



Quality Middle Schools/ K-8 Feeder Patterns January 18, 2011

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Outline

Quality Middle Schools and K-8 Pathways

- Overview and Update on Project Plan
- Quality Middle School Inventory
- Expanding Language Pathways
- Projected MS Enrollment and Capacity
- Challenges with and Options for Building Language Pathways and Feeder Patterns
- Next Steps
- Board of Education Questions and Feedback

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Context/ Foundation for this Project

- **Beyond the Talk Strategic Plan**
- **EL/ LAU Plan**
- **Board Policies**
 - Preparing All Students for a Multilingual/Multicultural World-610-24A1 (12/12/06)
 - Reducing Racial Isolation- P5101 (3/9/10)
- **Enrollment Projections**
- **Facilities Capacity**

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Project Overview/ Purpose

To develop and implement a plan to ensure quality middle school options at all schools, extending language pathways and other academic program options, from elementary to middle school that allows for effective implementation of a new “virtual K-8” student assignment policy that meets the academic and social needs of all middle school students and addresses the growth in middle school population over the next 3-5 years.

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Quality Middle School Inventory Key Categories

- Academic Performance
- Staff Quality
- Program Quality and Range of Programs
- Student Support Services
- Family Engagement and Supports
- Safety and School Climate
- Physical Environment

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Benefits of K-8 Pathways in Building High Quality Middle Schools

Given the projected growth in middle school enrollment it is imperative that SFUSD leadership and community work together to ensure that ALL middle schools are “high quality” and that K-8 Pathways support building high quality middle schools through increased:

–Planning and articulation of curriculum and academic programs

–Sense of community among a smaller and more predictable cohort of students and families who move together to middle school, contributing to positive school climate and more effective transitions especially for traditionally under-served students.

–Expansion of language pathways for students in biliteracy and immersion programs in elementary schools

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Proposed Expansion of MS Language Pathways

2010-11

- 3 languages
- 6 middle schools and 3 K-8 schools
- 498 6th grade seats
- 15% of all 6th grade seats

2016-17

- 7 languages
- 13 middle schools and 3 K-8 schools
- 1,501 6th grade seats
- 34% of all 6th grade seats

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Proposed Expansion of Language Pathways

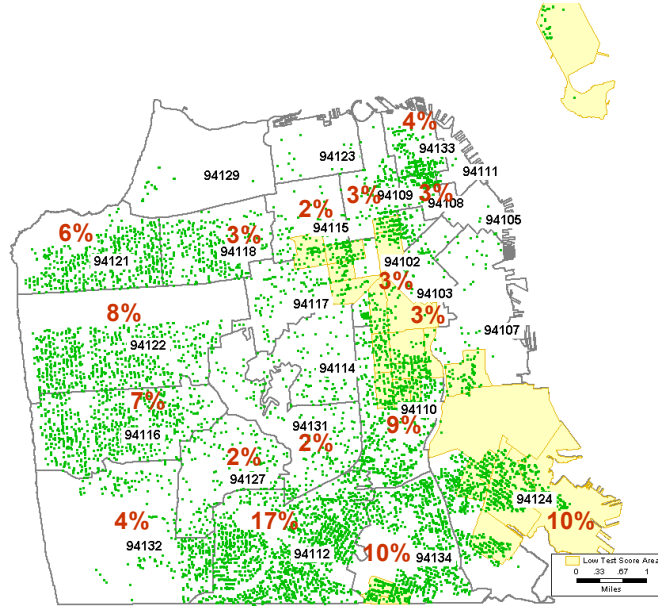
	2012-13	2013-14	2014-15	2015-16	2016-17
Expand	Everett SPN DL Mann SPN DL Lick SPN DL			Marina CHN DL	Francisco CHN DL Hoover CHN DL Hoover SPN DL
New	Aptos MN DL Presidio JBBP	Presidio RUS FLES	ISA SPN DL Roosevelt CHN DL	Aptos SPN DL King SPN DL Marina SPN DL	Denman FIL DL King CHN DL

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Where Do MS Students Live?

Zip	% Total
94112	17%
94124	10%
94134	0%
94110	9%
94122	8%
94116	7%
94121	6%
94133	4%
94132	4%
94109	3%
94118	3%
94103	3%
94102	3%
94115	2%
94127	2%
94131	2%
Other SF	6%
Outside SF	1%



Where Are MS Students Enrolled?

School	# Enrolled	% Total	School	# Enrolled	% Total
Aptos	1,024	10%	Lick	571	5%
Brown	131	1%	Mann	198	2%
Denman	577	5%	Marina	881	8%
Everett	341	3%	Presidio	1,171	11%
Francisco	570	5%	Roosevelt	722	7%
Giannini	1,179	11%	Vis Valley	257	2%
Hoover	1,146	11%	K8 Schools	1,195	11%
ISA	138	1%	Other	83	1%
King	531	5%	Total	10,715	100%

- 47% enrolled in Aptos, Giannini, Hoover and Presidio (4 of 15 schools)
- 54% enrolled in Aptos, Giannini, Hoover, Presidio, and K8 schools

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October 2010 Enrollment Snapshot

Enrollment Compared to Capacity

School	# Enrolled	Capacity	School	# Enrolled	Capacity
Aptos	1,024	1,260	Lick	571	894
Brown	131	400	Mann	198	700
Denman	577	924	Marina	881	1,008
Everett	341	696	Presidio	1,171	1,187
Francisco	570	783	Roosevelt	722	769
Giannini	1,179	1,290	Vis Valley	257	765
Hoover	1,146	1,158	K8 Schools	1,195	1,195
ISA	138	300	Other	83	-
King	531	741	Total	10,715	14,070

Sources:
October 2010 Enrollment Snapshot and April 2009 School Survey

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Observations

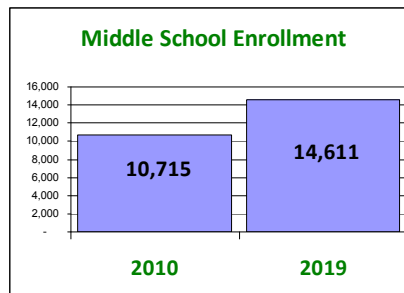
- **Mismatch between where middle school students live and the location of middle school spaces**
 - 37% live in the south east (94112, 94124, 94134)
 - 22% of middle school capacity is in the south east
 - The four largest middle schools are on the west side (34% of capacity)
- **Size of current enrollment varies greatly across schools**
 - Enrollment ranges from 138 to 1,179 students
 - 47% of students enrolled in 4 of our 15 middle schools (Aptos, Giannini, Hoover, and Presidio)
 - 7% enrolled in K8 schools
- **Currently enrolled at 73% of capacity**

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Future Growth at Middle School

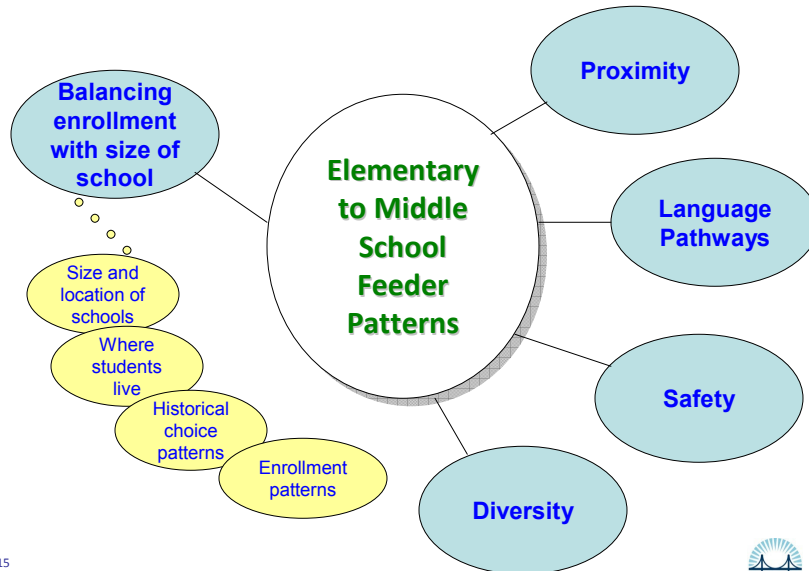
- Predicting 39% growth at middle school by 2019 – based on growth at elementary
- Mission and Bayview will experience notable growth
- Currently enrolled at 73% of middle school capacity



Building Middle School Feeder Patterns and Language Pathways

Options	Approach
1	Build feeder pattern based on proximity and capacity with language pathways as a “city wide choice option”
2	Assign elementary schools with language programs based on proximity, capacity and school readiness, and then assign the remaining 27 elementary schools based on proximity and capacity, with mitigation for specific equity challenges
3	Build language pathways over next five years and allow feeder patterns to emerge as enrollment grows in middle schools

Factors Considered



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Key Challenges

- **Language Pathway Expansion into Middle School has significant impact on:**
 - **Staffing**
 - Building a pipeline of BCLAD teachers in various languages given current shortage areas
 - Credential issues for Multiple Subject teachers if more classes need to be offered as single subject
 - **Master Schedule**
 - Add 7th period to maintain full range of electives and programs
 - Loss of ability to offer courses in “blocks” to assist with transition from elementary to middle schools
 - **Budget**
 - Cost of adding 7th period and recruitment, hiring and development of BCLAD teachers

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Key Challenges

- **Building Feeder patterns and language pathways has some unintended consequences including:**
 - **Not all immersion parents will prioritize participation in a language pathway at MS over real and perceived academic performance and neighborhood safety of assigned school**
 - **Full implementation of language pathways would mean that in some situations general education students would not be able to attend a school closest to their home and/or they would be assigned to a school which would reinforce racial isolation and reduced academic diversity**

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Next Steps

- **Integrate Board of Education Feedback from today's COW meeting**
- **Create a MS Feeder pattern proposal to review with BOE at Feb 1 meeting**
- **District Leadership, Project Team, PPS/ PAC and MS Principals will engage staff and parents in providing feedback on overall project and proposed feeder patterns**
- **Project Team and MS Principals will complete Quality MS Inventory and draft feasibility plan**

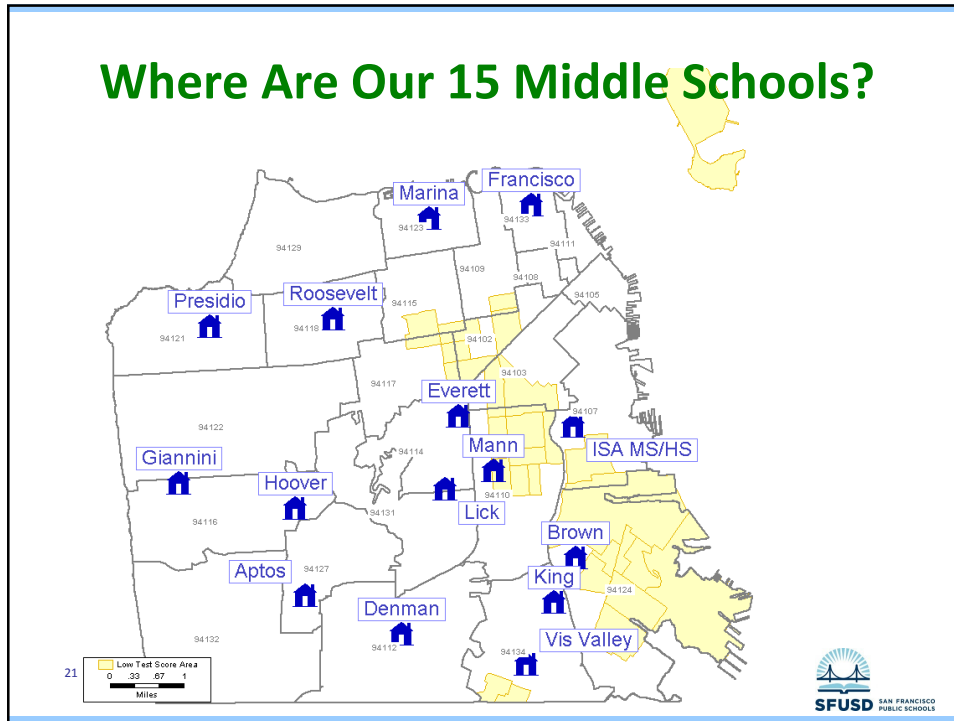
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Appendix

Middle School Students and Schools

Where Are Our 15 Middle Schools?



How Big Are Our 15 Middle Schools?

School	Capacity	% Total	School	Capacity	% Total
Aptos	1,260	9 %	Lick	894	6 %
Brown	400	3 %	Mann	700	5 %
Denman	924	7 %	Marina	1,008	7 %
Everett	696	5 %	Presidio	1,187	8 %
Francisco	783	6 %	Roosevelt	769	5 %
Giannini	1,290	9 %	Vis Valley	765	5 %
Hoover	1,158	8 %	K8 Schools	1,195	8 %
ISA	300	2 %	Total	14,070	100 %
King	741	5 %			

How Many Middle School Students?

Grade	African American	Chinese	Latino	Other White	Other	Total
06	366	1,108	803	351	831	3,459
07	384	1,271	799	297	818	3,569
08	370	1,297	810	305	905	3,687
Total	1,120	3,676	2,412	953	2,554	10,715

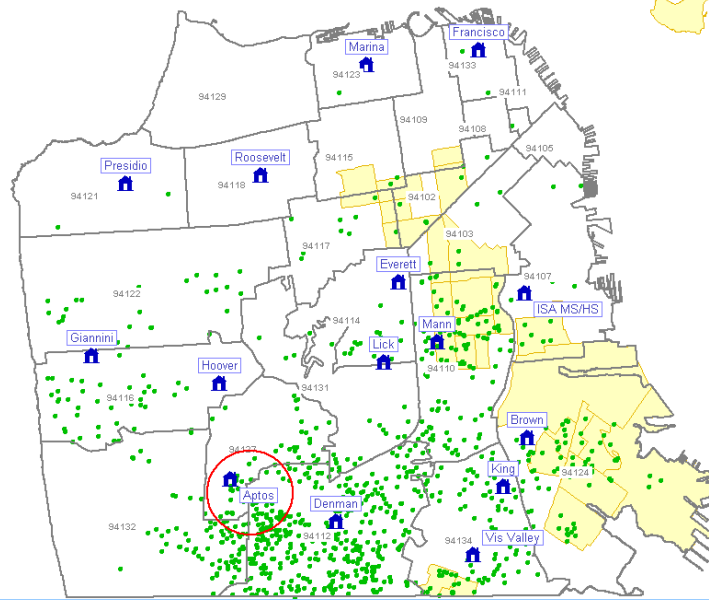
10% 34% 23% 9% 24% 100%

23 October 2010 Enrollment Snapshot



Aptos Enrollment Snapshot October 2010

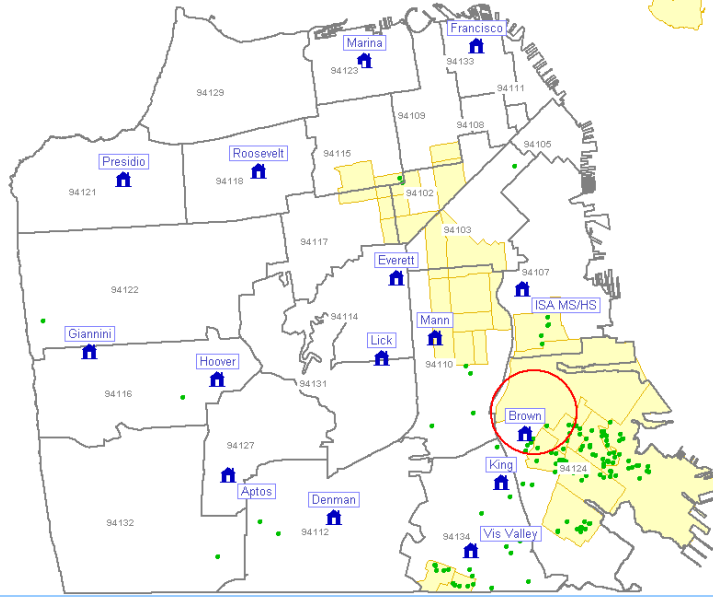
Each pin indicates a student's residence



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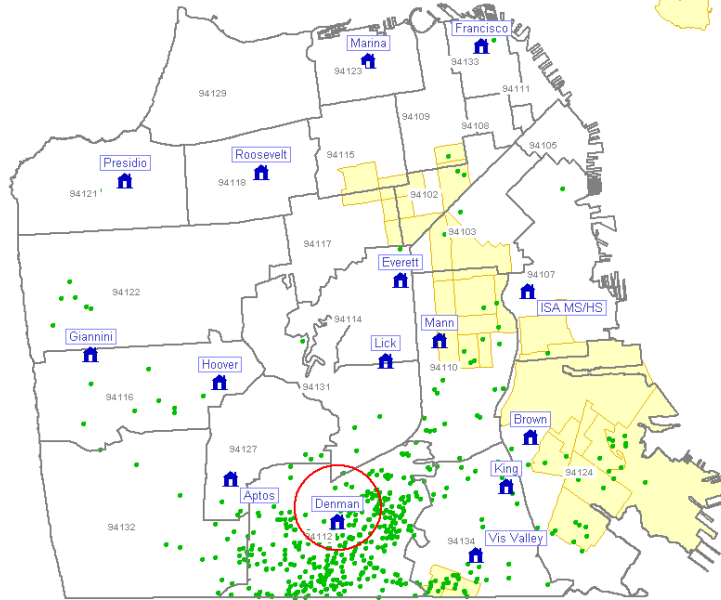
Brown Enrollment Snapshot October 2010

Each pin indicates a student's residence



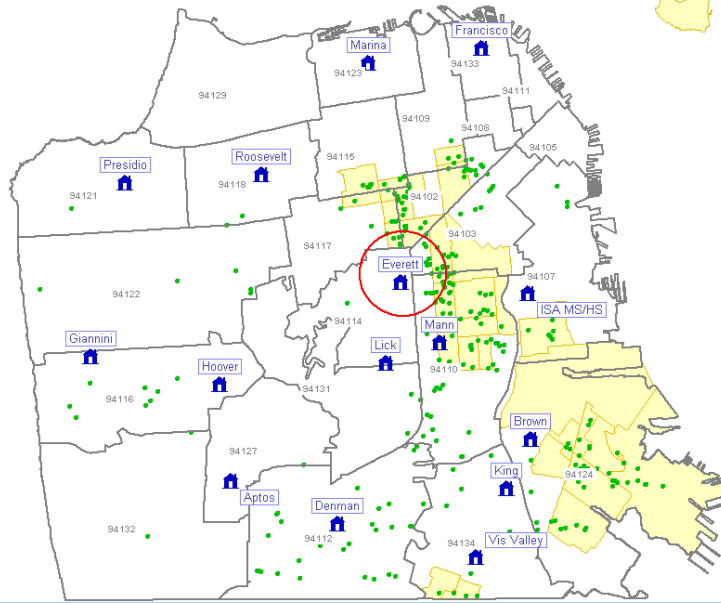
Denman Enrollment Snapshot October 2010

Each pin indicates a student's residence



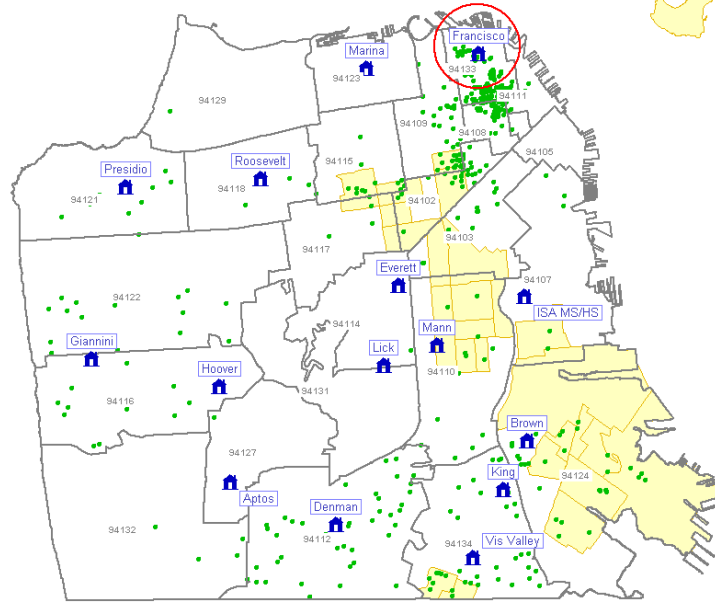
Everett Enrollment Snapshot October 2010

Each pin indicates a student's residence



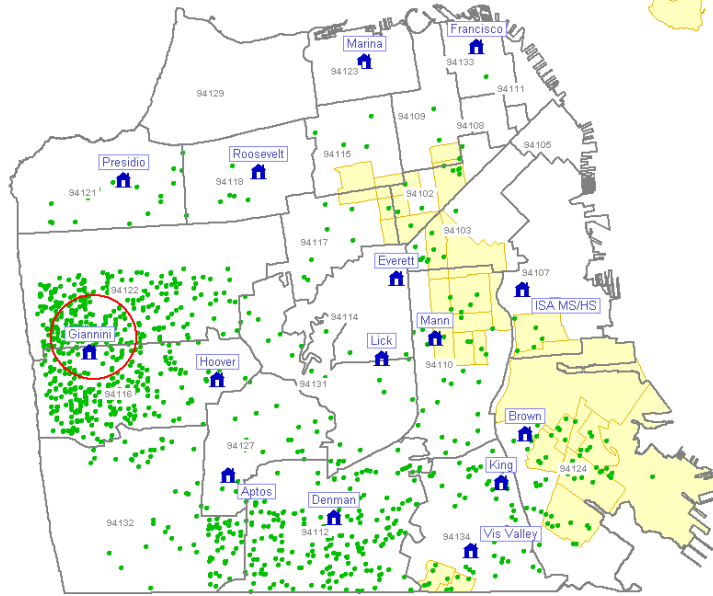
Francisco Enrollment Snapshot October 2010

Each pin indicates a student's residence



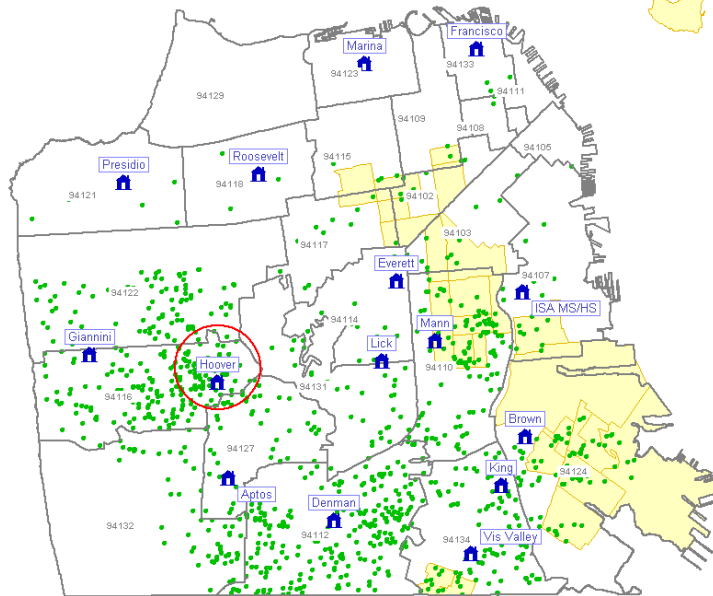
Giannini Enrollment Snapshot October 2010

Each pin indicates a student's residence



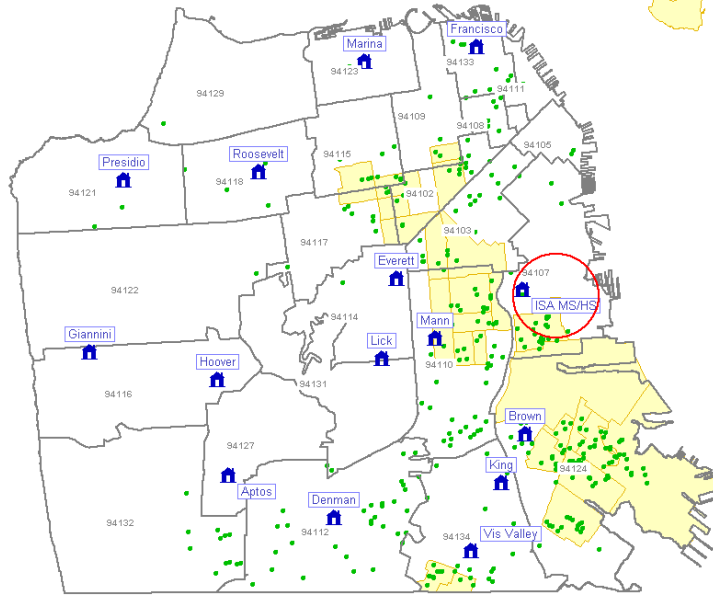
Hoover Enrollment Snapshot October 2010

Each pin indicates a student's residence



ISA MS Enrollment Snapshot October 2010

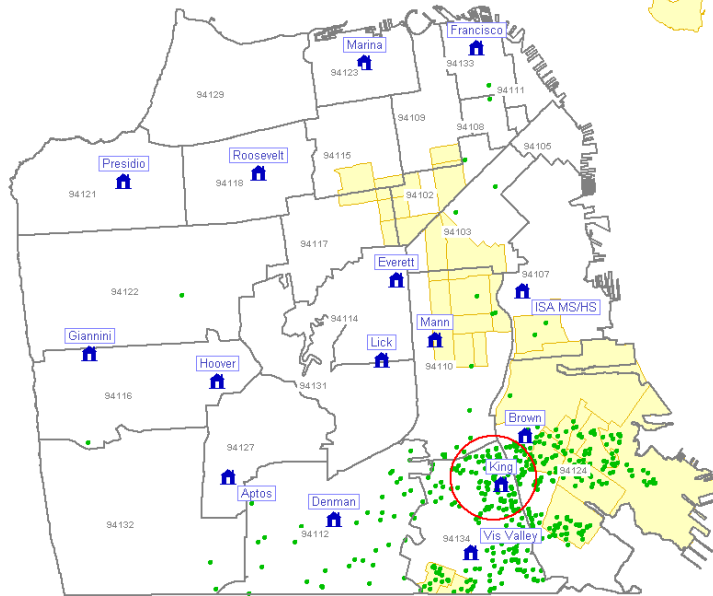
Each pin indicates a student's residence



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ML King Enrollment Snapshot October 2010

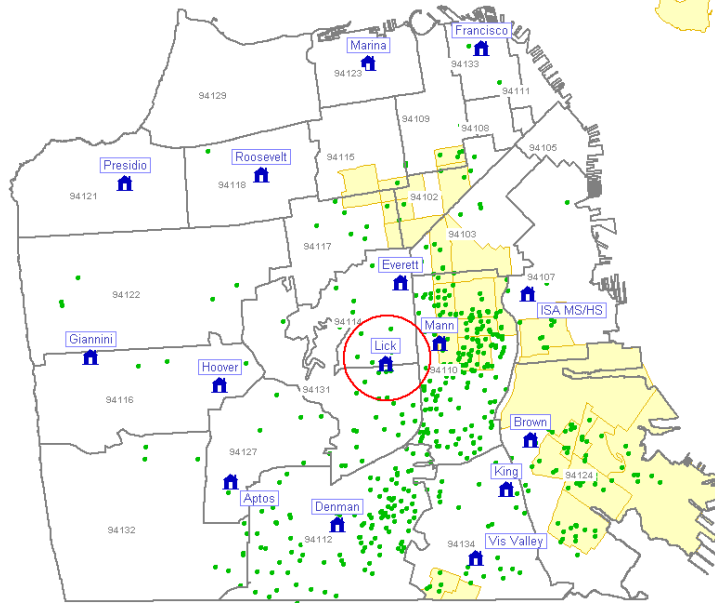
Each pin indicates a student's residence



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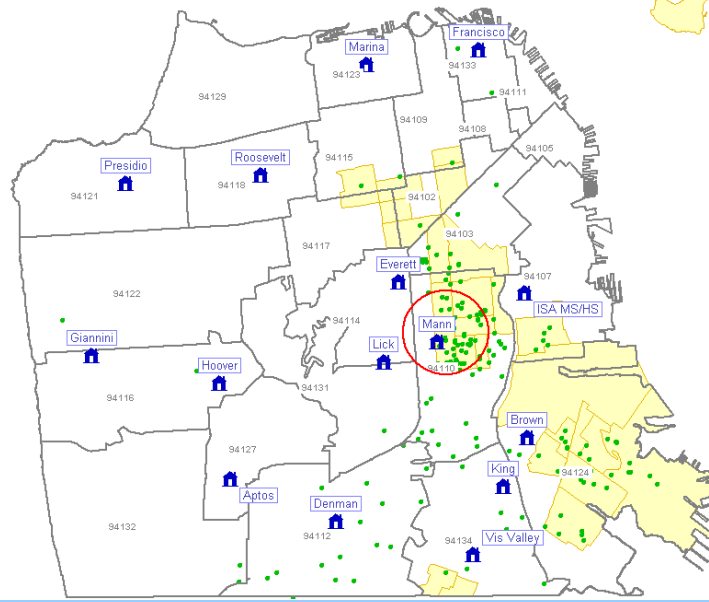
Lick Enrollment Snapshot October 2010

Each pin indicates a student's residence



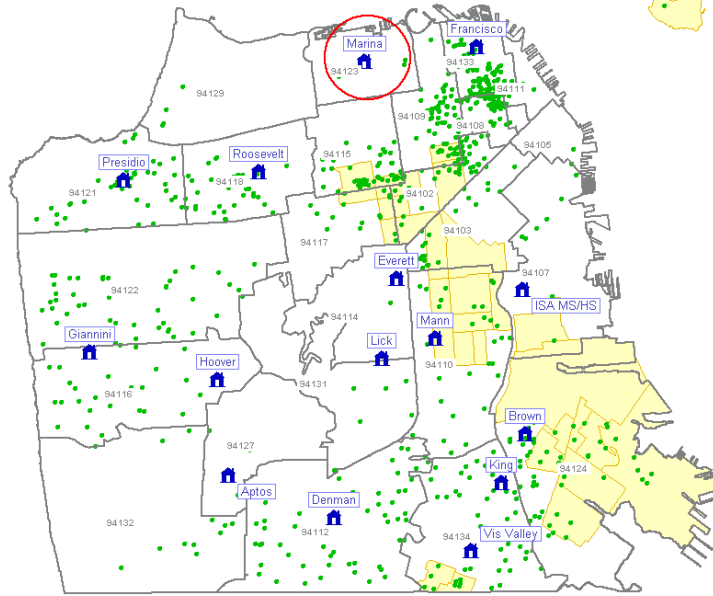
Mann Enrollment Snapshot October 2010

Each pin indicates a student's residence



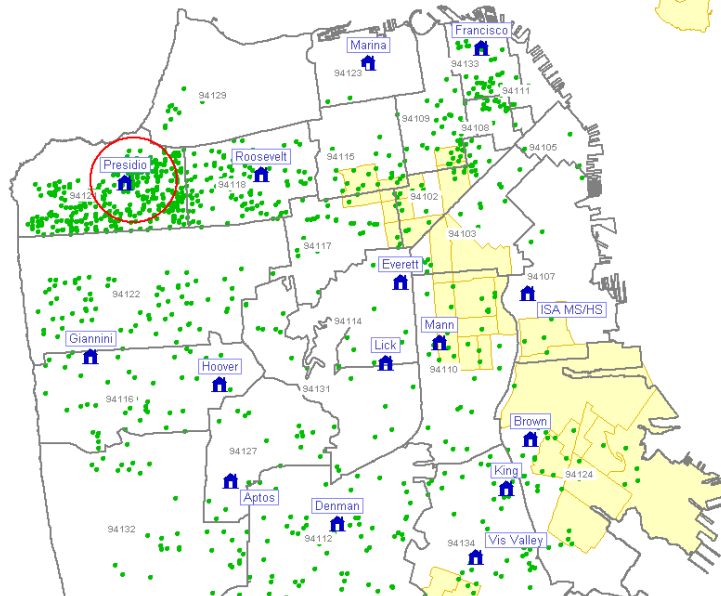
Marina Enrollment Snapshot October 2010

Each pin indicates a student's residence



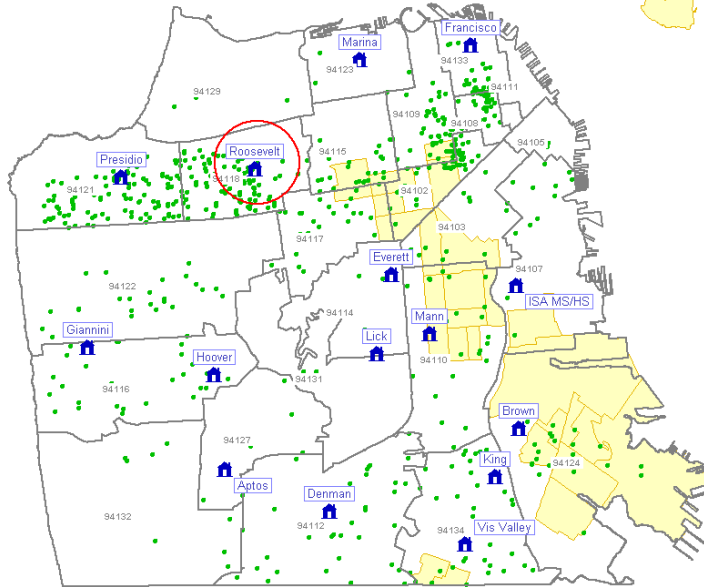
Presidio Enrollment Snapshot October 2010

Each pin indicates a student's residence



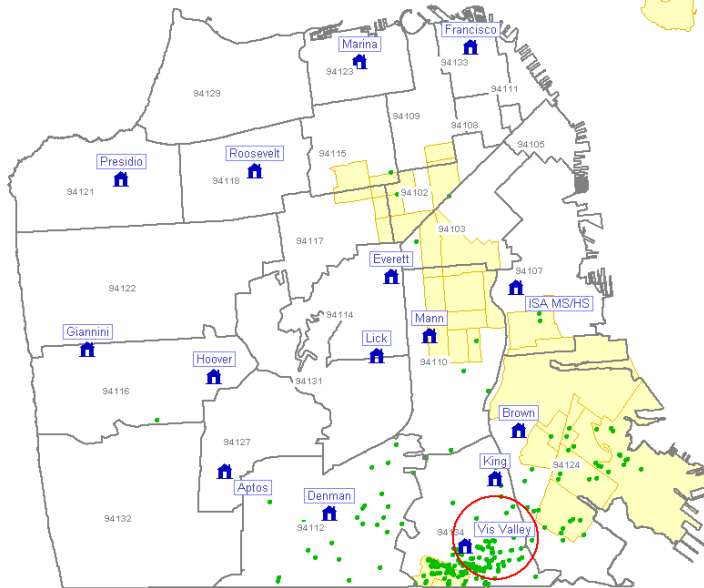
Roosevelt Enrollment Snapshot October 2010

Each pin indicates a student's residence



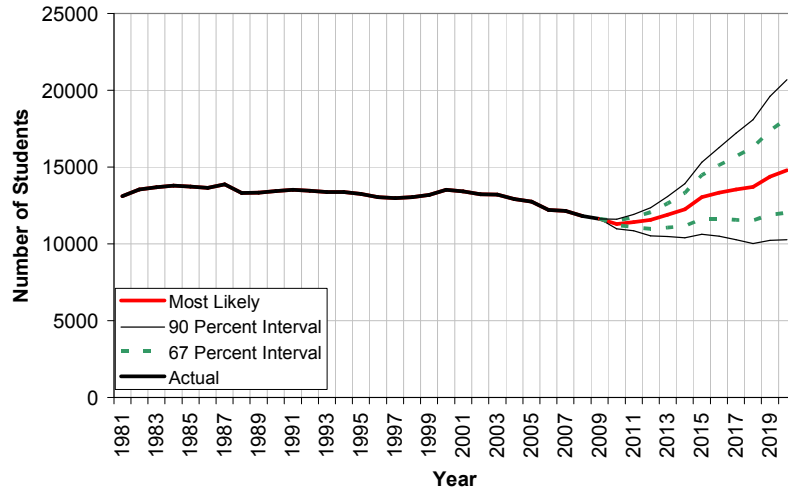
Vis Valley Enrollment Snapshot October 2010

Each pin indicates a student's residence



Middle School Forecasts, 2010-2020

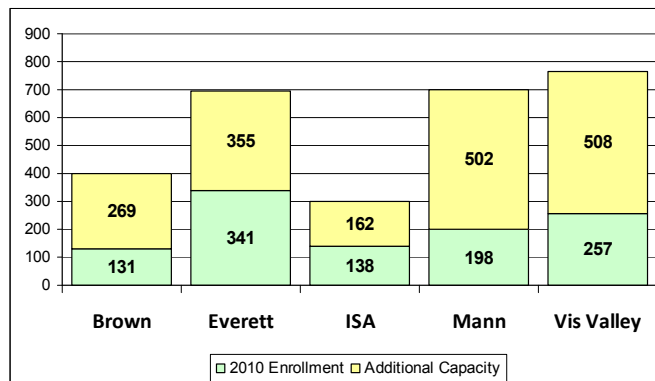
Includes New Housing Effects



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Capacity for Future Growth

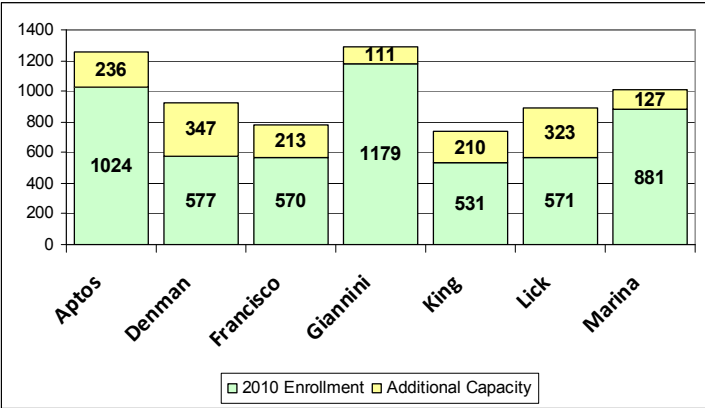
- 5 schools currently operating < 50% of capacity



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Capacity for Future Growth

- 7 schools currently operating between 62% and 92% of capacity



Board's Student Assignment Policy – P5101



Board Policy P5101 (3/9/10)

- *Goal - Reverse the trend of racial isolation and the concentration of underserved students at the same school.*
- *“To the extent practicable, attendance area boundaries for middle schools will be drawn to overlap with elementary school attendance areas, so that all students who attend a particular elementary school will be able to attend the same middle school.”*

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Board Policy P5101 (3/9/10)

“To the extent possible, middle school attendance areas will be designed to facilitate diversity, program coherence, and cohorts of students moving from elementary to middle school. The middle school boundaries may be contiguous or non-contiguous.”

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Board Policy Resolution No. 610-24A1

- **Adopted, as amended, by the Board of Education at its Regular Meeting of December 12, 2006**
- **Preparing All Students for a Multilingual/Multicultural World**