

**KEY FEATURES OF THE
SUPERINTENDENT'S PROPOSAL TO REDESIGN STUDENT ASSIGNMENT
SCHEDULED FOR SECOND READING AND ACTION ON 3/9/10**

On February 9, 2010, the Superintendent submitted recommendations to redesign student assignment to the Board of Education for First Reading. On February 17th and February 24th the Board of Education held publically noticed meetings to discuss the Superintendent's recommendations. From these discussions adjustments were made to the First Reading. This document summarizes the key features of the recommendations scheduled for Second Reading and Action on March 9, 2010.

REDESIGNING STUDENT ASSIGNMENT IS ONE PART OF CREATING QUALITY SCHOOLS

A new student assignment system is one part of creating educational environments in which all students can flourish. School quality is the paramount concern, and a student assignment system alone cannot ensure school quality, although it does have a role to play in creating diverse learning environments and robust enrollments in all SFUSD schools.

THE BOARD OF EDUCATION HAS THREE PRIORITIES FOR THIS REDESIGN

1. Reverse the trend of racial isolation and the concentration of underserved students in the same school;
2. Provide equitable access to the range of opportunities offered to students; and
3. Provide transparency at every stage of the assignment process.

These recommendations would replace the current system with a new system that primarily uses a family's home address and their school requests to assign students. The new system is applied in different ways at the elementary, middle, and high school levels.

Elementary Schools

Families will submit an application form that includes their home address and the names of the schools they would like to apply to listed in order of preference -- the assignment process will try to assign students to their highest ranked school.

All applications will be processed at the same time, and all applicants will receive a single assignment offer.

Students will be assigned to schools using the following order of preferences:

1. **Siblings** - younger siblings of students who are enrolled in and will be attending the school during the year for which the younger sibling requests attendance.
2. **SFUSD PreK** - students who live in the attendance area of the school and are also attending an SFUSD PreK program in the same attendance area.
3. **CTIP1**-students who reside in CTIP1 census tracts.
4. **Attendance Area** - students who live in the attendance area of the school.
5. **Densely populated attendance areas** - students who live in attendance areas that do not have sufficient capacity to accommodate all the students living in the attendance area.
6. All other students.

Students who are not assigned to one of their choices will be assigned to their attendance area school if it still has openings after the choice process, or to the school closest to where they live that has openings.

Additional information is available at www.sfusd.edu/StudentAssignmentRedesign

Middle Schools

All elementary schools will feed into a particular middle school.

At the beginning of the enrollment process, SFUSD fifth graders will receive an initial assignment offer to a middle school based on the elementary school they attend.

Students will have an opportunity to accept their initial assignment or participate in a choice process. Students who participate in the choice process will maintain their initial assignment unless they get an assignment to a higher ranked choice.

Students will be assigned to schools using the following order of preferences:

1. **Initial assignment** – students who received an initial assignment to attend that school.
2. **Siblings** - younger siblings of students who are enrolled in and will be attending the school during the year for which the younger sibling requests attendance.
3. **CTIP1** - students who reside in CTIP1 census tracts.
4. **Attendance Area** -students who live in the attendance area of the school.
5. **Densely populated attendance areas** - students who live in attendance areas that do not have sufficient capacity to accommodate all the students living in the attendance area.
6. All other students.

High Schools

Families will submit an application form that includes their home address and the names of the schools they would like to apply to listed in order of preference -- the assignment system will try to assign students to their highest ranked school.

All applications will be processed at the same time, and all applicants will receive a single assignment offer.

Students will be assigned to schools using the following order of preferences:

1. **Siblings** - younger siblings of students who are enrolled in and will be attending the school during the year for which the younger sibling requests attendance.
2. **CTIP1** - students who reside in CTIP1 census tracts.
3. All other students.

Students who are not assigned to one of their choices will be assigned the school closest to where they live that has openings.

Special Education

The Individual Education Plan (“IEP”) process will determine appropriate placement for special education students. To the extent possible, given the unique needs of students as outlined in their IEP, the student assignment process used to assign general education students will be used to assign special education students.

The Superintendent shall establish service attendance area boundaries for special education programs not available at every school.

City-Wide Schools

Although every family will have an attendance area school, the following elementary/K-8 schools will not have an attendance area and will not offer a local preference to students – these are the city-wide schools.

1. Alice Fong Yu (K8 immersion school)
2. Buena Vista (immersion school)
3. Chinese Education Center (newcomer)
4. Chinese Immersion School at DeAvila (immersion school)
5. Fairmont (immersion school)
6. Marshall ES (immersion school)
7. Mission Education Center (newcomer)
8. Lawton (K8)
9. Lilienthal (K8)
10. Rooftop (K8)
11. Revere (K8)
12. Carmichael (K8)
13. SF Community (K8)

Students will be assigned to city-wide schools using the following order of preferences:

1. **Siblings** - younger siblings of students who are enrolled in and will be attending the school during the year for which the younger sibling requests attendance.
2. **SFUSD PreK** - students who attend an SFUSD PreK program at the school.
3. **CTIP1** - students who reside in CTIP1 census tracts.
4. **Densely populated attendance areas** - students who live in attendance areas that do not have sufficient capacity to accommodate all the students living in the attendance area.
5. All other students.

Language Programs

There is no attendance area/local preference for language programs that: (a) are clearly defined and listed on the SFUSD application form as a discrete choice; and (b) only available at a limited number of schools; and (c) have a separate enrollment capacity with seats reserved specifically for students enrolled in the program.

Once students meet the eligibility requirements for the particular language program, students will be assigned using the following order of preference:

1. **Program pathway siblings** - transitional grade students who are currently enrolled in and wish to continue in the language program (for example, fifth graders enrolled in Spanish Immersion who wish to enroll in Spanish Immersion in middle school), and who are the younger siblings of students who are enrolled in and will be enrolled in the program at the school at issue during the year for which the younger sibling requests attendance.
2. **Program pathway** - transitional grade students currently enrolled in and wishing to continue in the language program.
3. **Siblings** - younger siblings of students who are enrolled in and will be enrolled in the program at the school at issue during the year for which the younger sibling requests attendance.
4. **CTIP1** - students who reside in CTIP1 census tracts.
5. **Densely populated attendance areas** - students who live in attendance areas that do not have sufficient capacity to accommodate all the students living in the attendance area.
6. All other students.

Note: City-wide programs that are not language programs but that have eligibility requirements (e.g., Montessori), will follow the order of preference for city-wide schools described above once the eligibility requirements for the programs are met.

Monitoring

The Superintendent will conduct an annual assessment of the student assignment system and develop an annual report that will be presented to the Board of Education no later than January of each year. This report will include a review of information and analysis that describes connections between the portfolio of schools and programs, student achievement, and student assignment, such as:

1. SFUSD's portfolio of schools and programs:
 - progress towards the placement of high quality programs at schools with high concentrations of underserved students;
 - changes to the configuration of programs and services to ensure equitable access, to facilitate preK-12 instructional coherence, and to attract a racially/ethnically diverse group of students to schools with a lack of diversity built into surrounding residential patterns;
 - percent of special education students and English Learner students at each school;
 - profile of schools enrolled at less than 80% of their building's capacity;
2. Racial/ethnic diversity and the achievement gap;
3. Choice patterns and enrollment diversity:
 - application and enrollment patterns by race/ethnicity for city-wide schools, city-wide programs, and attendance area schools;
 - characteristics common to schools with diverse applicant pools, and characteristics common to schools with racially isolated applicant pools;
 - application and enrollment patterns at schools with an API score of less than 700;
 - feeder patterns from middle school to high school that develop through the choice process for high school;
 - outreach and recruitment infrastructure;
4. Student assignment and racial/ethnic diversity:
 - Younger siblings
 - CTIP
 - attendance areas
 - elementary to middle school feeder patterns;
 - city-wide designation;
5. SFUSD's transportation infrastructure.

The Superintendent's annual report to the Board may include recommend changes to the Student Assignment Policy. In particular, the Superintendent may recommend that the Board of Education change some of the following aspects of the student assignment policy:

- the order of preference for younger siblings, CTIP 1 students, and attendance area students;
- the percentage of seats reserved and/or available for each of the preferences;
- the demographic information used to assign CTIP values;
- which CTIP values are granted priority;
- whether to keep surplus seats at schools open in order to maintain desired CTIP percentages; and
- whether the CTIP and/or local preferences should vary among different schools or different types of schools.

Administrative Regulations

Following adoption of this Student Assignment Policy, SFUSD staff will develop administrative regulations to support the goals and objectives of the Policy. These regulations will address the following among other subjects:

- guidelines for establishing and managing enrollment capacity;
- enrollment guidelines for residents and non-residents of San Francisco;
- key dates and the enrollment timeline;
- enrollment guidelines for students new to the District, Special Education students, English Learners, and students enrolled in uniquely configured schools (e.g., Willie Brown);
- language assessment procedures;
- age of first enrollment;
- aged out students;
- proof of address;
- change of address;
- transfers, including NCLB transfers;
- proof of guardianship or custodianship;
- documentation required for enrollment;
- number of choices;
- appeals; and
- waiting pools.

Following adoption of this Student Assignment Policy, SFUSD staff will develop aggressive procedures for verifying student addresses and for verifying younger siblings.

Implementation

The new policy will take several years to fully implement and will begin with students entering transitional grades in Fall 2011.

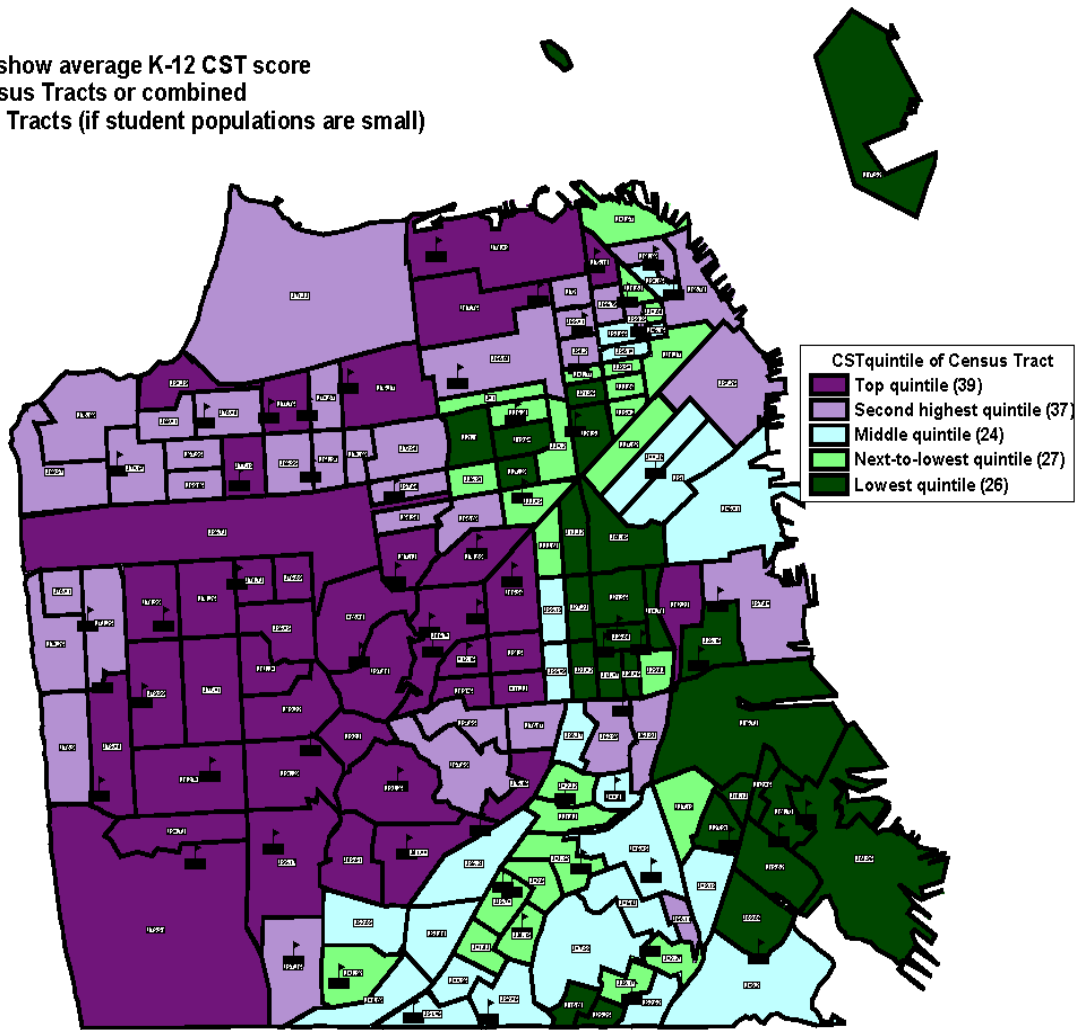
The transition to the new assignment policy will provide stability for students attending a school outside their newly defined attendance area school. All currently enrolled students may remain at their current school.

Currently enrolled students interested in attending their newly defined attendance area school can submit a request to transfer to their attendance area school, but transfers will only be processed when feasible or where required by law.

Definitions

Attendance Areas	Boundaries drawn around individual schools.
Census Tract Integration Preference ("CTIP")	A preference in the choice process for students who live in geographic areas of the city (combined census tracts) with the lowest average test scores.
CTIP1 and CTIP2	Standardized test score data will be computed for each combined census tract, and those combined census tracts will be divided into quintiles based on average scores so that approximately 20% of all SFUSD students live within each quintile. CTIP1 tracts will be the quintile with the lowest average CST scores, and CTIP2 tracts will be the four remaining quintiles.
Racial Isolation	Although the SFUSD enrollment is diverse and does not have a majority group, in CBEDS 2008 twenty-five schools (which is approximately a quarter of all K12 schools) had more than 60% of a single racial/ethnic group, ten schools had more than 70% of a single racial/ethnic group, three schools had more than 80% of a single racial/ethnic group, and fifteen schools had more than 60% of a single racial/ethnic group coupled with an Academic Performance of 1, 2, or 3 . The Board considers such schools racially isolated.
Service Attendance Areas	Boundaries drawn around one or more schools based on the location of services and programs that are not available at every school (for example, Special Day Classes).
Sibling	Students who have the same parent/guardian and reside in the same household.
Underserved Students	Students performing Below Basic or Far Below Basic on the California Standards Test and other equivalent assessments administered by the District.

Labels show average K-12 CST score
for Census Tracts or combined
Census Tracts (if student populations are small)



LapKoff & Gobalet Demographic Research, Inc. 2/17/2010
www.Demographers.com

CTIP1 is the quintile with the lowest average scores.