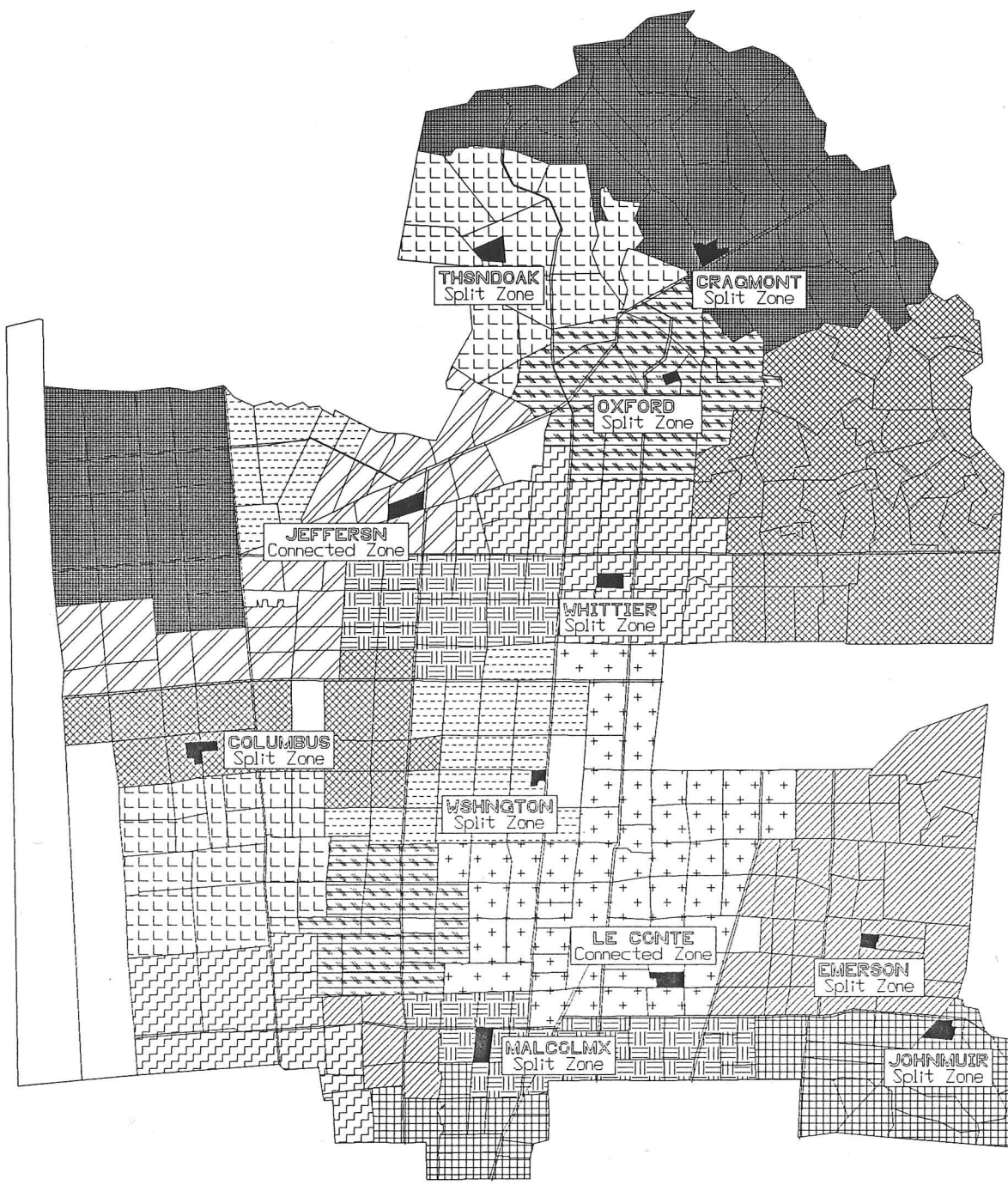


These do respect
the 3 grand zones.

K-5 ZONES



	31.8%	40.8%	13.1%	# Avg	#
	Whi	Bla	Hsp	Stud Dist	Cap
CRAGMONT	+1.4%	-11.3*	+10.5%	292 1.62	300
EMERSON	-0.2%	+4.3%	-4.5%	291 1.11	300
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
THSNDOAK	-0.6%	-2.9%	+4.6%	288 1.76	300
WSHNGTON	+0.7%	-3.8%	-4.0%	295 0.79	300
WHITTIER	-0.9%	+7.7*	-8.2%	285 1.24	300
COLUMBUS	-0.3%	-13.7*	+12.2%	355 0.94	375
MALCOLMX	+0.3%	+1.6%	-3.1%	368 0.80	375
JOHNMUIR	-0.6%	+11.3*	-9.3%	288 1.43	300
Total	31.8%	40.8%	13.1%	3420 1.11	3525
Unassignd	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_9394n.ara k5zone.sch k5zoned.pre k5zoned.dsk

Student Assignment Model produced for
The Berkeley Unified School District.
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