
Board of Education Ad Hoc Committee on Student Assignment

San Francisco Unified School District
George Washington High School
April 13, 2009

The Context

- Development of a new student assignment system is linked intrinsically to the larger goals and objectives of our strategic plan
- Biggest challenge facing SFUSD is the inequity of achievement and opportunity facing students of different socio-economic, linguistic, and racial backgrounds
- SFUSD is committed to increasing the achievement of already high performing students and dramatically accelerating the achievement of those who are currently less academically successful

The Context

- SFUSD is engaged in multiple strategies that will collectively create environments where all students can flourish and become well educated
- A new student assignment method is one PART of addressing this responsibility and challenge

The Context

| Environment | District Initiatives |
|---------------------------------|--|
| Early childhood education | Preschool for All PreK-3 Initiative Early Literacy Initiative |
| Rich and challenging curriculum | 21 st Century Learning Master Plan for Multilingual Education Lau Master Plan VAPA Master Plan LEA Plan Balanced Score Cards |

The Context

| Environment | District Initiatives |
|---|--|
| Caring and competent teachers and staff | Equity Centered Professional Learning Communities (ECPLC) Peer Assistance and Review Coaches Beginning Teacher Support and Assessment Prop A: Quality Teacher and Education Act |
| Strong instructional leaders | Principals Leadership for Equity Stanford LEADS Program ECPLC |

The Context

| Environment | District Initiatives |
|--|---|
| Equitable access to resources | Education Technology Plan Library Plan After School for All Prop H: Public Education and Enrichment Fund Weighted Student Formula |
| School facilities organized for learning | Facilities Modernization (Bond) Green School Yard Program Sustainability/Environmental Programs |

The Context

| Environment | District Initiatives |
|--------------------------------------|--|
| Parent engagement and family support | Translation Office Parent Liaisons Parent Engagement Committees (e.g., CPAC, DELAC, ELAC) Literacy Curriculum for Parents |
| Diverse enrollment | Student assignment redesign Program placement |
| Equitable access to programs | Student assignment redesign Program placement |

Priorities for Student Assignment

- Provide equitable access to the range of opportunities available to students
- Reverse the trend of racial isolation and the concentration of underserved students in the same school
- Be more equitable to all students, regardless of family background



Board Policy Discussion

Assumptions for Simulations

- The current configuration of programs will change to ensure PreK-12 instructional coherence and equitable access to programs available in SFUSD
- This may include adding and/or moving programs
- Boundary simulations will help us evaluate the resources and time required to design and implement changes to the current configuration of program

Assumptions for Simulations

The following parameters should be used to identify schools that should have a city-wide attendance area

- Extra ordinary criteria for acceptance (e.g., Lowell and SOTA)
- Designed to serve a specific population (e.g., Newcomer)
- Density of students living near the school
- Offers a totally unique curriculum (e.g., Alice Fong Yu, Fairmont)

Assumptions for Simulations

- Transportation policy will be revised to cost effectively support equitable access
- SFUSD will develop a policy that provides a consistent and equitable way to establish capacity numbers for all schools
- SFUSD will develop enrollment projections

Assumptions for Simulations

- Current students would be ‘grandfathered’ into their current school
- Younger siblings would continue to get priority to attend the same school as an older sibling
- Mechanism for allocating any choice seats that may exist under a new system will be informed by the findings from the boundary simulations



Board Policy Discussion

Data for Simulations

- 2000 U.S. Census
- San Francisco City housing data
- SFUSD student data

Factors when Drawing Boundaries

- Academic/economic/linguistic/racial diversity
- Geographic barriers
- Enrollment projections
- Student density
- School capacity

Student Density

Student density patterns vary throughout the city

- South East is most densely populated (37%)
 - 94112 Ingleside / Excelsior (16.4%)
 - 94124 Bayview-Hunters Point (10.6%)
 - 94134 Visitacion Valley / Portola (10%)

- North is least densely populated (8.6%)
 - Chinatown/Nob Hill/Russian Hill/Tenderloin/Financial District/Marina/Cow Hollow/North Beach/Fisherman's Warf/Telegraph Hill

Student Density

| Zip | % Enrollment |
|--------------|---------------|
| 94102 | 2.6 % |
| 94103/04/05 | 2.7 % |
| 94107 | 2.1 % |
| 94108 | 1.5 % |
| 94109 | 3.2 % |
| 94110 | 9.8 % |
| 94111 | 0.1 % |
| 94112 | 16.4 % |
| 94114 | 1.1 % |
| 94115 | 2.4 % |
| 94116 | 7.2 % |
| 94117 | 1.7% % |

| Zip | % Enrollment |
|--------------|---------------|
| 94118 | 3.1 % |
| 94121 | 5.7 % |
| 94122 | 7.8 % |
| 94123 | 0.3 % |
| 94124 | 10.6 % |
| 94127 | 1.9 % |
| 94129 | 0.2 % |
| 94130 | 0.5 % |
| 94131 | 2.1 % |
| 94132 | 3.3 % |
| 94133 | 3.5 % |
| 94134 | 10.1 % |

School Capacity

1. Counted classrooms in each school
 - Specialty rooms (e.g. RSP rooms, computer labs, etc.) counted separately from regular classrooms
 - Ground floor classrooms counted separately from non-ground floor rooms in elementary schools
2. Calculated each school's capacity using a formula based on the target number of students per classroom in each division
3. Compared calculated capacities to preexisting capacity data from the Capital Plan and current enrollment

School Capacity

4. Recounted classrooms based on floor plans obtained from Facilities if:
 - enrollment was greater than calculated capacity, or
 - calculated capacity deviated from the Capital Plan data by 20% or more
5. Studied implied utilization for each school (enrollment/capacity)
 - Made manual adjustments where utilization estimates conflicted with our intuitive understanding of the school's actual utilization
 - Erred on the side of conservatism (lower capacity estimates)



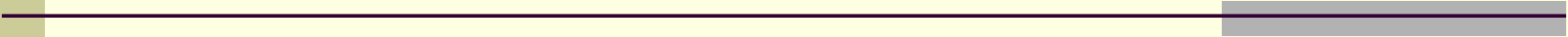
Board Policy Discussion

Guidelines for Simulations

- Guidelines can be changed based on input gathered from Board
- It is not possible to create one model that satisfies everyone
- School quality is the paramount concern; an assignment plan alone cannot ensure quality
- All guidelines are works in progress that must be tested via simulations



Elementary and K-8



Simulation 1

Attendance Area with Limited Choice

Simulation 1: Elementary & K-8

Boundaries

- Create an attendance area for each elementary and K-8 school
- Maximize academic/economic/linguistic/racial diversity of each attendance area
- Proximity is not a priority but should be considered when it does not compromise academic/economic/linguistic/racial diversity

Simulation 1: Elementary & K-8

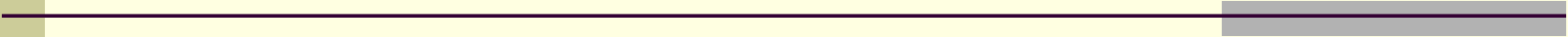
Initial Assignment

- Special needs placements (e.g., Special Education) to attendance area school or closest school offering program
- Younger siblings assigned to older siblings' school
- Everyone else, assigned to attendance area school

Simulation 1: Elementary & K-8

Choice

- After receiving initial assignment, can submit a choice request for up to three schools
- No set aside for choice assignments
- Choice seats based on space availability
- Mechanism for allocating choice seats to be determined upon review of boundary simulations



Simulation 2

Zones with Some Choice

Simulation 2: Elementary & K-8

Boundaries

- Cluster elementary and K-8 schools into zones
- Maximize the academic/economic/linguistic/racial diversity of each zone
- Proximity is not a priority but should be considered when it does not compromise academic/economic/linguistic/racial diversity

Simulation 2: Elementary & K-8

- No initial assignment
- Submit choice request for any school in the zone
- Choice assignments
 - Special needs placements (e.g., Special Education)
 - Younger siblings
 - Lottery (mechanism to be determined)
- If choice not available, assigned to a school in the zone
- Designation process would attempt to maximize academic/economic/ linguistic/racial diversity

Simulation 3

Zones with Seats Open for Choice

Simulation 3: Elementary & K-8

Boundaries

- Cluster elementary and K-8 schools into zones
- Maximize the academic/economic/linguistic/racial diversity of each zone
- Allow a small % of seats at each school for out of zone applicants (e.g., 10%)
- Identify city-wide attendance area schools where majority of seats (e.g., 60%) available for city-wide students and the balance for students in the zone
- Proximity is not a priority, but should be considered when it does not compromise academic/economic/linguistic/racial diversity

Simulation 3: Elementary & K-8

- No initial assignment
- Submit choice request for up to five schools
 - Schools within zone, city-wide, other zones
- Choice assignments
 - Special needs placements (e.g., Special Education)
 - Younger siblings
 - Zone applicants
 - Lottery (mechanism to be determined)
- If choice not available, assigned to school closest to home with openings



Middle School

Simulation 4

Attendance Area with Limited Choice

Simulation 4: Middle School

Boundaries

- Create an attendance area for each middle school by combining elementary attendance areas
- Maximize academic/economic/linguistic/racial diversity
- Honor program pathways
- Proximity is not a priority, but should be considered when it does not compromise academic/economic/linguistic/racial diversity
- Elementary school attendance areas do not have to be contiguous when creating middle school attendance areas

Simulation 4: Middle School

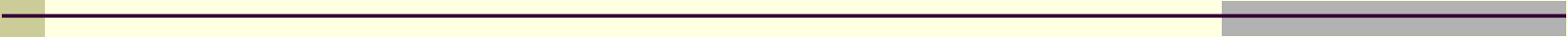
Initial assignment

- Special needs placements (e.g., Special Education) to attendance area school or closest school offering program
- Younger siblings assigned to older siblings' school
- Everyone else, assigned to their attendance area school

Simulation 4: Middle School

Choice

- After receiving initial assignment, can submit a choice request for up to three schools
- No set aside for choice assignments
- Choice seats based on space availability
- Mechanism for allocating choice seats to be determined upon review of boundary simulations



Simulation 5

Attendance Area with Choice

Simulation 5: Middle School

Boundaries

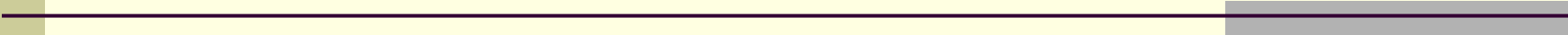
- Create an attendance area for each middle school by combining elementary attendance areas
- Maximize academic/economic/linguistic/racial diversity
- Honor program pathways
- Allow a small % of seats (e.g., 10%) for out of attendance area applicants
- Proximity is not a priority, but should be considered when it does not compromise academic/economic/linguistic/racial diversity
- Elementary school zones do not have to be contiguous when creating middle school attendance areas

Simulation 5: Middle School

- No initial assignment
- Submit choice request for up to five schools
- Choice assignments
 - Special needs placements (e.g., Special Education)
 - Younger siblings
 - Attendance area applicants
 - Lottery (mechanism to be determined)
- If choice not available, assigned to school closest to home with openings



High School



Simulation 6 Total Choice

Simulation 6: High School

- No attendance areas
- No initial assignment
- Submit choice request for up to five schools
- Choice assignments
 - Special needs placements (e.g., Special Education)
 - Younger siblings
 - Program pathways (e.g., language, CTE)
 - Lottery (mechanism to be determined)
- If choice not available, assigned to school closest to home with openings

Simulation 7

Choice with Attendance Area Priority

Simulation 7: High School

Boundaries

- Create an attendance area for each high school
- Maximize the academic/economic/linguistic/racial diversity of the attendance area
- Proximity is not a priority, but should be considered when it does not compromise diversity

Simulation 7: High School

- No initial assignment
- Submit choice request for up to five schools
- Choice assignments
 - Special needs placements (e.g., Special Education)
 - Younger siblings
 - Program pathways (e.g., language, CTE)
 - Attendance area lottery for students who listed attendance area school as first choice (25% of seats)
 - Lottery - mechanism to be determined- for 75% of seats
- If choice not available, assigned to school closest to home with openings



Simulation 8

Initial Assignment and Choice

Simulation 8: High School

Boundaries

- Create an attendance area for each high school
- Maximize the academic/economic/linguistic/racial diversity of the attendance area
- Proximity is not a priority, but should be considered when it does not compromise diversity

Simulation 8: High School

■ Initial assignment

- Special needs placements (e.g., Special Education) to attendance area school or closest attendance area school offering program
- Students exiting middle school programs get automatic assignment to high school offering same program (e.g., language, CTE)
- Younger siblings
- Everyone else, assigned to attendance area school

Simulation 8: High School

Choice

- After receiving initial assignment, can submit choice request for up to five schools
- No set aside for choice assignments - choice seats based on space availability
 - Special needs placements (e.g., Special Education)
 - Younger siblings
 - Program pathways (e.g., language, CTE)
 - Lottery (mechanism to be determined)
- If choice not available, assigned to school closest to home with openings



Board Policy Discussion

Next Steps

- Tonight's Action Items

- Community Conversations (PAC and PPS)
 - PPS Annual Meeting
Saturday April 25, 1 pm to 2:30 pm
3543 18th Street (Women's Building)

- Ad Hoc Committee on Student Assignment
 - May 11, 2009, 6 pm
James Denman Middle School, 241 Oneida Avenue

 - June 2009 meeting to be confirmed