

Implementing the New Student Assignment Policy

**Ad Hoc Committee
September 13, 2010**

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**Maps and Information
Available Online**

www.sfusd.edu/Enroll

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Tonight's Objectives

- Share what we heard from community
- Receive specific feedback from Board
 - Elementary attendance areas
 - Middle school feeder patterns
 - Transportation policy
- Incorporate Board's feedback into resolution 108-24Sp2 and forward for Second Reading and Action on 9/28/10

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Outline

- Elementary Attendance Areas
 - Share feedback received from community
 - Propose amendments
- Middle School Feeder Patterns
 - Share feedback received from community
 - Propose phased in approach (one year extension)
- Transportation Policy
 - Propose new timeline
 - Share potential implications of policy
 - Ask Board if we are on the correct course
- Next Steps

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Elementary Attendance Areas

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What is an Elementary Attendance Area?

- **Elementary attendance areas are geographic borders drawn around most elementary schools throughout the district (58 of the 72 elementary schools)**

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Attendance Areas and School Placement

- Every elementary student will have an attendance area school
- We created attendance areas so there can be a system of helping elementary students get placement in their attendance area school if they wish
- Families are not required to choose their attendance area school, nor can they be guaranteed a placement at their attendance area school

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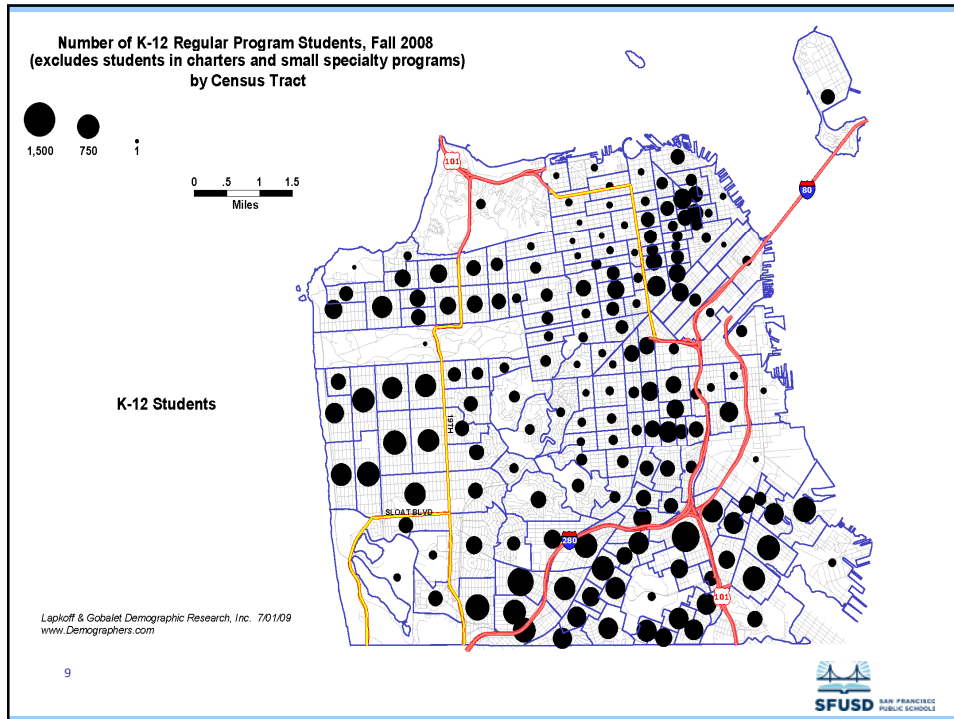


Attendance Areas and School Placement

- It is not physically possible to accommodate all students in their attendance area school
 - Schools in the southeast would be over enrolled (unable to accommodate students)
 - Schools in the center, north, and west of the city would be significantly under enrolled (more space than students)

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What Factors Were Considered?

- **Balancing enrollment with the size of the school**
 - Size of schools
 - Location of schools
 - Where students live
- **Avoiding major roads, highways, and natural topography such as parks**
- **Proximity and creating single, undivided attendance areas around a school (i.e., avoiding non-contiguous attendance areas)**
- **Maximizing diversity**

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8/18/10 Draft Recommendations



Why are Schools Not in Center?

- Distribution of students across City is uneven
- All schools not ideally located
- Some schools on edge of attendance areas
 - distance between schools (close/far) and
 - density (high/low) of students living in the area
- Cannot avoid scenarios where schools are on edge of attendance area

Why Large and Small Attendance Areas?

- Need to cover whole city so every student has an attendance area school
- Density of housing and school-age children varies greatly throughout the city
- Large areas of the city have few houses in them (parks, industrial, and commercial)

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Why Large and Small Attendance Areas?

- Smaller
 - school in densely populated area
 - relatively close to other schools
- Larger
 - school in area not densely populated
 - relatively far from other schools

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Community Feedback

- Sutro / Peabody
- Daniel Webster
- Yick Wo
- McKinley Muir
- Alvarado
- Attendance Areas – majority CTIP1
- Clarendon/Grattan
- Sloat/Sunnyside/Ortega
- Flynn/Serra/Glen Park/Hillcrest/Monroe

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Recommendation Number 1

- Clarendon/Grattan
 - To avoid topographical barriers (Sutro Forest), Willard (above Parnassus), Woodland, Edgewood, and Belmont become part of Grattan's attendance area, instead of Clarendon's attendance area

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Recommendation Number 2

- Sloat/Sunnyside/Ortega
 - Keep Westwood Park together by extending **Sloat's** boundary to Greenwood and Ridgewood
 - Move **Ortega's** northern boundary to Holloway to balance enrollments and diversity

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Recommendation Number 3

- Improve diversity and balance enrollments at **Serra** and **Flynn** by adjusting **Serra's**
 - eastern border to follow the 67 bus route along Ellsworth, Courtland, and Nevada, and
 - northern border along Bernal Heights boulevard, Bocana Street, and Eugenia to Mission Street
- Balance enrollments at **Hillcrest** and **Glen Park's** by expanding the eastern boundary to Mission Street
- Adjust **Monroe's** northern boundary to Theresa - otherwise adjustments to Glen Park would create island for Hillcrest

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Middle School Feeder Patterns

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Community Feedback

- **Appreciate value of virtual K8 concept**
- **Concerned about sibling priority – impact during first few years of implementation**
- **Concerned about diminished choice**
- **Questions about timeline and requests to begin with incoming kindergarten class (six year implementation plan)**

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Community Feedback

- **Special Education Pathways**
 - Current configuration of special education services not aligned with feeder patterns
 - Plans for inclusion?
 - Why feeder patterns before redesign?
 - Feeder pattern concept very exciting – positive impact on students and families

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Community Feedback

- **Language Pathways**
 - Is it feasible to build viable pathways at multiple middle schools (e.g., Mandarin)?
 - Why not maintain Spanish Immersion at Hoover?
 - Can we explore developing an immersion middle school?
 - Do immersion programs have to be part of the feeder patterns?
 - What are the program design features of the secondary dual language pathway?

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Community Feedback

- Reform strategies for middle school
 - What are the District's plans to create learning environments where all students can flourish?
 - What academic and extra curricular opportunities will be available at each middle school?
 - What AP/Honors/GATE programs will be available?
 - How will the District support parents and students who get an initial assignment to an historically underperforming school?

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Community Feedback

- Do feeder patterns reverse the trend of racial isolation and concentration of underserved students in the same school?
 - Roosevelt
 - East side / west side / north side / south side
 - PTA fundraising capacity

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Community Feedback

- **Capacity**
 - CIS at DeAvila and Montessori will not have a graduating class for a number of years
 - For the first few years, this will have a negative impact on the size of the middle schools they feed into
- **How many seats will be open for choice?**
 - Concern about the opportunity to get assigned to another middle school through choice

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Community Feedback

- **Slow Down**
 - Need more time to get the word out to all communities, digest the information, and provide feedback
 - Need information about instructional and extra-curricular opportunities available at each middle school
 - Engage parents in development process

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Superintendent's Recommendation

- Phase in the implementation of the feeder patterns
- School improvement initiatives in infancy
 - Special Education Redesign
 - Lau Plan for English Learners
 - Immersion Middle School Pathways
 - SIG Grants
 - Magnet Grants
 - Rebuilding Brown
- Rollout school improvement initiatives first, then develop and implement feeder patterns
- In the interim, use temporary method for middle school placement

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Temporary Method for Middle School Placement

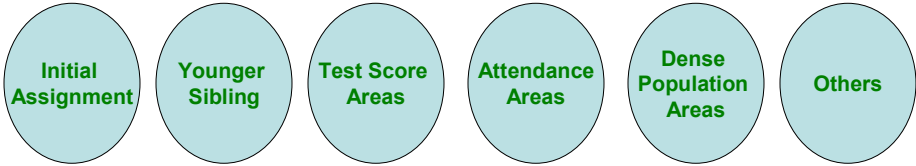
- No initial assignment
- Apply for middle school placement by 2/18/10
- Use tie-breakers to assign students to highest available choice
- If do not get one of choices, offered placement at closest middle school with openings

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Temporary Method for Middle School Placement

Policy Tie-Breakers



Temporary Method (2011-12 school year)



Transportation



Tonight's Goal

- Propose new timeline
- Share potential implications of the new policy
- Ask Board if we are on the correct course

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Revised Timeline

1. Policy
 - Second Reading and Action on 11/9/10 (instead of 9/28/10)
2. Administrative regulations
 - October 13, 2010 Ad Hoc Committee
 - November 8, 2010 Ad Hoc Committee
3. Routes for 2011-12 school year
 - January 2011

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Approach

- Working within the parameters of the current transportation budget, build a new transportation infrastructure that is aligned with the new student assignment policy (P5101)
- This means
 - Eliminating some stops
 - Adding new stops
 - Maintaining some stops

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Redesign Bus Stops To...

- Provide access to elementary newcomer programs
- Maintain diverse elementary school enrollments in non-diverse neighborhoods (e.g., Lakeshore, Milk, and New Traditions)
- Provide transportation from high density areas to low density areas
- Provide transportation to schools in the Superintendent's Zone and other schools in racially-isolated neighborhoods

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Redesign Bus Stops To..

- Provide transportation from areas of the city with the lowest average test scores to K8 schools and elementary language immersion programs
- Provide transportation to attendance area elementary schools where there are major topographical obstacles (e.g., Treasure Island) and/or large attendance areas (e.g., Webster)
- Support elementary to middle school feeder patterns (pending approval of feeder patterns)

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Potential Implications

- Current routes are vestiges of past integration efforts and requests from schools for additional services based on family requests
- Redesigned routes will primarily move students from CTIP1 areas of the city to programs and schools outside the area, students from Treasure Island to their attendance area school, and students from high density to low density areas
- This represents a major shift, and a reduction in many stops on the west side of the city

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Potential Implications

- No “grandfathering” of current stops not included in the new transportation infrastructure, which means eliminating school bus transportation for approximately half of the current ridership

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Potential Implications

- No transportation for after-school programs, including Child Development Programs and Private after school programs
 - Enrollments in Child Development Programs would plummet
 - After school is not available at all sites and many sites have waiting lists

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Questions for Board

- Are we on the correct course?
- Does the Board want staff to redesign transportation within the parameters of the current budget (excluding Special Education), or reduce the transportation budget?
- Does the Board want to provide transportation to after school programs until the redesign of after school comes to fruition?
- What are the Board's thoughts about 'grandfathering' stops?

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Tell Us What You Think!

Discussion

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Next Steps

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Next Steps

- **September 28, 2010 - Board meeting**
 - *Second reading and action (boundaries and middle school)*
- **October 13, 2010 – Ad Hoc Committee**
 - *Outreach and recruitment strategies*
 - *Administrative regulations*
 - *Transportation policy*
- **November 8, 2010 – Ad Hoc Committee**
 - *Monitoring and evaluation*
 - *Transportation policy*
- **November 9, 2010 - Board meeting**
 - *Second reading and action (transportation)*
- **November 13, 2010**
 - *Launch new placement process*

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