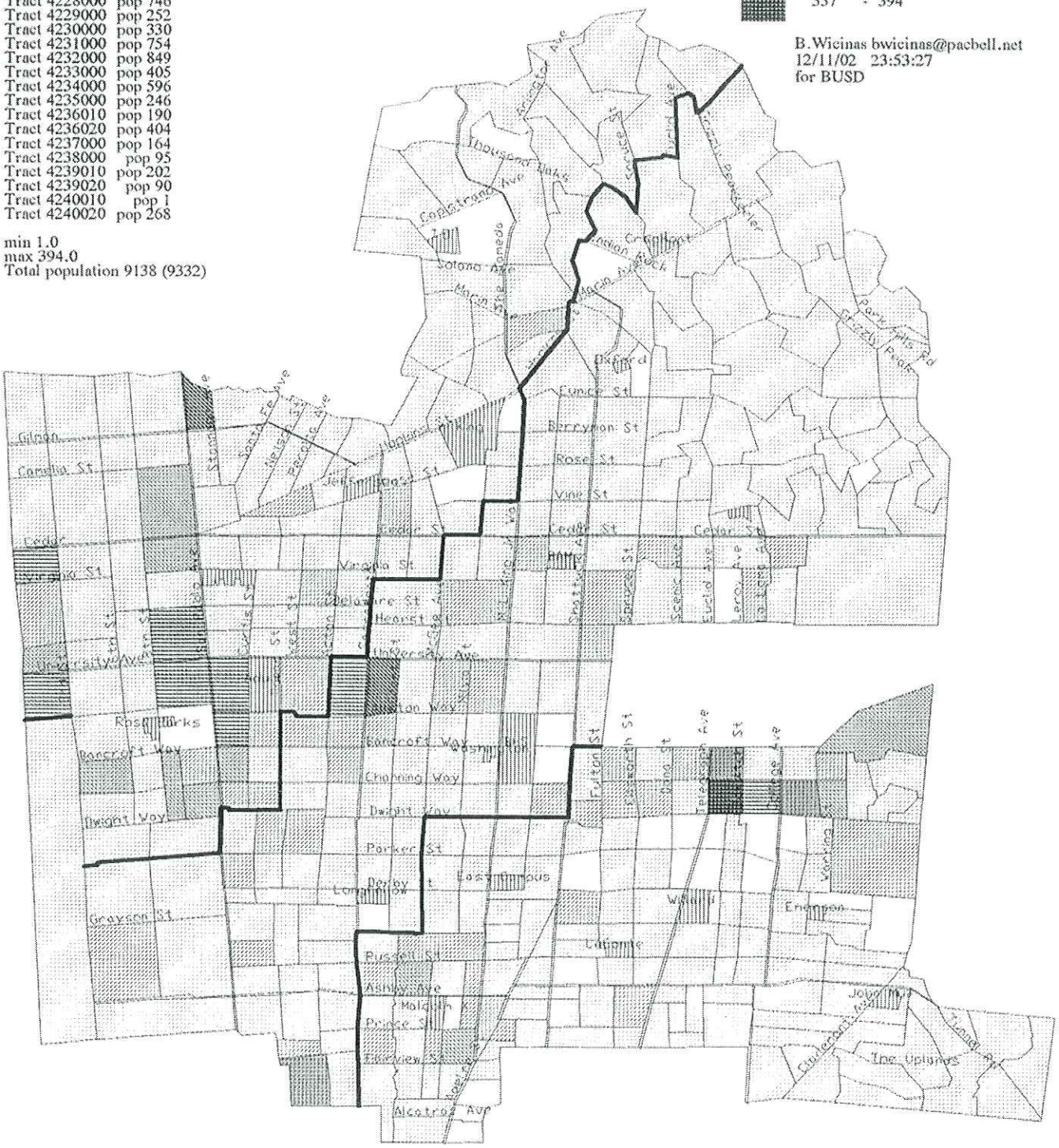
for BUSD



Avg house sale prices '99-'00

List by (one of every three) Planning Area (no. data points)

1	$526,000 (7)	100	$378,000 (2)	196	$284,000 (5)	298	$179,000 (2)	427 $1033,000 (4)
4	$576,000 (18)	103	$300,000 (6)	199	$145,000 (1)	301	$253,000 (3)	430 $524,000 (4)
7	$353,000 (6)	106	$335,000 (1)	208	$401,000 (2)	313	$486,000 (2)	433 $956,000 (6)
10	$438,000 (6)	109	$346,000 (2)	211	$273,000 (5)	319	$390,000 (1)	442 $457,000 (9)
13	$560,000 (3)	112	$276,000 (5)	214	$237,000 (4)	322	$650,000 (1)	
16	$597,000 (5)	118	$254,000 (2)	217	$250,000 (1)	331	$482,000 (3)	min 34500.0
19	$700,000 (12)	121	$246,000 (2)	220	$262,000 (8)	340	$441,000 (3)	max 1637500.0
22	$542,000 (4)	124	$535,000 (2)	223	$206,000 (6)	346	$287,000 (2)	
25	$584,000 (9)	127	$726,000 (4)	226	$249,000 (5)	349	$410,000 (2)	
31	$727,000 (4)	130	$701,000 (6)	229	$246,000 (7)	355	$359,000 (2)	
34	$380,000 (11)	133	$403,000 (3)	232	$257,000 (2)	364	$261,000 (3)	
40	$420,000 (3)	139	$310,000 (1)	235	$222,000 (6)	370	$146,000 (2)	
49	$438,000 (1)	145	$421,000 (10)	238	$510,000 (2)	373	$273,000 (5)	
52	$323,000 (2)	151	$892,000 (2)	244	$515,000 (1)	376	$338,000 (7)	
61	$218,000 (3)	154	$389,000 (3)	250	$345,000 (2)	382	$220,000 (1)	
64	$358,000 (2)	157	$643,000 (4)	256	$290,000 (1)	385	$210,000 (1)	
70	$184,000 (3)	166	$447,000 (2)	262	$307,000 (2)	394	$525,000 (1)	
76	$415,000 (8)	169	$425,000 (3)	265	$331,000 (2)	397	$541,000 (3)	
79	$349,000 (2)	172	$569,000 (6)	268	$278,000 (6)	406	$966,000 (3)	
82	$333,000 (14)	175	$35,000 (1)	271	$168,000 (1)	409	$711,000 (2)	
85	$202,000 (1)	181	$268,000 (5)	277	$262,000 (3)	412	$485,000 (1)	
88	$508,000 (6)	184	$170,000 (4)	283	$327,000 (4)	415	$626,000 (4)	
91	$425,000 (2)	187	$285,000 (3)	286	$266,000 (1)	418	$464,000 (5)	
94	$366,000 (4)	190	$193,000 (2)	289	$419,000 (4)	421	$1037,000 (2)	
97	$363,000 (2)	193	$300,000 (1)	292	$341,000 (4)	424	$698,000 (2)	

Legend

$34,000	- $263,000
$263,000	- $492,000
$492,000	- $721,000
$721,000	- $950,000
$950,000	- $1179,000
$1408,000	- $1637,000

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12/11/02 23:54:36
for BUSD

Parent Ed per BUSD Data

List by (one of every three) Planning Area (no. data points)

1 47.1(7)	97 47.5(4)	193 25.4(13)	274 35.0(2)	376 41.7(12)
4 42.5(4)	100 41.8(11)	196 36.8(11)	277 46.3(4)	382 30.0(20)
7 47.1(7)	103 32.0(5)	199 27.7(11)	280 36.7(3)	385 33.3(9)
10 44.5(11)	106 35.0(4)	205 40.0(5)	283 34.1(16)	388 25.5(20)
13 50.0(1)	109 43.3(3)	208 30.0(2)	289 38.0(15)	391 20.0(2)
16 45.0(8)	112 30.9(11)	211 32.8(16)	292 46.0(5)	394 43.3(3)
19 44.0(5)	118 37.1(7)	214 36.0(5)	295 32.2(9)	397 46.7(3)
22 46.7(3)	121 28.5(10)	217 26.7(6)	298 40.0(7)	400 20.0(1)
25 48.3(18)	127 47.3(15)	220 33.6(14)	301 28.3(42)	406 50.0(1)
31 44.0(5)	130 44.0(5)	223 37.5(12)	304 37.5(4)	409 42.0(5)
34 50.0(7)	133 45.0(4)	226 22.4(17)	307 40.0(1)	412 50.0(2)
37 50.0(2)	136 47.5(8)	229 26.8(37)	313 38.9(9)	415 46.0(5)
52 41.4(7)	139 50.0(1)	232 31.7(6)	319 20.0(2)	418 50.0(2)
58 32.5(12)	142 30.0(1)	235 26.6(41)	325 33.8(4)	421 50.0(3)
61 27.6(23)	145 48.8(8)	238 46.7(12)	328 35.0(2)	424 42.5(8)
64 23.8(20)	151 35.0(1)	241 40.0(1)	331 36.3(8)	430 40.0(7)
67 40.0(3)	154 40.0(2)	244 35.0(2)	337 50.0(3)	442 50.0(4)
70 35.0(8)	166 50.0(2)	247 47.5(4)	340 47.5(4)	
73 45.0(6)	169 50.0(3)	250 32.1(14)	346 41.1(9)	min 10.0
76 42.0(5)	175 32.0(5)	256 43.8(8)	349 48.8(8)	max 50
79 41.7(6)	178 30.0(20)	259 20.0(2)	355 40.0(1)	
82 38.7(19)	181 25.8(6)	262 40.8(13)	364 37.5(8)	
88 41.0(10)	184 28.6(22)	265 38.3(6)	367 40.0(1)	
91 35.0(6)	187 31.3(16)	268 45.0(2)	370 26.1(9)	
94 46.0(10)	190 43.3(3)	271 35.0(4)	374 16.7(3)	

Legend

	1.00	- 1.57 Parent Ed per BUSD Data
	1.57	- 2.14 Parent Ed per BUSD Data
	2.14	- 2.71 Parent Ed per BUSD Data
	2.71	- 3.29 Parent Ed per BUSD Data
	3.29	- 3.86 Parent Ed per BUSD Data
	3.86	- 4.43 Parent Ed per BUSD Data
	4.43	- 5.00 Parent Ed per BUSD Data

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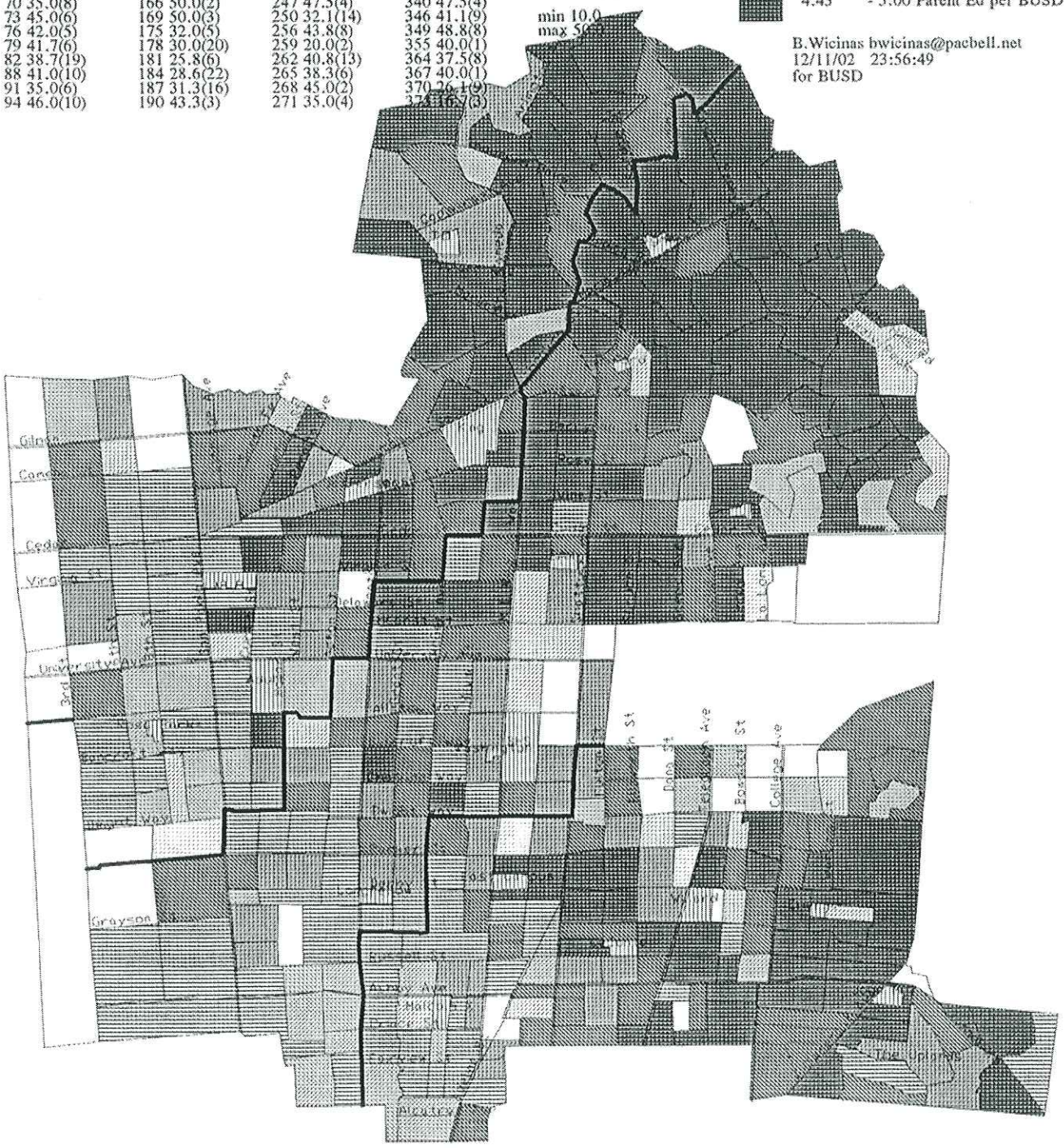
12/11/02 23:56:49
for BUSD



SAT 9 avg. Reading

List by (one of every three) Planning Area (no. data points)

1 86.0(2)	103 54.9(8)	205 61.0(2)	289 37.4(14)	394 67.0(4)
4 66.7(3)	106 70.4(5)	208 24.0(2)	292 68.3(6)	397 97.0(1)
7 87.0(7)	109 97.0(1)	211 46.2(10)	295 43.3(3)	400 98.0(1)
10 71.5(8)	112 34.3(12)	214 47.0(7)	298 76.0(6)	406 68.0(1)
13 71.0(1)	118 47.4(5)	217 48.0(1)	301 38.8(31)	409 98.0(2)
16 86.7(3)	121 58.3(4)	220 36.6(16)	304 27.0(2)	412 62.0(3)
19 70.5(4)	127 62.6(5)	223 47.2(12)	313 52.5(2)	415 80.3(3)
22 99.0(2)	130 82.0(2)	226 32.2(11)	319 20.0(2)	418 96.5(2)
25 77.6(9)	133 88.5(6)	229 33.6(28)	325 84.0(2)	421 94.0(2)
31 87.8(5)	136 76.8(5)	232 44.6(5)	331 57.8(8)	424 93.0(4)
34 94.6(5)	142 87.0(1)	235 38.8(24)	337 98.0(1)	427 94.0(1)
52 45.0(5)	145 89.0(2)	238 68.4(9)	340 90.8(5)	430 48.8(4)
58 54.8(9)	154 55.5(2)	244 85.0(1)	346 68.8(5)	442 71.7(3)
61 44.4(17)	166 76.5(2)	247 85.5(4)	349 93.5(8)	
64 29.6(11)	169 72.5(2)	250 51.7(11)	355 70.0(2)	min 3.0
70 69.6(7)	172 86.0(2)	253 82.0(1)	364 66.4(8)	max 99.0
73 75.3(3)	175 27.3(4)	256 81.5(8)	367 94.0(1)	
76 59.3(3)	178 43.4(15)	259 75.0(1)	370 39.6(10)	
79 34.0(1)	181 48.9(13)	262 3.0(2)	373 23.0(5)	
82 60.2(17)	184 36.4(16)	265 70.3(3)	376 57.0(7)	
88 78.0(3)	187 43.9(13)	268 46.9(7)	379 85.0(2)	
91 50.1(7)	190 31.2(5)	271 68.3(3)	382 39.2(24)	
94 76.1(10)	193 41.4(9)	277 56.0(7)	385 47.6(12)	
97 89.3(4)	196 57.5(12)	283 40.6(9)	388 30.4(20)	
100 77.2(6)	199 37.0(8)	286 29.0(2)	391 [illegible]	

Legend

3	- 16 percentile
16	- 30 percentile
30	- 44 percentile
44	- 57 percentile
57	- 71 percentile
71	- 85 percentile
85	- 99 percentile

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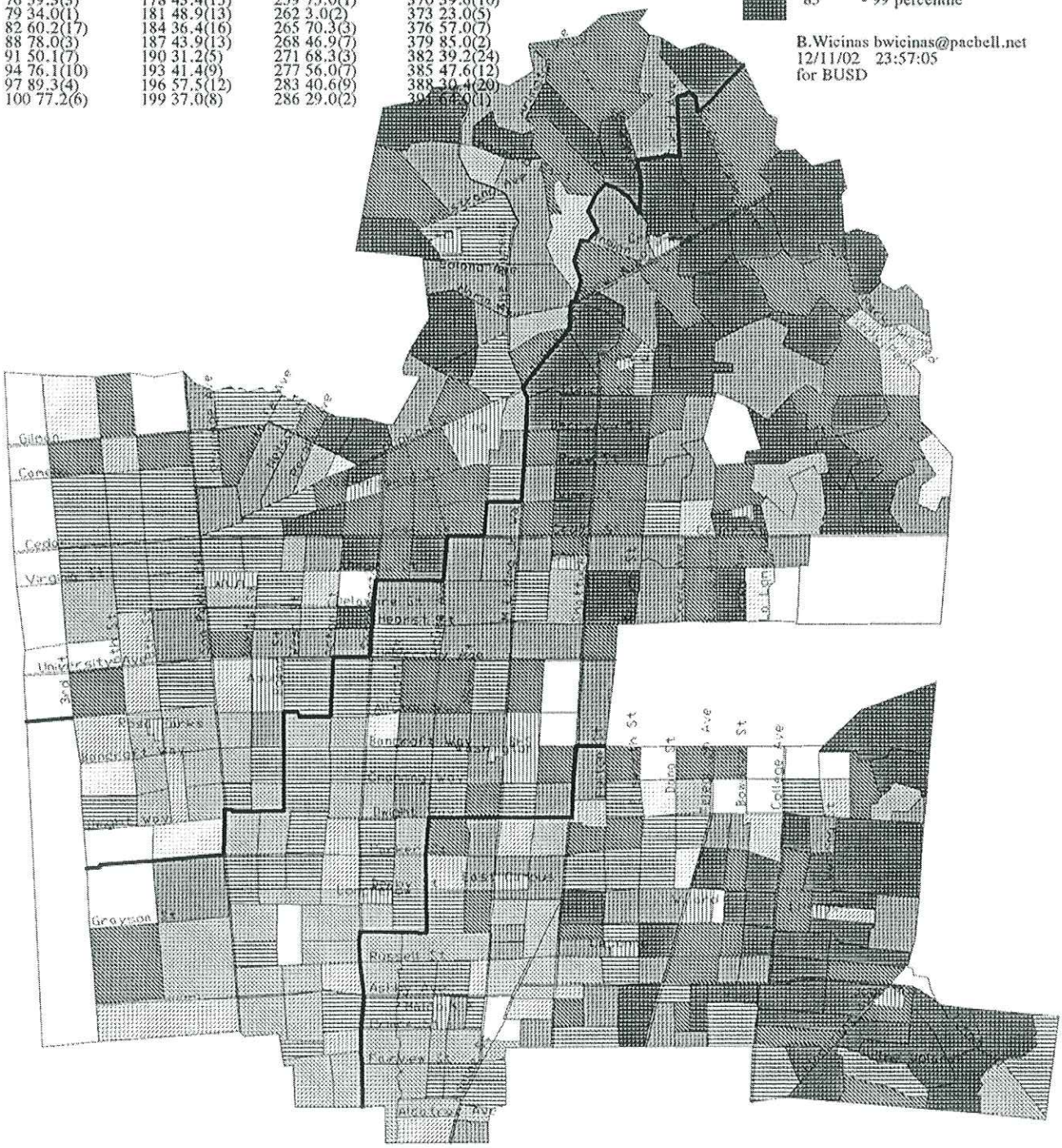
12/11/02 23:57:05
for BUSD



SAT 9 avg. Math

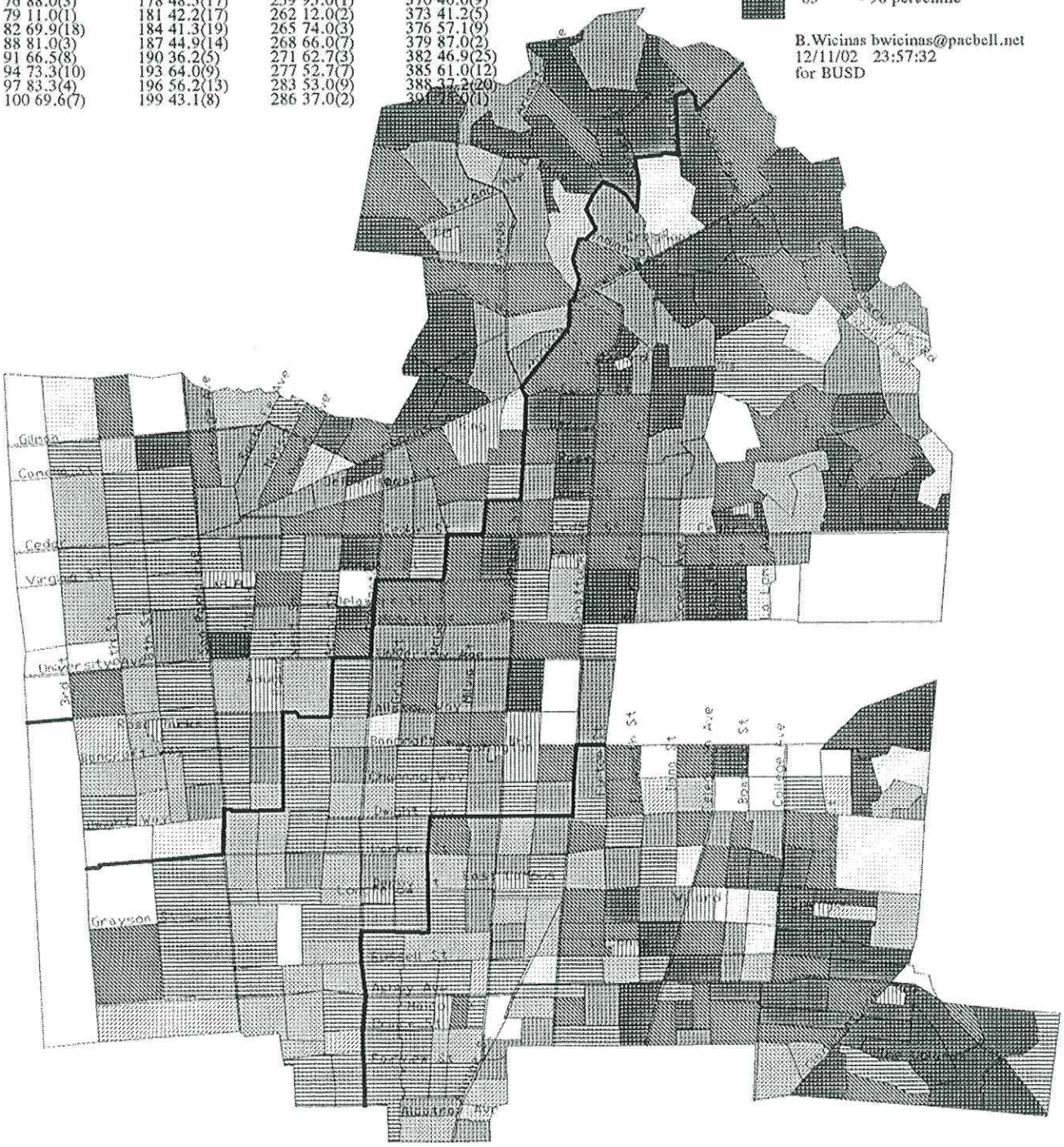
List by (one of every three) Planning Area (no. data points)

1 94.0(2)	103 53.9(8)	205 57.7(3)	289 38.5(15)	394 74.0(4)
4 64.0(3)	106 65.8(5)	208 29.5(2)	292 65.8(6)	397 98.0(1)
7 89.6(7)	109 53.0(1)	211 47.7(10)	295 50.0(3)	400 99.0(1)
10 80.1(8)	112 46.2(12)	214 44.4(7)	298 58.6(7)	406 35.0(1)
13 63.0(1)	118 55.4(5)	217 45.0(1)	301 41.9(32)	409 99.0(2)
16 80.7(3)	121 50.6(5)	220 34.7(18)	304 26.5(2)	412 66.7(3)
19 91.0(4)	127 69.2(5)	223 46.3(12)	313 74.3(3)	415 92.0(3)
22 90.0(2)	130 90.5(2)	226 32.3(11)	319 21.5(2)	418 77.0(2)
25 74.6(9)	133 87.2(6)	229 42.3(28)	325 54.5(2)	421 85.0(2)
31 93.0(5)	136 75.0(5)	232 42.6(5)	331 57.5(8)	424 87.3(4)
34 85.6(5)	142 58.0(1)	235 52.8(25)	337 85.0(1)	427 90.0(1)
52 42.2(5)	145 95.0(2)	238 79.2(9)	340 85.2(5)	430 42.8(4)
58 55.2(10)	154 60.5(2)	244 85.0(1)	346 67.2(5)	442 66.7(3)
61 54.7(19)	166 59.0(2)	247 89.3(4)	349 93.8(8)	
64 34.5(12)	169 78.5(2)	250 60.5(11)	355 50.5(2)	min 4.0
70 71.0(7)	172 94.5(2)	253 58.0(1)	364 69.5(8)	max 99.0
73 80.0(3)	175 20.2(5)	256 79.6(8)	367 73.0(1)	
76 88.0(3)	178 48.5(17)	259 95.0(1)	370 40.0(9)	
79 11.0(1)	181 42.2(17)	262 12.0(2)	373 41.2(5)	
82 69.9(18)	184 41.3(19)	265 74.0(3)	376 57.1(9)	
88 81.0(3)	187 44.9(14)	268 66.0(7)	379 87.0(2)	
91 66.5(8)	190 36.2(5)	271 62.7(3)	382 46.9(25)	
94 73.3(10)	193 64.0(9)	277 52.7(7)	385 61.0(12)	
97 83.3(4)	196 56.2(13)	283 53.0(9)	388 37.2(20)	
100 69.6(7)	199 43.1(8)	286 37.0(2)	391 76.0(1)	

Legend

4	- 17 percentile
17	- 31 percentile
31	- 44 percentile
44	- 58 percentile
58	- 71 percentile
71	- 85 percentile
85	- 98 percentile

B.Wicinas bwicinas@pacbell.net
12/11/02 23:57:32
for BUSD



Attend Malcolm X
2002 1005.stn g0-5 SC=26

List by (one of every three) Planning Area (no. data points)

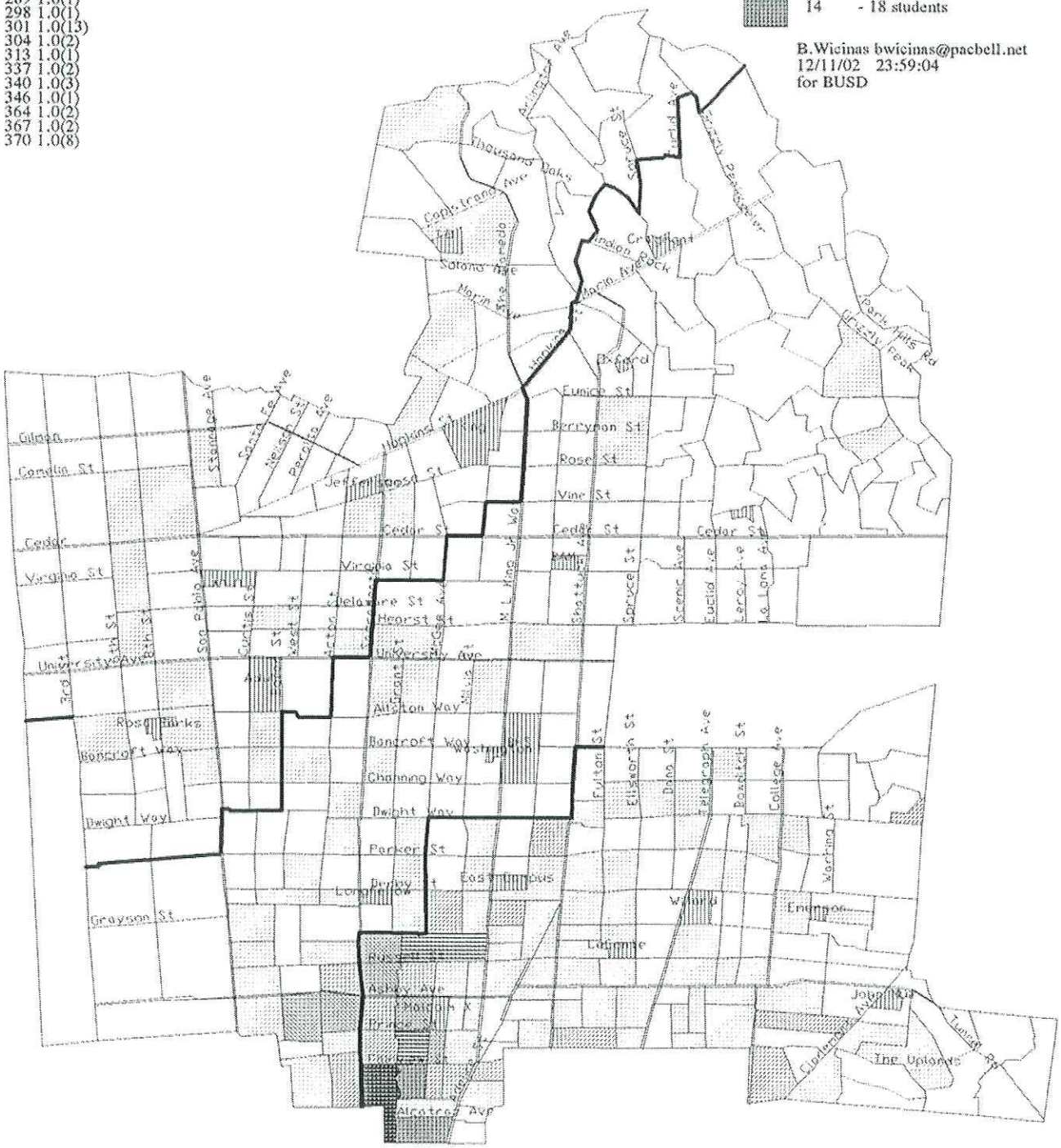
1 1.0(1)
64 1.0(1)
76 1.0(1)
175 1.0(1)
178 1.0(1)
196 1.0(1)
220 1.0(1)
223 1.0(3)
229 1.0(8)
235 1.0(1)
250 1.0(1)
256 1.0(1)
268 1.0(1)
283 1.0(1)
289 1.0(1)
298 1.0(1)
301 1.0(13)
304 1.0(2)
313 1.0(1)
337 1.0(2)
340 1.0(3)
346 1.0(1)
364 1.0(2)
367 1.0(2)
370 1.0(8)
376 1.0(7)
379 1.0(3)
382 1.0(16)
385 1.0(7)
388 1.0(17)
412 1.0(1)
424 1.0(5)
430 1.0(6)
442 1.0(1)

min 1.0
max 25.0
Total 398

Legend

1	- 4 students
4	- 7 students
7	- 11 students
11	- 14 students
14	- 18 students

B.Wicinas bwicinas@pacbell.net
12/11/02 23:59:04
for BUSD



Attend Cragmont
2002 1005.stn g0-5 SC=12

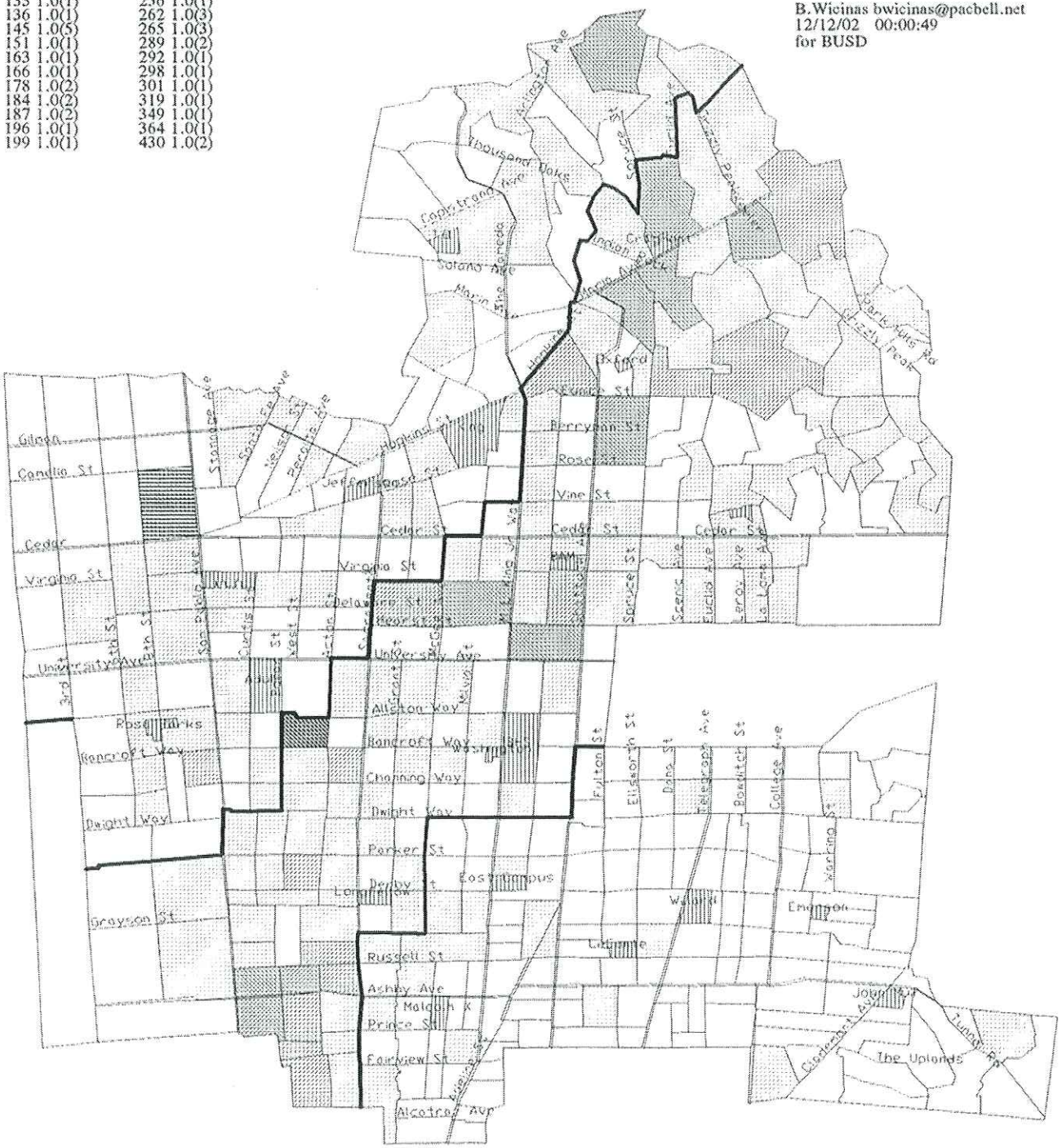
List by (one of every three) Planning Area (no. data points)

19 1.0(1)	205 1.0(1)	442 1.0(2)
25 1.0(16)	211 1.0(1)	
31 1.0(1)	214 1.0(1)	min 1.0
34 1.0(3)	217 1.0(1)	max 16.0
37 1.0(3)	220 1.0(3)	Total 392
58 1.0(1)	223 1.0(1)	
61 1.0(1)	226 1.0(7)	
73 1.0(1)	229 1.0(4)	
79 1.0(1)	232 1.0(4)	
88 1.0(1)	235 1.0(5)	
97 1.0(1)	238 1.0(4)	
100 1.0(1)	241 1.0(2)	
112 1.0(1)	244 1.0(1)	
127 1.0(7)	247 1.0(2)	
133 1.0(1)	256 1.0(1)	
136 1.0(1)	262 1.0(3)	
145 1.0(5)	265 1.0(3)	
151 1.0(1)	289 1.0(2)	
163 1.0(1)	292 1.0(1)	
166 1.0(1)	298 1.0(1)	
178 1.0(2)	301 1.0(1)	
184 1.0(2)	319 1.0(1)	
187 1.0(2)	349 1.0(1)	
196 1.0(1)	364 1.0(1)	
199 1.0(1)	430 1.0(2)	

Legend

1	- 3 students
3	- 5 students
5	- 7 students
7	- 9 students

B.Wicinas bwicinas@pacbell.net
12/12/02 00:00:49
for BUSD



Attend Thousand Oaks
2002 1005.stn g0-5 SC=20

List by (one of every three) Planning Area (no. data points)

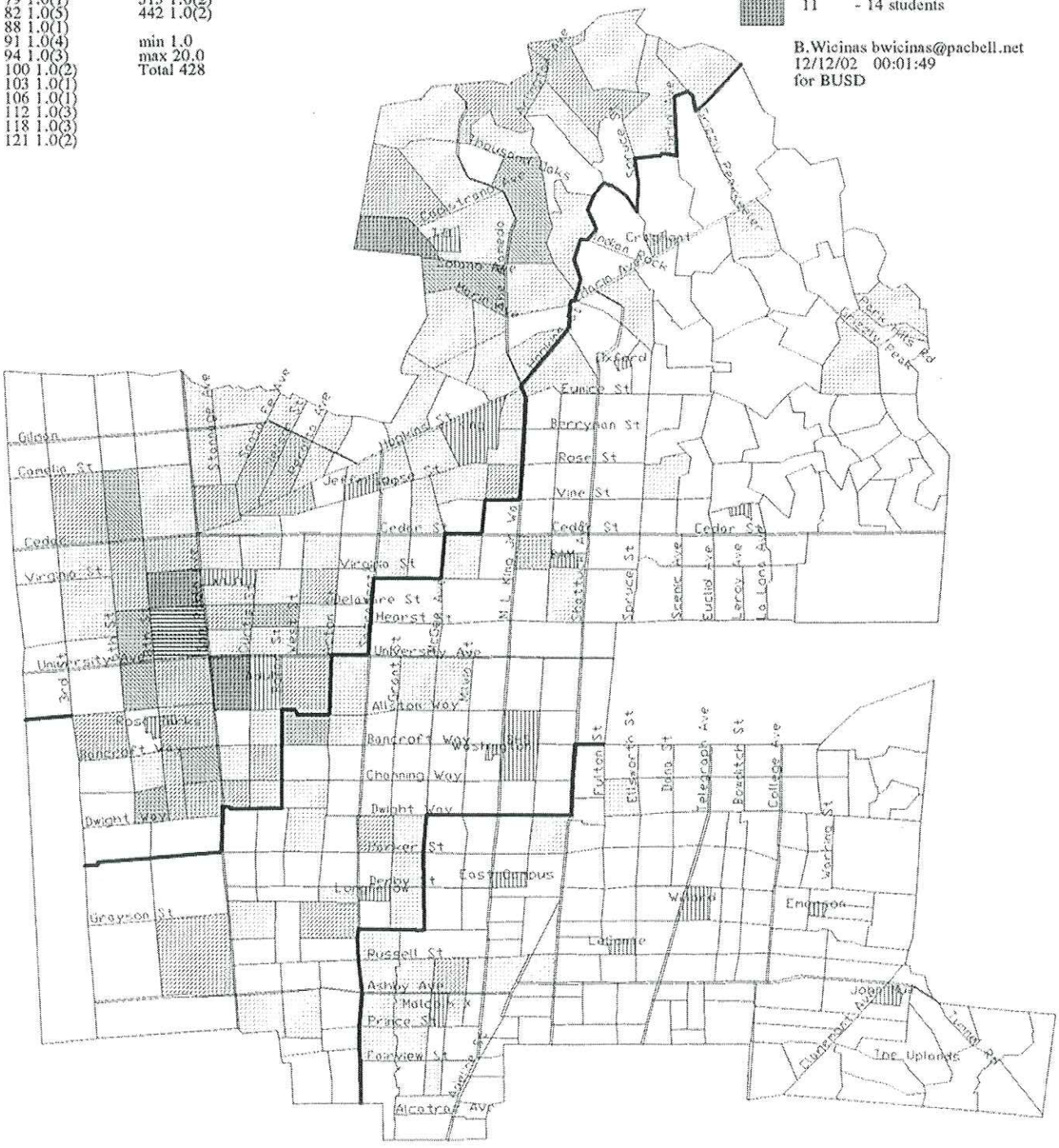
1 1.0(2)
4 1.0(3)
7 1.0(12)
10 1.0(9)
13 1.0(1)
16 1.0(2)
19 1.0(1)
40 1.0(1)
52 1.0(4)
58 1.0(6)
61 1.0(13)
64 1.0(7)
70 1.0(1)
76 1.0(2)
79 1.0(1)
82 1.0(5)
88 1.0(1)
91 1.0(4)
94 1.0(3)
100 1.0(2)
103 1.0(1)
106 1.0(1)
112 1.0(3)
118 1.0(3)
121 1.0(2)
127 1.0(2)
175 1.0(4)
178 1.0(6)
181 1.0(6)
184 1.0(3)
190 1.0(1)
193 1.0(4)
199 1.0(3)
211 1.0(1)
220 1.0(2)
229 1.0(2)
256 1.0(1)
283 1.0(3)
289 1.0(2)
313 1.0(2)
442 1.0(2)

min 1.0
max 20.0
Total 428

Legend

1	- 3 students
3	- 6 students
6	- 9 students
9	- 11 students
11	- 14 students

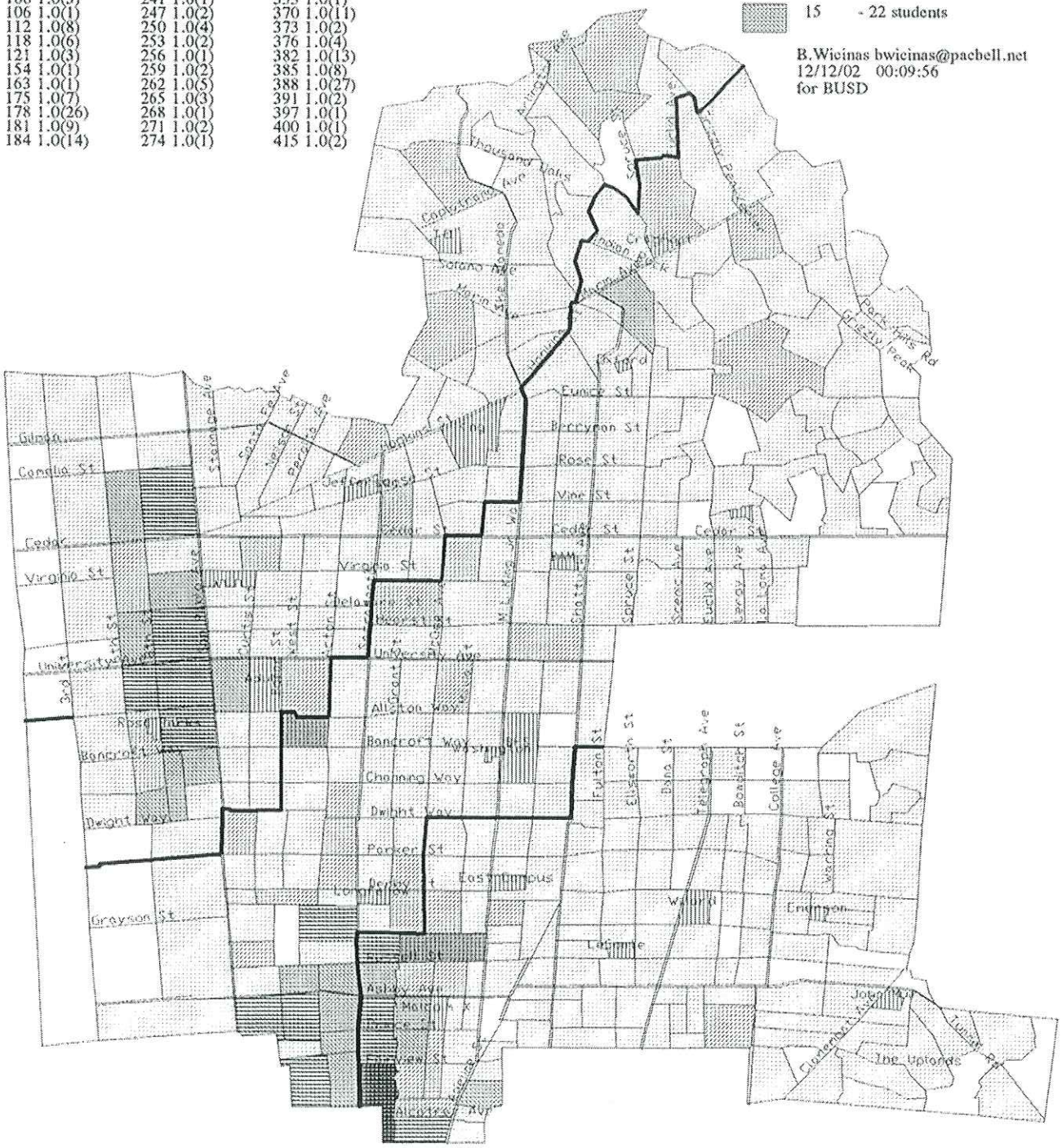
B.Wicinas bwicinas@pacbell.net
12/12/02 00:01:49
for BUSD



Free and Reduced Lunch
2002 2002frl.stn g0-5 WT3W=1

List by (one of every three) Planning Area (no. data points)

7 1.0(2)	187 1.0(6)	277 1.0(2)	424 1.0(2)
10 1.0(1)	190 1.0(5)	280 1.0(1)	430 1.0(1)
25 1.0(2)	193 1.0(6)	283 1.0(5)	442 1.0(2)
52 1.0(7)	196 1.0(4)	289 1.0(14)	
58 1.0(5)	199 1.0(6)	292 1.0(1)	min 1.0
61 1.0(19)	205 1.0(1)	295 1.0(2)	max 50.0
64 1.0(18)	211 1.0(7)	298 1.0(1)	Total 1648
67 1.0(1)	214 1.0(3)	301 1.0(34)	
70 1.0(2)	220 1.0(5)	304 1.0(4)	
76 1.0(1)	223 1.0(9)	313 1.0(5)	
82 1.0(5)	226 1.0(21)	319 1.0(4)	
91 1.0(5)	229 1.0(29)	331 1.0(3)	
94 1.0(1)	232 1.0(5)	340 1.0(2)	
97 1.0(1)	235 1.0(24)	346 1.0(2)	
100 1.0(3)	241 1.0(1)	355 1.0(1)	
106 1.0(1)	247 1.0(2)	370 1.0(11)	
112 1.0(8)	250 1.0(4)	373 1.0(2)	
118 1.0(6)	253 1.0(2)	376 1.0(4)	
121 1.0(3)	256 1.0(1)	382 1.0(13)	
154 1.0(1)	259 1.0(2)	385 1.0(8)	
163 1.0(1)	262 1.0(5)	388 1.0(27)	
175 1.0(7)	265 1.0(3)	391 1.0(2)	
178 1.0(26)	268 1.0(1)	397 1.0(1)	
181 1.0(9)	271 1.0(2)	400 1.0(1)	
184 1.0(14)	274 1.0(1)	415 1.0(2)	

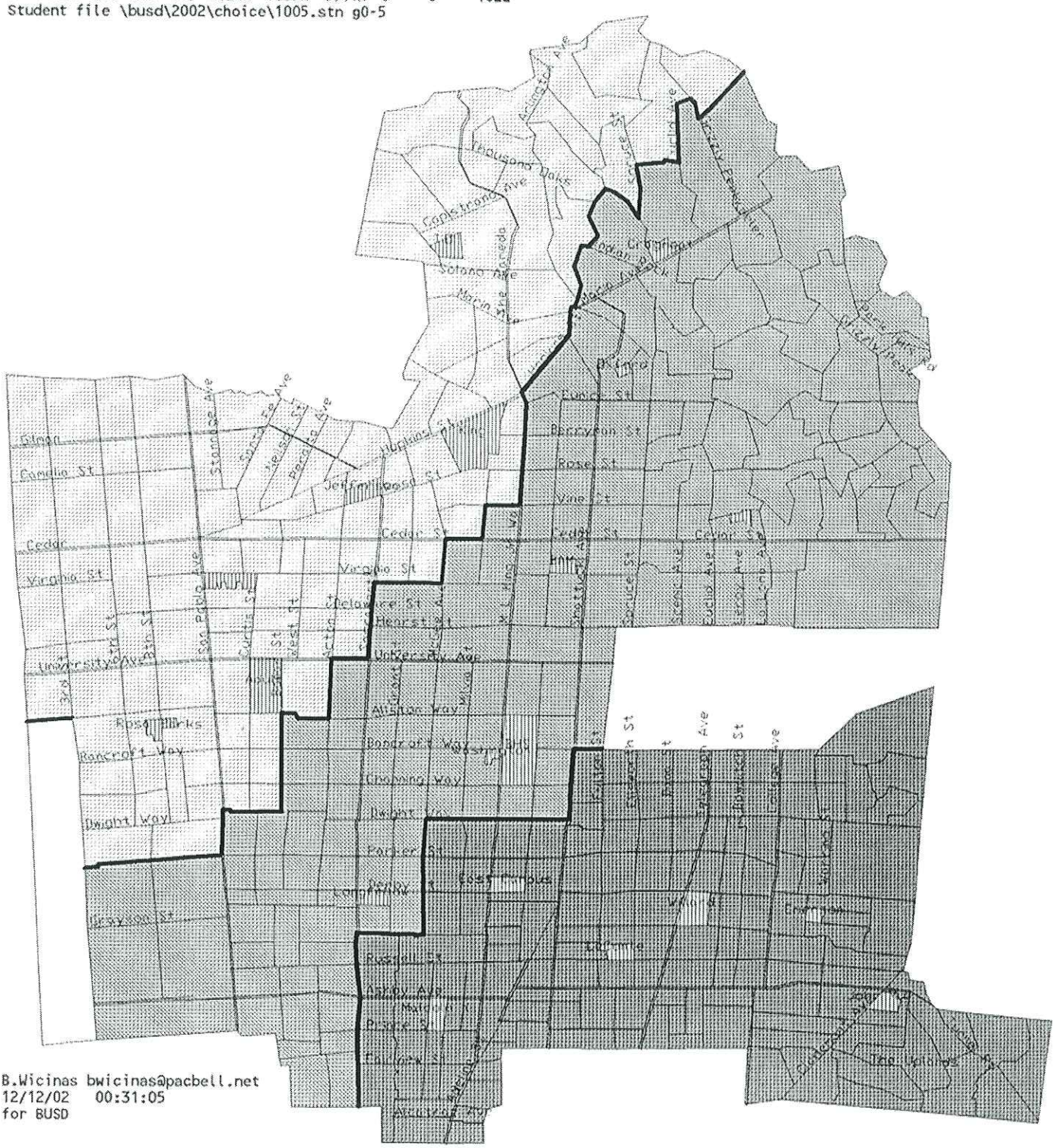


3 'Assignment Categories' Current Geo Zones

The three current geographic zones.
This map is provided as a base reference.

Cat	Pop	Whi	Bla	Oth	Whi	Bla	Oth	Nor	Cen	Sou
1	1204	337	281	586	0.28%	0.23%	0.49%	1204	0	0
2	1312	369	428	515	0.28%	0.33%	0.39%	0	1312	0
3	1022	244	359	419	0.24%	0.35%	0.41%	0	0	1022

Student file \busd\2002\choice\1005.stn g0-5



B.Wicinas bwicinas@pacbell.net
12/12/02 00:31:05
for BUSD