

Proposed Board of Education Action:

Approve the Selection of a Final or Finalist Model for the Middle School Student Assignment Process to be implemented in the 23-34 school year

Brent Stephens, Superintendent
Francisco Martinez, Admissions Manager

June 15, 2022

Superintendent's Recommendation

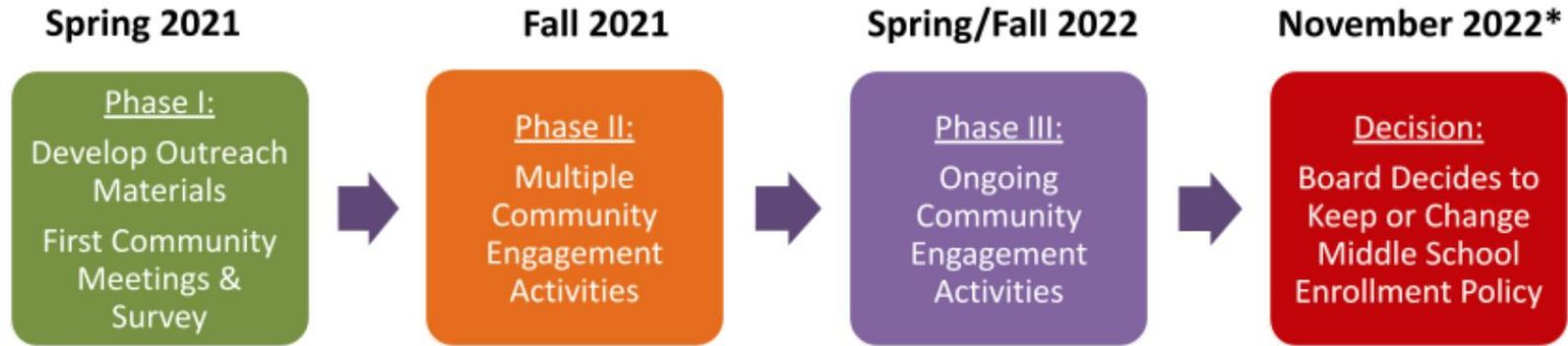
Staff recommend that the Board of Education adopts the “Three Zone” model as a finalist, with a second vote in November 2022 to select a final model.

- Implementation to take effect for the 23-24 school year
- Admissions process must be adjusted no later than November, 2022
- Preparations by staff and ongoing communication to families during the 22-23 school year
- In..

Background Information

1. Community Engagement Process
2. Rationale for this Decision

Middle School Enrollment Policy Community Engagement Process: May 2021-November 2022



**In his newly expanded timeline, the Superintendent will bring a recommendation to the Board in time for a Board decision by November 2022, at the latest, in order to make enrollment changes in time for the 2023-2024 School Year.*

A Commitment to Integrated Learning

- In 1968, BUSD became the first major public school system to voluntarily integrate its schools
- The commitment to diverse, integrated school communities is a core district value

**“Hope returned to
my soul and spirit.”**

*– Rev. Martin Luther
King, Jr., on learning of
the BUSD plan to
desegregate all district
schools in 1968*

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Diversity in our School Communities

- Enriches students' educational experiences
- Advances educational and occupational aspirations
- Enhances critical thinking skills
- Facilitates the equitable distribution of resources
- Reduces, prevents or eliminates effects of racial/social isolation
- Encourages positive relationships across racial and economic lines by breaking the cycle of racial hostility to foster a community of tolerance and appreciation of students from varied and diverse backgrounds
- Promotes participation in a pluralistic society

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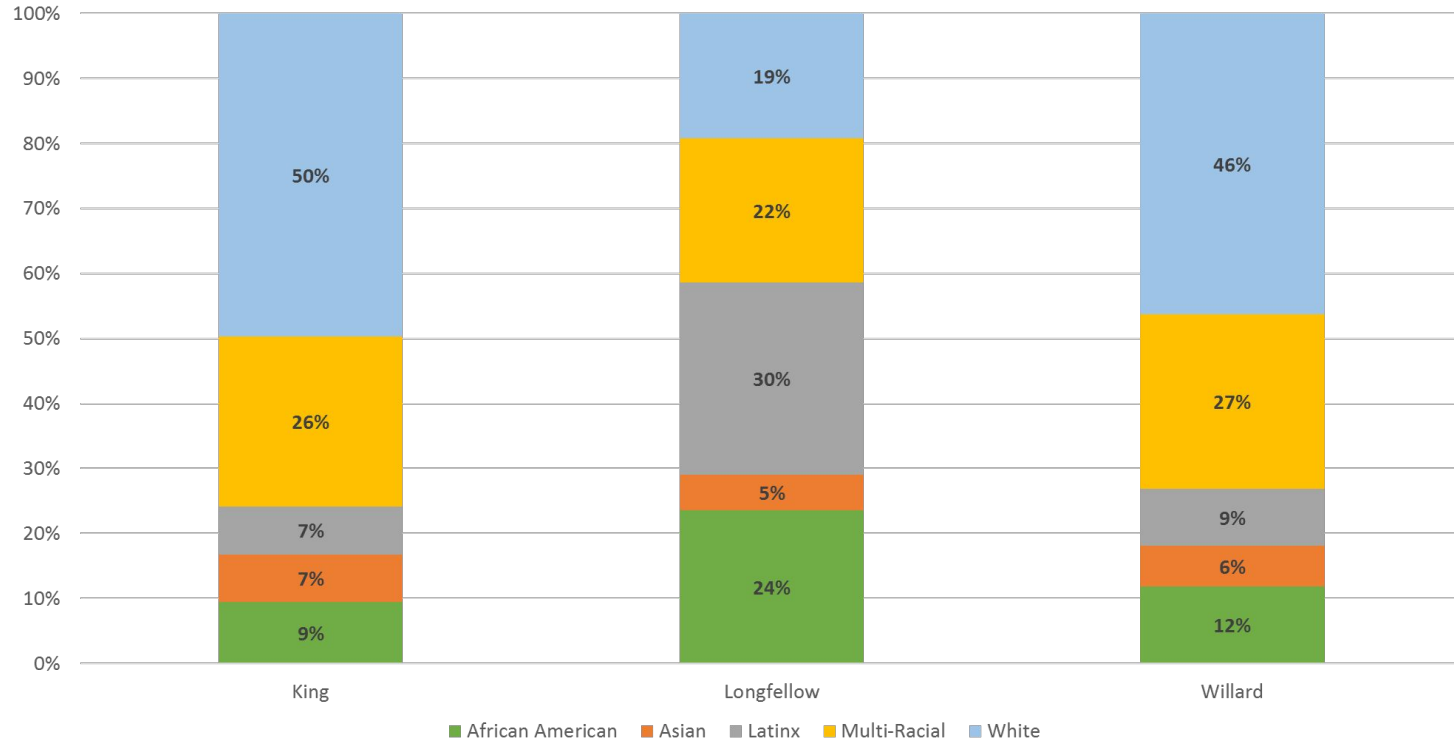
Right Now:

- ❖ **BUSD middle schools are segregated**
 - None of the middle schools reflect the racial and socio-economic diversity BUSD seeks to achieve in its schools.
- ❖ **All three BUSD middle schools are impacted by this segregation**
 - The trend is expected to continue if current enrollment practices do not change.

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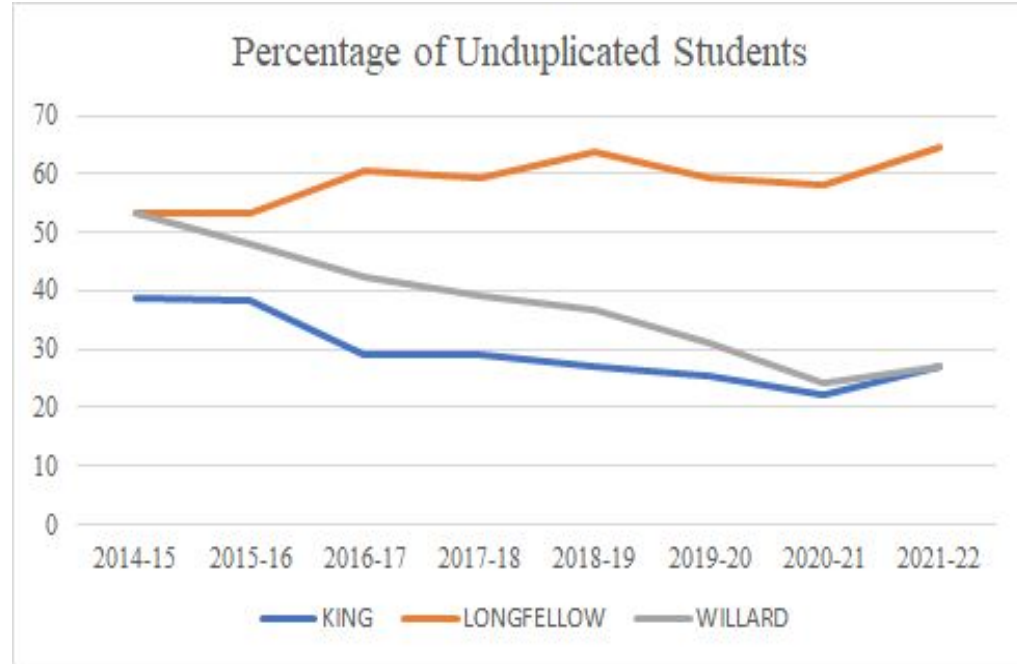
Middle School Populations by Race/Ethnicity

2018-2021 Middle School
Average Student Ethnicities for 3 Years

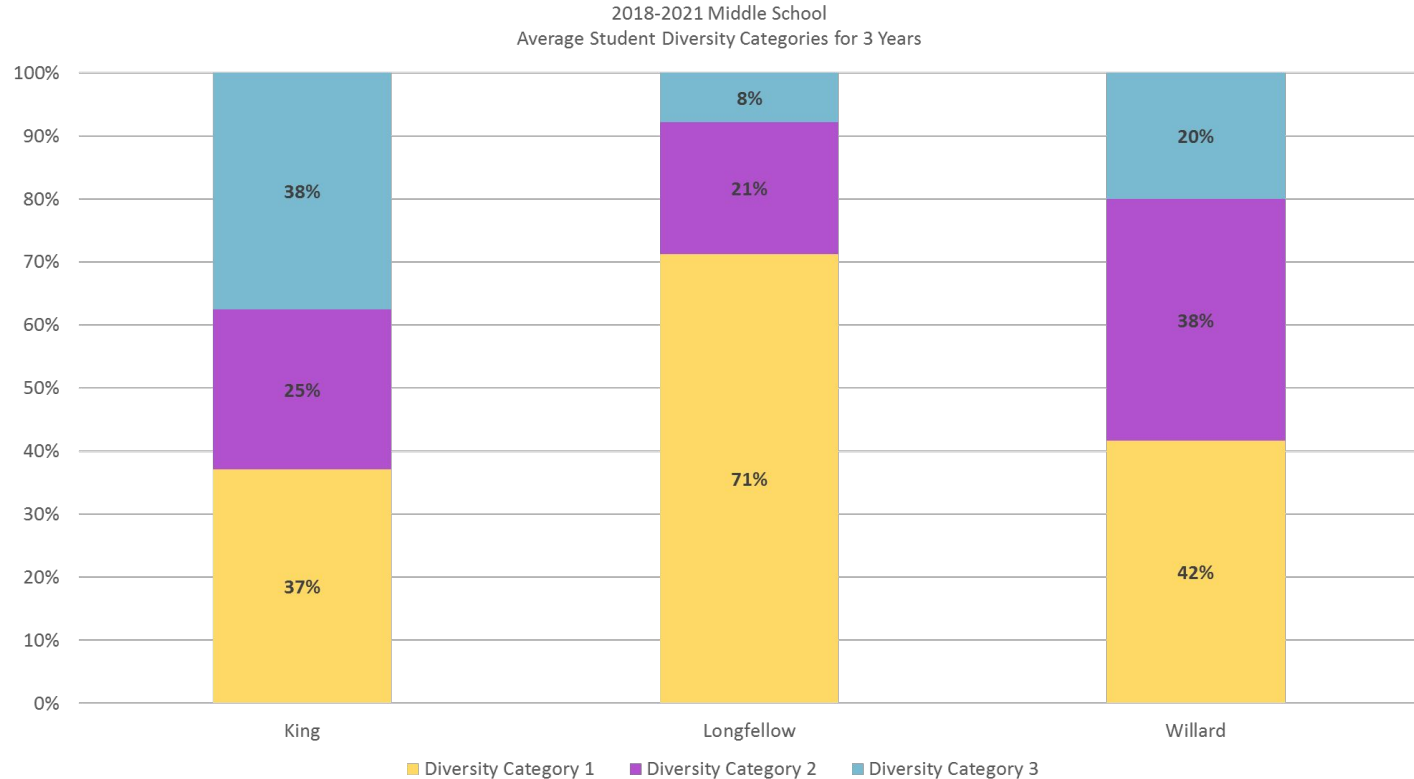


Unduplicated Students:

This group includes students who qualify for Free and Reduced Lunch, English Learners, and students who are Homeless or Foster Youth



Middle School Populations by Diversity Categories



What Enrollment Policy Alternatives Are Being Considered?

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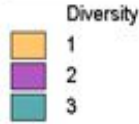
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Options

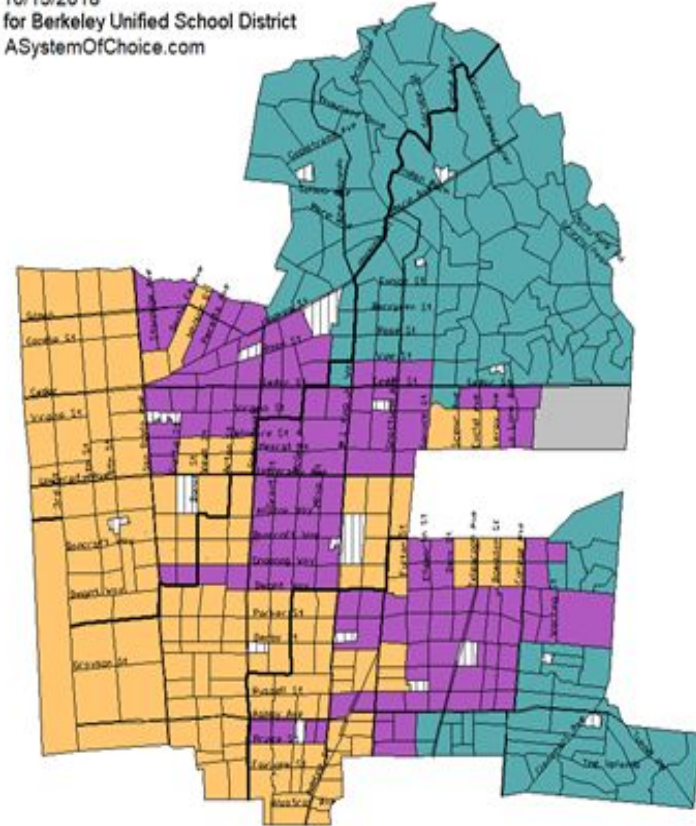
1. Do not make any changes. Keep the current enrollment process
2. Create three middle school attendance zones
3. Design an elementary to middle school feeder model

Enrollment & The Composite Diversity Map

Three Socio-economic Factor Diversity Map



10/15/2018
for Berkeley Unified School District
ASystemOfChoice.com

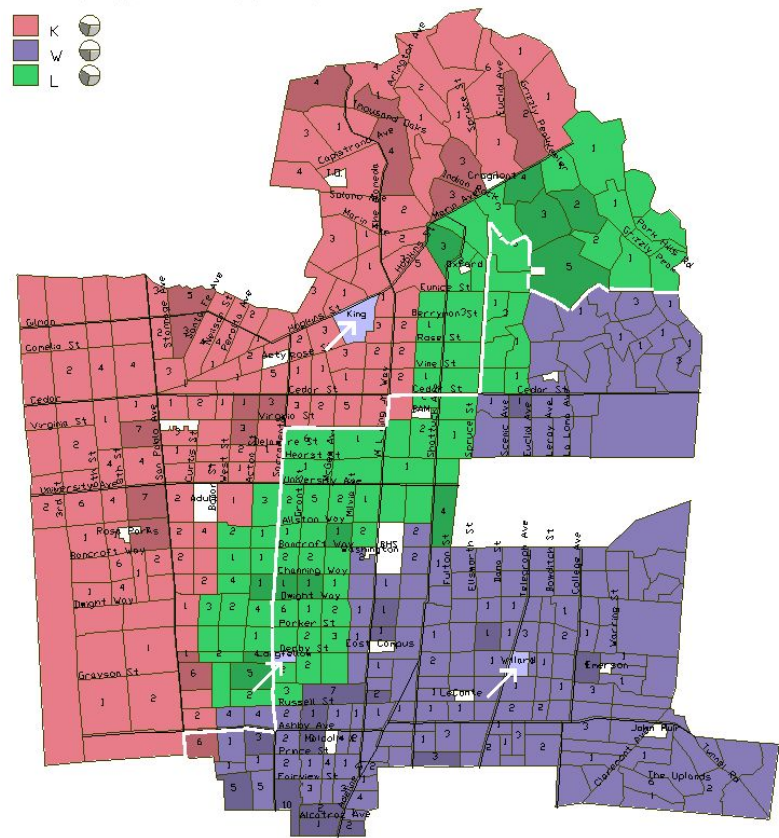
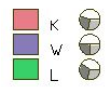


- BUSD created a map, based on current Census data, that reflects these three socio-economic factors
- The map is used as a tool to create school enrollment “zones” to ensure integrated schools
- The goal is for elementary schools to be diverse and integrated, within a plus or minus 5-10%

KWL Zones 220427 DRAFT

Zone	Pop	Ca1	Ca2	Ca3	Ca1	Ca2	Ca3
K	257	114	70	73	0.44%	0.27%	0.28%
W	181	87	49	45	0.48%	0.27%	0.25%
L	138	56	41	41	0.41%	0.30%	0.30%
Tot	576	288	168	163			

257 181 138
; not mapped due to ec 0 se 0 pa (non-resident) 45



Three-Zone Middle School Enrollment Policy:

Draft Three-Zone Middle School Enrollment Map

- This draft three-zone enrollment map creates more integrated schools than at present
- This map was created for the community engagement process
- Sylvia Mendéz would feed into Longfellow under a three zone model
- Sylvia Mendéz students are in the shaded planning areas

Three Zone Model: Diversity Index Distribution

School	New Diversity Cat 1	Current Diversity Cat 1	New Diversity Cat 2	Current Diversity Cat 2	New Diversity Cat 3	Current Diversity Cat 3
King	44%	37%	27%	25%	28%	38%
Longfellow	41%	71%	30%	21%	30%	8%
Willard	48%	42%	27%	38%	25%	20%

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“Feeder School” Middle School Enrollment Policy: Draft King Middle School Enrollment Map

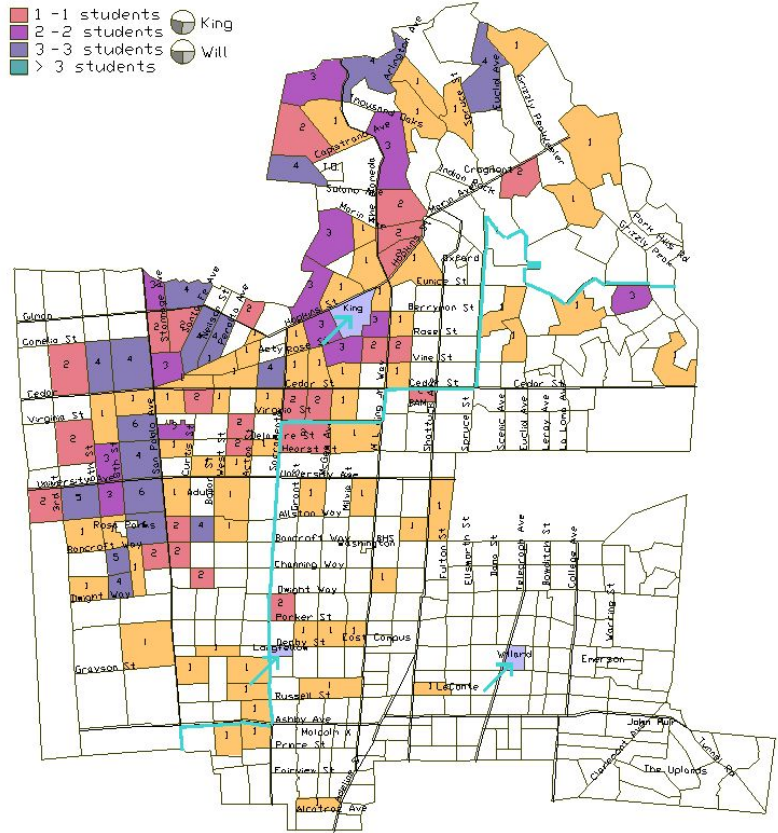
- This draft ‘feeder school’ enrollment map creates more integrated schools than at present
- This map was created for the community engagement process

Feeder Schools "King" - Rosa, BAM, Acty, TO

Zone	Pop	Ca1	Ca2	Ca3	Ca1	Ca2a	Ca3
K	202	93	55	54	0.46%	0.27%	0.27%
W	27	13	7	7	0.48%	0.26%	0.26%

Feeder school study Rosa, BAM, Acty, TO for King v. 220422; out of range ec 0 se 0 pa 45
Total mapped: 229; race/eth: 91 25 86 (202) se: 93 55 54 (202)

1 -1 students King
 2 -2 students Will
 3 -3 students
 > 3 students

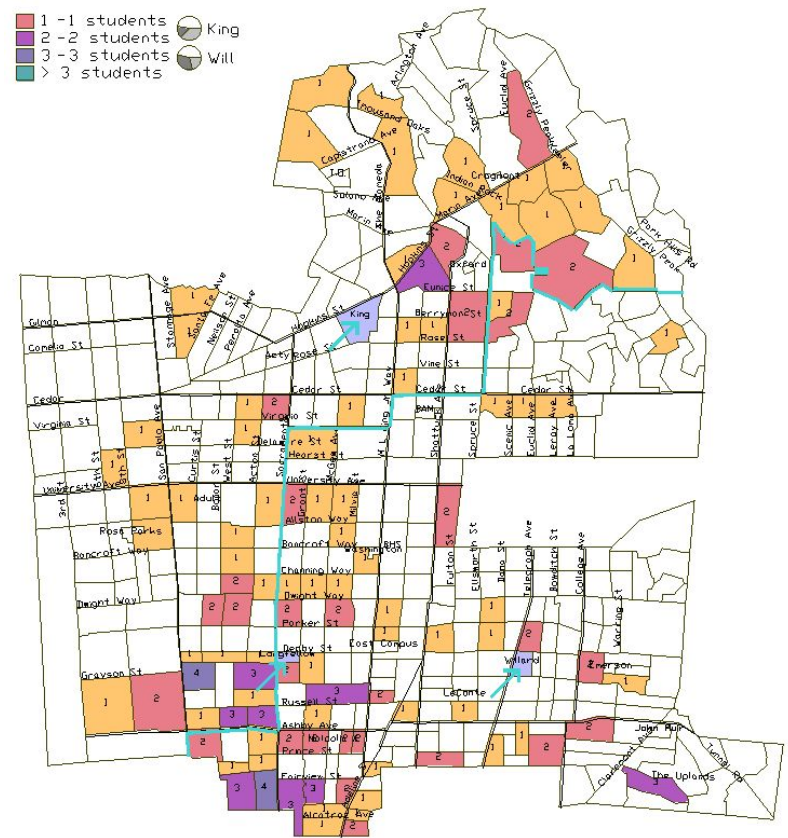


*Draft

“Feeder School” Middle School Enrollment Policy: Draft Longfellow Middle School Enrollment Map

Feeder Schools "Longfellow" Sylvania, MX, Oxford
Zone Pop Ca1 Ca2 Ca3 Ca1 Ca2a Ca3
K 70 33 11 26 0.47% 0.18% 0.37%
W 92 42 31 19 0.46% 0.34% 0.21%
Feeder school study Sylvania Men, MX, Oxford for Longfellow; out of range ec 0 se 0 pa 45
Total mapped: 162; race/eth: 31 5 34 (70) se: 33 11 26 (70)

- 1 - 1 students
- 2 - 2 students
- 3 - 3 students
- > 3 students
- King
- Will



- This draft ‘feeder school’ enrollment map creates more integrated schools than at present
- This map was created for the community engagement process

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Grade 4
A density plot
of BUSD Students

Feeder Schools "Willard" Emer, Muir, Crag, Wash

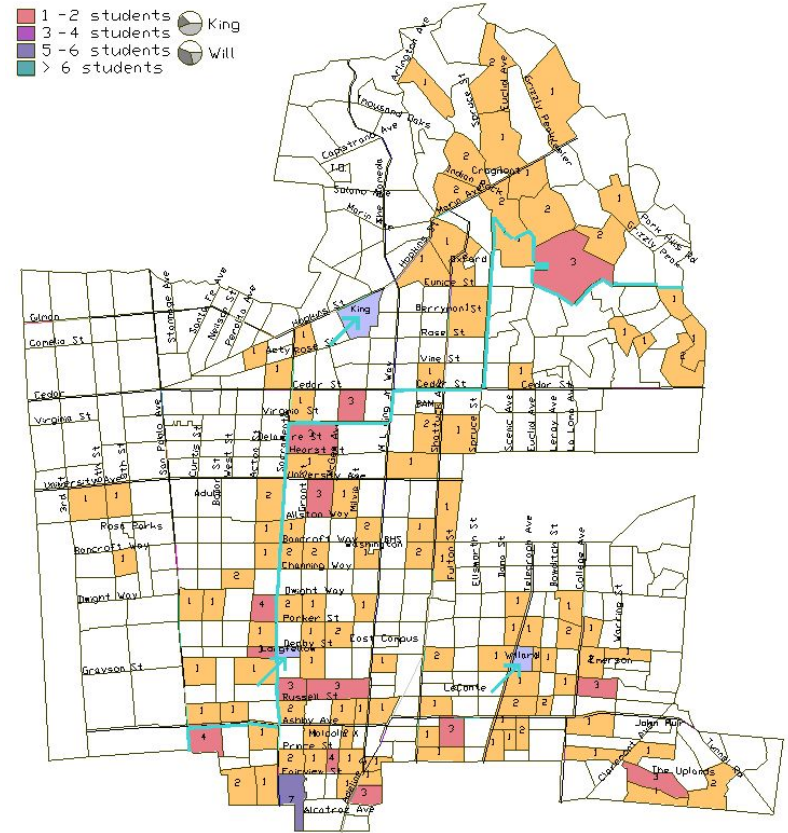
Zone	Pop	Ca1	Ca2	Ca3	Ca1	Ca2a	Ca3
K	56	21	10	25	0.38%	0.18%	0.45%
W	129	55	46	28	0.43%	0.36%	0.22%

Feeder school study: Emer, Muir, Crag, Wash for Willard; out of range ec 0 se 0 pa 45
Total mapped: 185; race/eth: 23 7 26 (56) se: 21 10 25 (56)

“Feeder School” Middle School Enrollment Policy:

Draft Willard Middle School Enrollment Map

- This draft ‘feeder school’ enrollment map creates more integrated schools than at present
- This map was created for the community engagement process



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Grade 4
A density plot
of BUSD Students

Feeder Model Diversity

Elementary to Middle School

School	Diversity Cat 1	Current Diversity Cat 1	Diversity Cat 2	Current Diversity Cat 2	Diversity Cat 3	Current Diversity Cat 3
King	46%	37%	27%	25%	27%	38%
Longfellow	46%	71%	27%	21%	27%	8%
Willard	41%	42%	30%	38%	29%	20%

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Additional Considerations

Although not necessary in order to adjust our assignment policy, we heard two themes from the community during our Fall 2022 engagement:

1. Increased Middle School Affinity-Based Programs
2. Increased Middle School Transportation

Cost Estimates Associated with Expanded Middle School Programming

Element	Item	Description	Cost
Program			
A	Umoja	0.5 FTE per additional middle school for one section (teaching and prep, travel time)	\$100,000
B	PUENTE	0.2 FTE teacher/0.2 FTE counselor per school	\$80,000
Subtotal			\$180,000

Cost Estimates Associated with Expanded Middle School Transportation

Bus and Driver Costs	Cost
One bus and driver for middle schools can be accommodated in BUSD's current transportation budget.	
<u>For each additional bus, the costs are as follows:</u>	
Purchase of one electric bus	\$500,000
Hire one additional bus driver	\$100,000
\$600,000 for each additional school bus	

Community Feedback: May, 2022

715 reponses in total

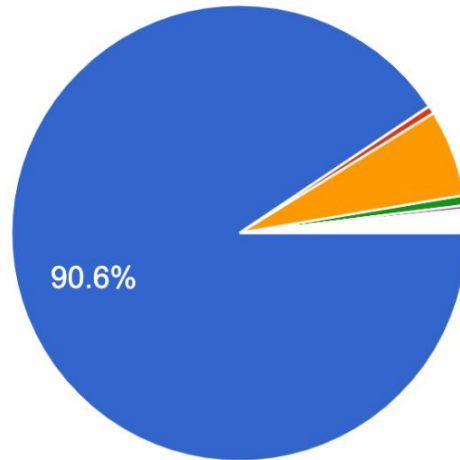
Two Key Questions:

- Preference for Student Assignment Models
- Preference for Expanded Spending at the Middle School Level

Community Feedback: May, 2022

Who are you? / ¿Quién es usted?

715 responses

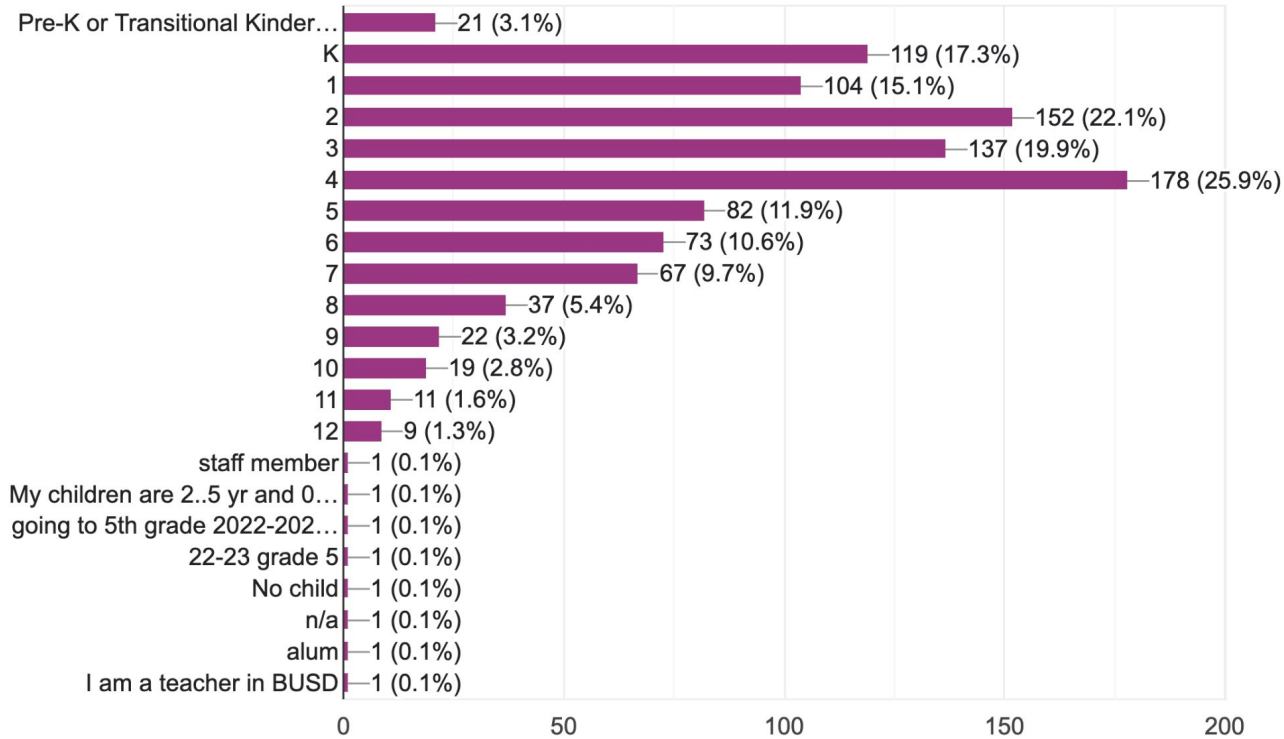


- BUSD Parent/Guardian/Caregiver - P...
- BUSD Student - Estudiante en BUSD
- BUSD staff member - Personal en BU...
- Community member - Miembro de la...
- Parent and staff member
- both parent and staff
- I am parent of a middle-schooler and...
- teacher and parent

▲ 1/3 ▼

My child is in grade / Mi hijo está en el grado:

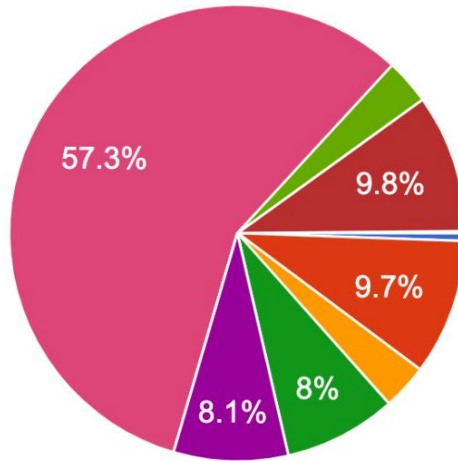
688 responses



Community Feedback: May, 2022

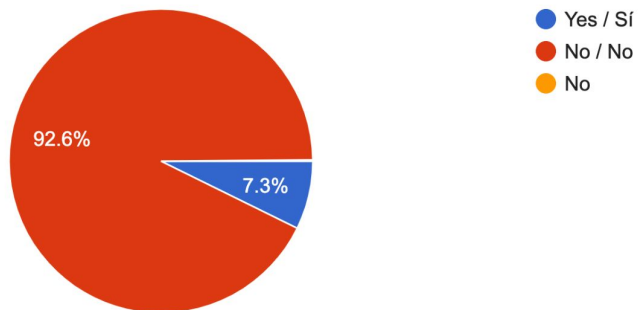
I identify as / Yo me identifico como:

715 responses



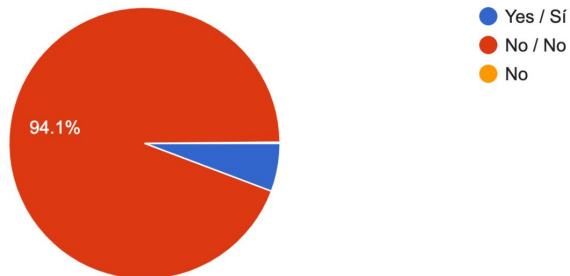
Is your child in Special Education? / ¿Está su hijo en Educación Especial?

715 responses



Is your child an English Learner? / ¿Es su hijo/a un Estudiante Aprendiendo Inglés?

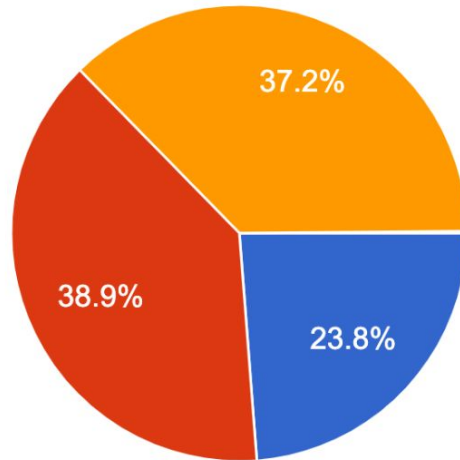
715 responses



Community Feedback on Preferred Assignment Option May, 2022

Of the three current options under consideration, what middle school option do you prefer? / De las tres opciones actuales que está bajo consider...¿qué opción de escuela secundaria prefiere usted?

715 responses

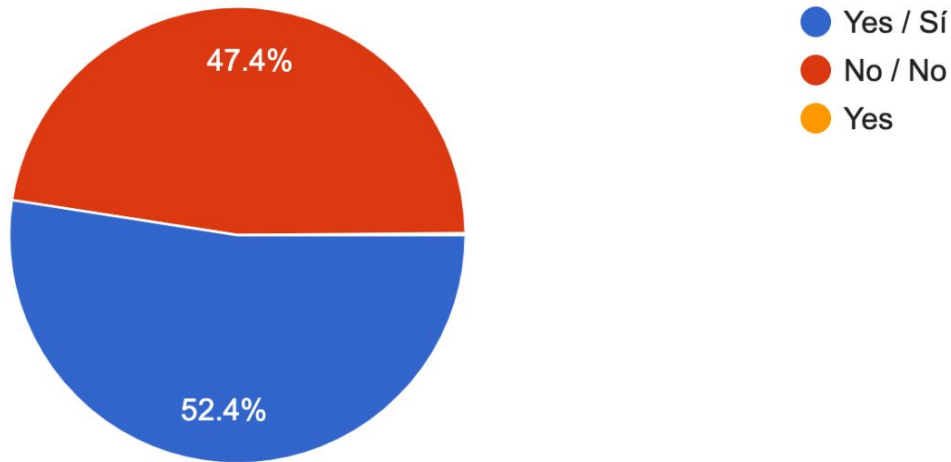


- No change. I prefer that the student assignment policy stay the same. / Sin cambio. Yo prefiero que la política de...
- I prefer that the district create an attendance zone for each middle school, similar to the three zones currently us...
- I prefer that the district design an elementary school-to-middle school fe...
- I prefer that the district create an attendance zone for each middle scho...

Community Feedback on Middle School Transportation: May, 2022

If a new middle school student assignment model were to be selected, would you support spending district money to fund transportation over...ar el transporte por encima de otras prioridades?

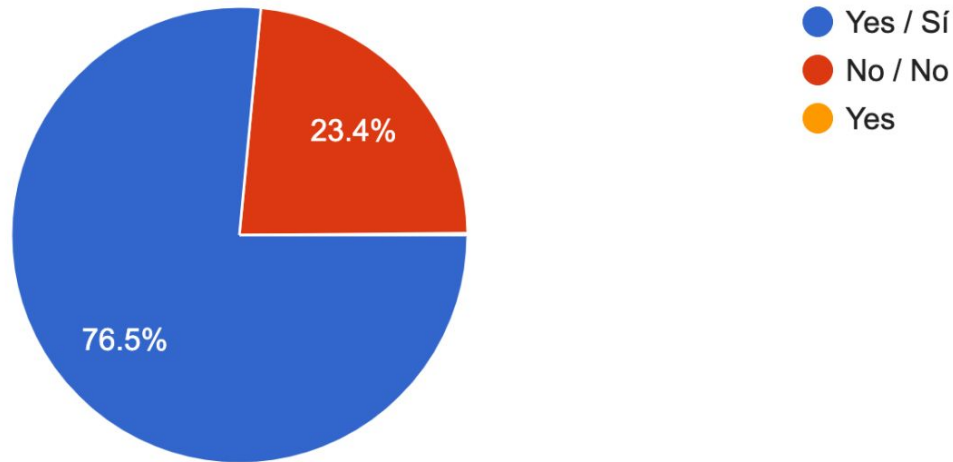
715 responses



Community Feedback: Additional Middle School Programs May, 2022

If a new middle school student assignment model were to be selected, would you support spending district money to fund additional middle ...ra la secundaria por encima de otras prioridades?

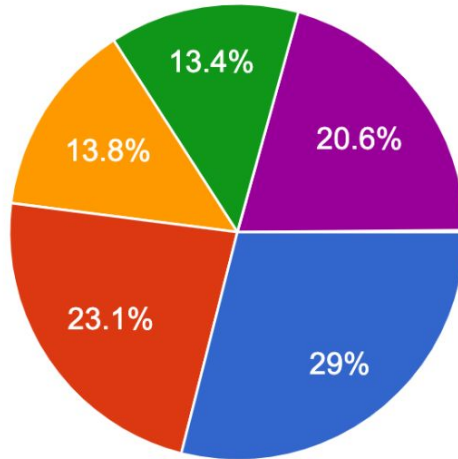
715 responses



Community Feedback on Staff Recommendation: May, 2022

Please share your view about this recommendation. / Por favor, comparta su opinión acerca de esta recomendación.

715 responses



- Strongly agree / Totalmente de Acuerdo
- Agree / De Acuerdo
- Neutral / Neutral
- Disagree / En Desacuerdo
- Strongly Disagree / Totalmente en Desacuerdo
- Agree

Superintendent's Recommendation

Staff recommend that the Board of Education adopts the “Three Zone” model as a finalist, with a second vote in November 2022 to select a final model.

- Implementation to take effect for the 23-24 school year
- Admissions process adjusted no later than December, 2022
- Preparations by staff and ongoing communication to families during the 22-23 school year

THANK YOU

to the BUSD community
for your robust participation in this process!

Excellence • Equity • Engagement • Enrichment