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Board of Education Ad Hoc Committee on Student Assignment

January 29, 2009

Overview

Purpose

- Provide a regular and public way for Board of Education commissioners to discuss the redesign of the student assignment system and get input from the community

Staff Presentation

- Data
- Project Overview
- Conceptual Options
- Framework for Evaluating Options
- Next Steps

Questions and Discussion

Data

- Students who reside in same zip as school of enrollment
- Students who reside in same zip as school requested as a first choice (Round 1)
- For each school, % of students from each zip
- Distance between residence and first choice (K)
- Racial/ethnic breakdown of enrollment and requests

Notes:

- Not every zip code has a school (94104/05/29/30)
- Some zip codes have more schools than others
- Zip codes are not necessarily a good proxy for neighborhood

Zip Data: Enrolled

- Only one-third of all schools have more than 50% of enrolled students living in the same zip as the school
 - High School: None
 - Middle School: Two
 - Denman (94112) and Visitacion Valley (94134)
 - Elementary School: 24 schools (approximately 34%)
 - Distributed across the city in 9 of 22 zip codes (94109, 94110, 94112, 94116, 94121, 94122, 94124, 94133, 94134)
 - All four schools in 94124 (Bayview Hunters Point)
 - Six of the seven schools in 94112 (Ingleside/Excelsior)
- Less than 15% of students attending schools in 94114 (Castro/Noe Valley) and 94123 (Marina) live in the same zip as the school

Zip Data: Enrolled

- Approximately three-fourths of all schools have less than 50% enrollment from any one zip code

Zip Data: First Choice Request

> 50% zip applicants requested school in zip

Zip	ES	MS	HS
94103	2		
94108	1		
94110	7	1	1
94114	5	2	1
94121	3	1	1
94122	4	1	1
94123	2	1	
94132	2		1
94133	4	1	
9	30	7	5

< 50% zip applicants requested school in zip

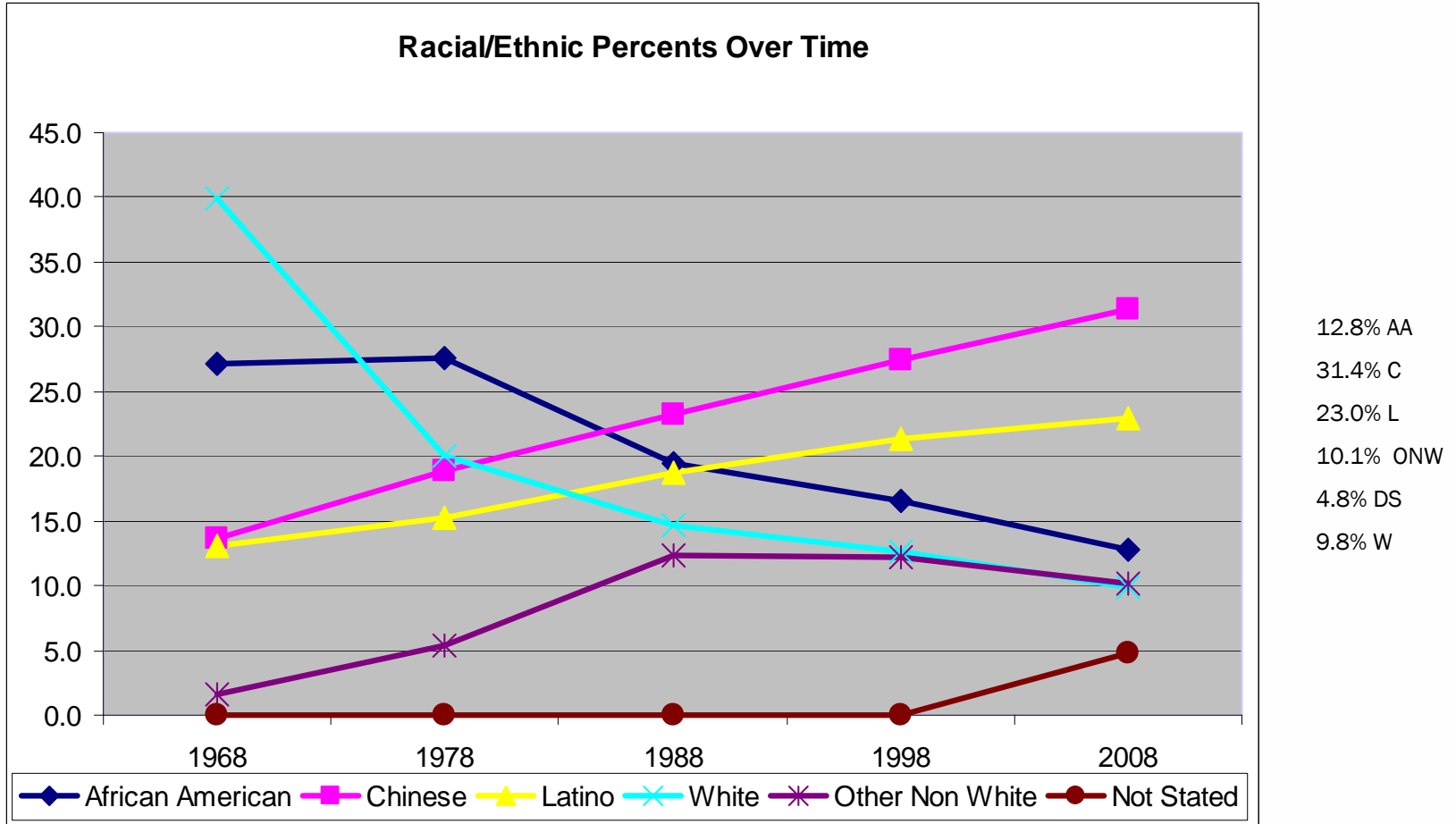
Zip	ES	MS	HS
94102	1		
94107	2		2
94109	2		1
94111	1		
94112	7	1	2
94115	2		1
94116	4	1	1
94117	3		1
94118	3	1	
94124	4	1	1
94127	3	1	
94131	4		1
94134	4	2	1
13	40	7	11

Distance Data (Kindergarten)

- 47% of kindergarten applicants requested a school within 1 mile of their home as a first choice
- 71% requested a school within 1.5 miles
- 81% requested a school within 2.5 miles
- 72% of students who requested a school more than 5 miles from their home live in 94124 (Bayview Hunters Point), 94134 (Visitacion Valley/ Sunnydale), or 94112 (Ingleside-Excelsior)

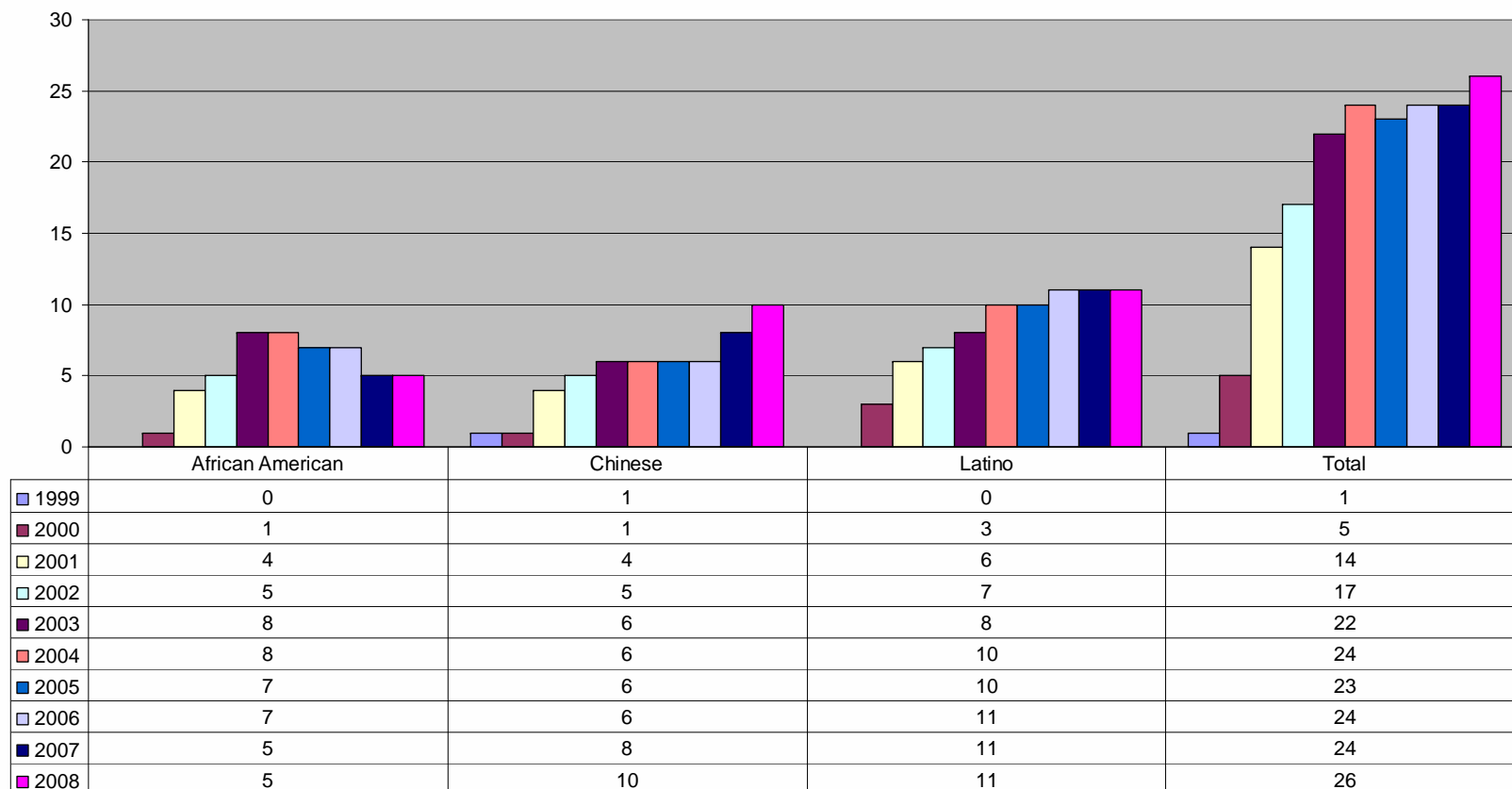
Distance	%
Less than ½ mile	30%
.6 miles to 1 mile	17%
1.1 to 1.4 miles	11%
1.5 to 1.9 miles	13 %
2 to 2.4 miles	10%
2.5 to 4.9 miles	16%
5 miles or more	3%

Diversity: Changing Demographics



Diversity: Enrollment

Counts of Schools with Over 60% of a Racial/Ethnic Group



Diversity: Most Requested Schools

- Most requested school at elementary level not shared by any racial/ethnic group: African American: Drew; Chinese: Alice Fong Yu; Latino: Buena Vista; White: Lilienthal
- In 2008-09, Aptos was one of the top three most requested middle schools among African American, Latino, and White students, but not Chinese students (In 2003-04, Aptos was not in the top three for any racial/ethnic group)
- In 2003-04, Lick was the third most requested middle school among Latinos, and by 2008-09 it was the top most requested school among Latinos; it is not in the top three for African American students, Chinese students, or White students
- At the high school level, Lowell, Lincoln, and Washington are the top three most requested schools among all racial/ethnic groups

Diversity: Applicant Pools

Our applicant pools are not diverse

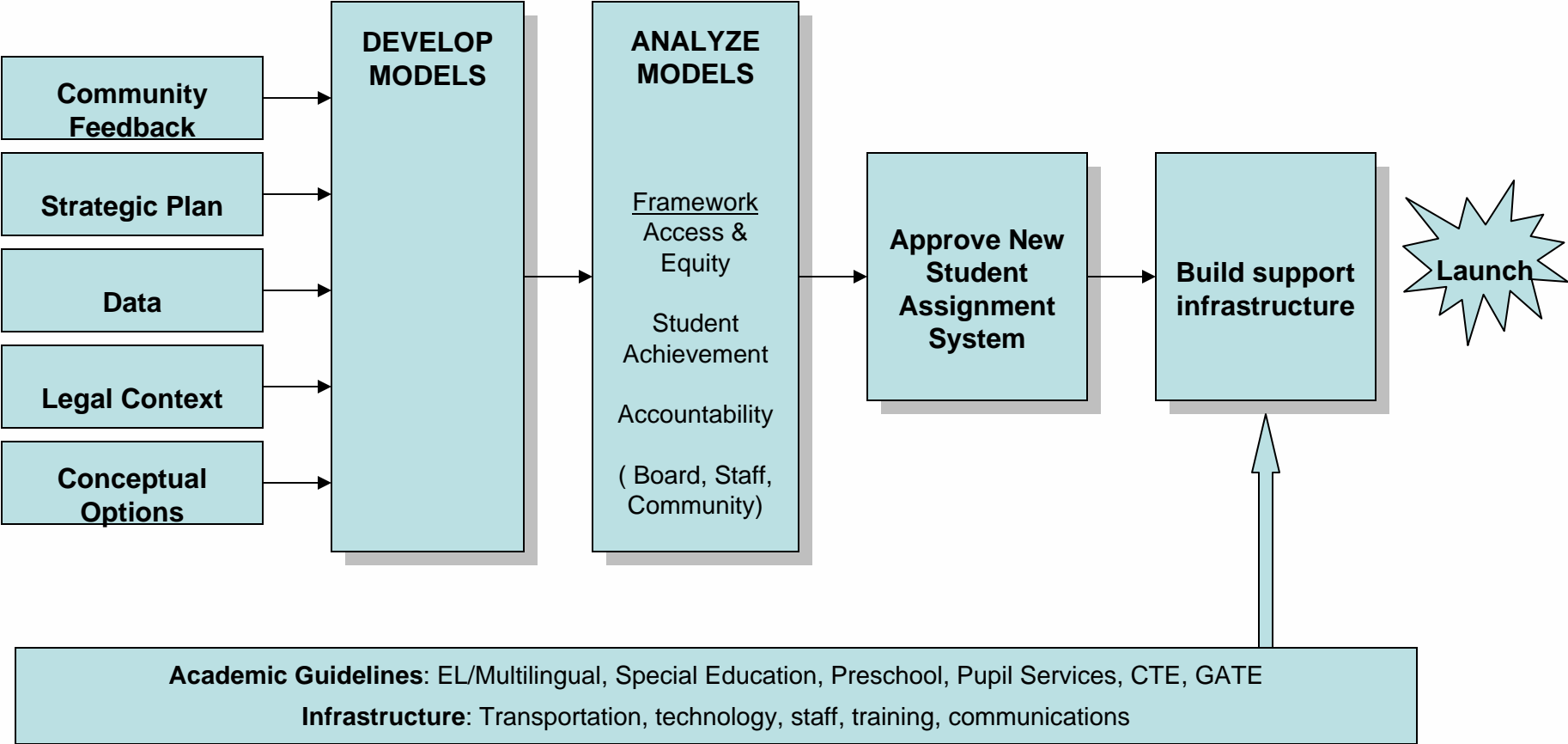
Applicant pools with > 45% of a single racial/ethnic group

- **60% kindergarten applicant pools (41)**
 - 4 African American
(Carver, Drew, Harte, Malcolm X)
 - 14 Chinese
(Fong Yu, Garfield, Key, Lau, Lawton, McCoppin, Parker, Spring Valley, Stevenson, Sutro, Taylor, Ulloa, Visitacion Valley, Yehall Chin)
 - 13 Latino
(Bryant, Buena Vista, Chavez, Cleveland, Guadalupe, Hillcrest, Marshall, Monroe, Moscone, Muir, Sanchez, Serra, Webster)
 - 10 White
(Alvarado, Clarendon, Grattan, Lilienthal, McKinley, Miraloma, New Traditions, Peabody, Rooftop, Sherman)
- **62% 6th grade applicant pools (8)**
 - 5 Chinese (Francisco, Giannini, Marina, Presidio, Roosevelt)
 - 3 Latino (Everett, Lick, Mann)
- **29% 9th grade applicant pools (4)**
 - 2 Chinese (Galileo, Lincoln)
 - 2 Latino (June Jordan, O'Connell)

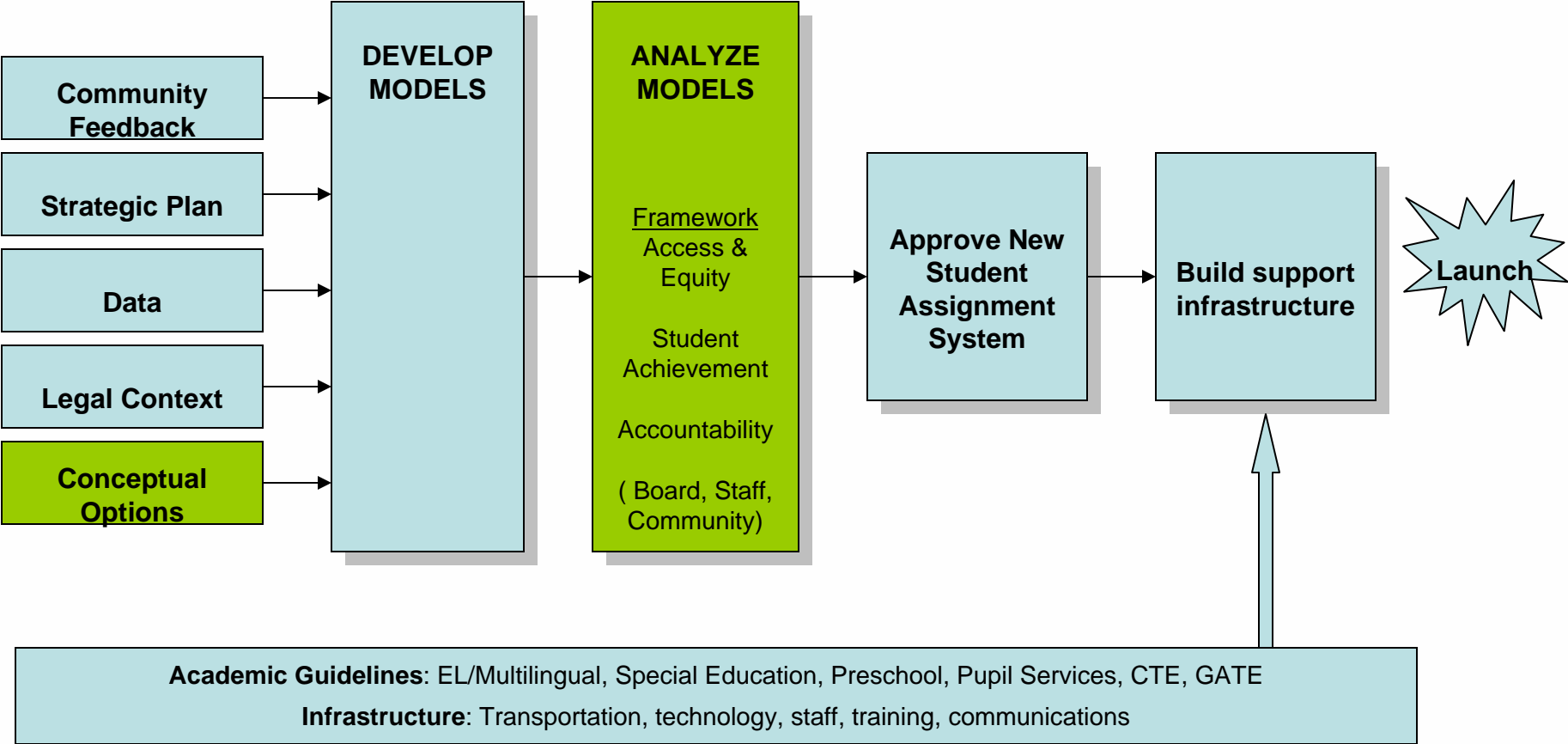
Interpreting the Data

- The current patterns are a product of our current system
- In some cases there may be structural reasons for the patterns (e.g., moved since request was made, transportation, choice/designated assignment)
- In others it may be preference based (e.g., desire for a particular program, beliefs about safety/academic quality, afterschool programs, near family's place of work)
- Changing any single variable would result in different patterns

Project Overview



Project Overview



Draft Framework to Evaluate Options

- Tool with statements that reflect the goals of the strategic plan and considerations gathered from the community
- Intentionally subjective tool – terms open to interpretation
- Can be used by Board, Staff, and Community to analyze options
- Rating Scale
 1. Rater believes the statement is mostly false
 2. Rater believes the statement is more false than true
 3. Rater believes the statement is neither true nor false
 4. Rater believes the statement is more true than false
 5. Rater believes the statement is mostly true

Draft Framework to Evaluate Options

Access and Equity

	1	2	3	4	5
This model creates equitable access to high quality programs for all students					
This model results in schools that are racially and ethnically diverse					
This model results in schools that are socioeconomically diverse					
This model results in schools that are linguistically diverse					
This model results in convenient transit between home and school					

Framework to Evaluate Options

Student Achievement

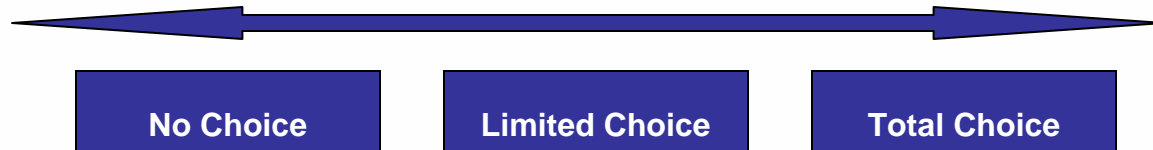
	1	2	3	4	5
This model allows for program pathways across grade levels					
This model allows for access to programs that meet students' specific needs					
This model results in school communities made up of students with different academic histories					
This model will help diminish the predictive power of demographics					
This model allows for adjustments over time based on changes in program placement and school configuration					

Draft Framework to Evaluate Options

Accountability

	1	2	3	4	5
This model responds to community input					
This model allows opportunity for choice					
This model allows students to attend schools close to their homes					
This model is predictable for parents					
This model does not require extensive resources to implement or sustain over time					
This model is easy for parents and community members to understand					
This model relies on information from families that can be verified					
This model allows for adjustments over time based on population and building trends					
This model results in schools that do not exceed their maximum enrollment capacity					

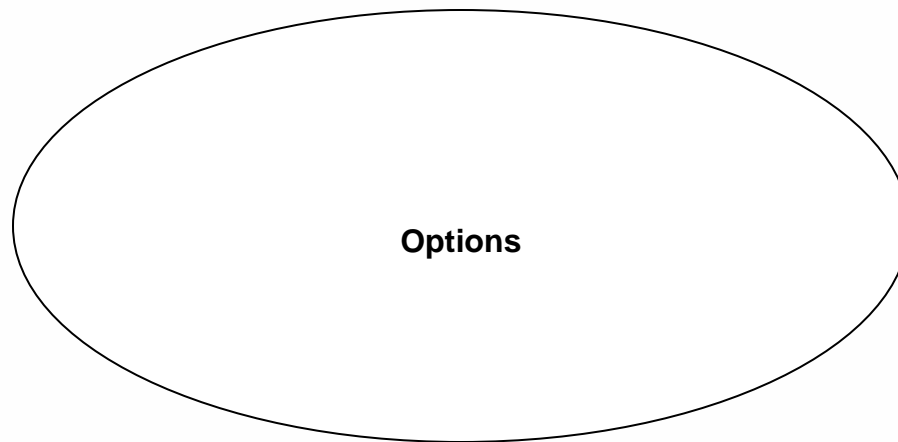
Conceptual Options



Proximity Boundaries

Cluster / Zone Boundaries

No Boundaries



Elementary

Middle

High

Capacity

Programs

Population Density

Criteria for Boundaries

Priority

Guarantee

Allocating Open Seats

Conceptual Options

- Planning to develop these models
 - Attendance area schools
 - Attendance area schools with city-wide options
 - School clusters within geographic zones
 - City-wide choice
- Will provide summary information to help analyze models

Next Steps

February and March 2009

- Incorporate feedback from tonight
- Develop three or four models
- Run simulations and share results
- Analyze models - Board, Staff, Community

April 2009

- Approve a new student assignment system

May to October 2009

- Develop administrative guidelines and support infrastructure (transportation, staff, technology, communications, etc.)

November 2009

- Launch outreach and recruitment campaign for 2010-11

Community Input

Where to learn more:

- Board Meetings
 - February 12, 2009, Committee of the Whole on Student Assignment
 - Additional dates to be established
- www.sfusd.edu

How to provide input:

- Survey
- Email: StudentAssignmentIdeas@sfusd.edu
- Community conversations
- Board Meetings

Questions and Discussion

