Attn: Barbara Carr

Please see attached for the various recommended edits/changes. Also, I am including a copy of more data to assist you in understanding the current policies and procedures. It is directly from the SFUSD website. The most useful of the two documents included will most likely be the one titled 'substitute-motion-for-attendance-areas-Sep-2010-1. I did notice throughout the meeting yesterday that the committee did not have a sufficient amount of background information surrounding the current SFUSD Student Assignment System policies. The press release that was handed out was in essence, a fraudulent and incorrect representation of the current system, as is. I'm not sure why the school district would have given that document to you, given that the current system looks nothing like what is proposed in the press release. Therefore, the 'The Way It It Now' section is not accurate and adds factors that are not currently in place, nor have they been, to date. I know the policies well. I have been studying them for a year straight and they have also affected my children's ability to attend a school anywhere near our home. I am going through an appeal process for a middle school assignment presently. In addition, I wanted to inquire about the current title indicated in the approved draft, which is 'Student Assignment System.' I am assuming the true title which was adopted and approved initially will be used on the ballot itself? The title is 'Quality Neighborhood Schools For All,' This is essentially a Neighborhood School Student Assignment initiative. If you have any additional questions, I am happy to go into greater detail with you in any area noted in the draft ballot initiative. It is of utmost importance to Students First, as the "owner" of this initiative and the major proponent that the current policy be accurately and truthfully depicted, as what it actually is, not what may or may not tae place. I do appreciate all of your assistance. Thanks for your consideration.

Kind Regards,

Chris Miller
Students First SF
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Ballot Simplification Committee APPROVED Digest – 11:10 a.m. on Monday, March 21, 2011 – Packard, Fraps, Fasick, Jorgensen, Unruh
Student Assignment System *(working title only, subject to change)*
Requests for Reconsideration due by 11:10 a.m. on Tuesday, March 22, 2011

The Way It Is Now:

In accordance with San Francisco Unified School District (School District) procedures adopted in 2010, parents may apply for their children to attend any school in the District. If a school does not have space for all applicants, the School District admits students based on certain priorities.

For elementary schools, the School District considers several factors, including in order of priority, whether:

- older siblings attend the same school,
- the student lives in the area and attends a School District pre-kindergarten school in the area,
- the student lives in an area with low-performing schools, and
- the student lives nearby.

All elementary schools send their students to a designated middle school. If parents prefer a different middle school, they may request one. For such requests, the School District generally considers the same factors as for elementary schools, in the same priority.

For high school, the School District does not make any initial assignments. Parents may apply for their children to attend any school, and the School District considers in order of priority, whether:

- older siblings attend the same school, and
- the student lives in an area with low-performing schools.

Parents may apply for their children to attend schools with language immersion and other special programs. The School District considers requests according to similar priorities but imposes additional eligibility requirements.

The Proposal:
Proposition ___ would make it City policy to encourage the School District to adopt procedures to ensure that:

- all students have the opportunity to attend a quality neighborhood school;
- after assigning siblings to the same school, the distance from a student's home to the assigned school is the highest priority; and
- the School District continues to provide students with the opportunity to attend schools with language immersion or other special programs, even if those schools

are not located near their homes.

A "YES" Vote Means: If you vote "yes," you want to make it City policy to encourage the School District to place a higher priority on assigning students to schools near their homes, but still allow students to attend schools with language immersion or other special programs not near their homes.

A "NO" Vote Means: If you vote "no," you do not want to adopt this City policy.

word count: 366   [suggested word limit: 300]

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Introduction

Background

While the diversity index lottery was intended to promote diversity, it has not met SFUSD's longtime desegregation goals of reducing racial isolation and improving educational opportunities and outcomes for all students.

In December 2008, the San Francisco Unified School District (SFUSD) Board of Education convened an Ad Hoc Committee on Student Assignment to provide a regular and public way for the Board of Education to conduct public policy discussions with staff about the redesign of student assignment. The Board of Education established the following priorities for the redesign of student assignment:

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.

Between December 2008 and January 2010, the Board of Education held monthly Ad Hoc Committee meetings, and staff, with assistance from local and national partners and guidance from the Board of Education, analyzed current conditions, explored different student assignment options, and gathered feedback from the community.

Complex Challenges

Key findings from the research and analysis illustrate the complexity of designing a student assignment system that will meet the Board's goal of reversing the trend of racial isolation and the concentration of underserved students in the same school.

- Neighborhood schools are limited in their ability to reverse the trend of racial isolation and the concentration of underserved students in the same school, although some schools may be less racially concentrated than they are today, and many schools would have a more robust enrollment.

- Different choice systems are limited in their ability to reverse the trend of racial isolation and the concentration of underserved students in the same school because the applicant pools for individual schools are racially isolated, and all families do not have the same opportunity to understand which schools they like and to submit their choices on-time for the assignment process.

- To reverse the trend of racial isolation and the concentration of underserved students in the same school through student assignment <u>alone</u>, the Board of Education would need to assign students to schools they have not historically requested and to schools far from where they live. For example, some students living on the west side of the city and in the north of the city would need to be assigned to schools on the east side of the city and the southeast side of the city, and vice-versa.

The diversity index lottery, a mandatory choice system with limited connection to where students live, has resulted in the dispersion of students throughout the city. This dispersion of students and lack of predictability regarding enrollments makes it very difficult for the District to develop projections for strategic planning purposes, to use facilities efficiently, and to cost-effectively create PreK-12 instructional coherence and equitable access to programs and services.

Many schools are currently operating under capacity, despite the fact that they are located in densely populated neighborhoods. The District is constrained in its ability to efficiently provide under-enrolled schools with access to the variety of programs and services available at robustly enrolled schools.

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Conclusion and Theory of Action
Staff concluded that a new student assignment system is <u>one part</u> 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.

Five things together need to be in place to have a strong enough effect to have an impact on reversing the trend of racial isolation and the concentration of underserved students in the same school, and closing the achievement gap.

If the SFUSD has:
1. a student assignment system that is aligned with and supports other initiatives within SFUSD that are designed to create and support diverse enrollments and quality schools in every neighborhood;
2. a human capital allocation system that ensures quality teaching and instructional leadership and promotes diversity among the faculty at each school;
3. strong and effective programs that attract a diverse student body and meet the needs of the students within each school;
4. professional development focused on culturally and linguistically responsive instruction and strategies to support integrated learning environments within each school; and
5. an equitable distribution of resources designed to promote and support diverse enrollments and quality schools in every neighborhood;

then the SFUSD can:
- reverse the trend of racial isolation and the concentration of underserved students in the same school;
- provide equitable access to the range of opportunities offered to students;
- provide transparency at every stage of the assignment process;

and this will dramatically accelerate the achievement of those who are currently less academically successful, and increase the achievement of already high performing students.

Goals for the Student Assignment Policy
This Student Assignment Policy is designed to be flexible so it can be easily monitored and adjusted if it is not accomplishing the goals set forth below.
1. Facilitate student diversity within the parameters of current law.
2. Work in alignment with other District initiatives designed to avoid racial isolation and the concentration of underserved students in the same school.
3. Support the strategic use of limited resources to provide PreK-12 program pathways and quality schools in every neighborhood.
4. Provide equitable access to the range of opportunities offered to students.
5. Create robust enrollments at all schools.
6. Be simple and easy to understand, and provide transparency at every stage of the assignment process.
7. Offer families a degree of predictability regarding where their children will attend school.
8. Minimize the degree of effort families must invest to enroll their children in school.
9. Permit the efficient and cost-effective use of school facilities and transportation.
10. Be cost effective to implement and sustain over time.

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Definitions

The following definitions apply to terms used in this Student Assignment Policy (hereinafter "Policy").

Attendance Areas: Boundaries drawn around individual schools.

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). Because there may be different service attendance areas for different types of programs, an individual school may be in more than one service attendance area.

Transitional Grades: The first grade of enrollment at any particular school. For example, in middle school, sixth grade is a transitional grade.

Combined Census Tracts: Geographic areas containing one or more adjacent census tracts from the federal decennial Census. These combined census tracts shall be approved by the Superintendent, who has the authority to change the combined census tracts in response to any adjustments the US Census Bureau may make to the current configuration of San Francisco's 176 census tracts, and to ensure that the combined Census tracts have substantial numbers of students living in them, minimizing the effects of random variation.

Local Preference ("LP"): A preference in program or school assignment for students who live in the attendance area of a school or the service attendance area for programs and services not available at every school.

Census Tract Integration Preference ("CTIP"): A preference in program or school assignment based on a demographic value that is assigned to each combined census tract. This preference is designed to facilitate attendance at the same schools by students who live in demographically different areas of the City. In the first year of implementation of the Student Assignment Policy, the CTIP value will be based on average K-12 California Standards Test ("CST") scores of students who reside in the combined census tract. Following the first year of implementation, the Superintendent may recommend that the Board of Education use different demographic data to assign CTIP values to combined census tracts in order to better fulfill the goals of the Student Assignment Policy. Any recommended changes approved by the Board of Education would be incorporated into this Student Assignment Policy.

CTIP1 and CTIP2 Tracts: For the first year of Policy implementation, an average K-12 CST score will be computed for each combined census tract, and those combined census tracts will be divided into quintiles based on average CST 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. Following the first year of implementation, the Superintendent may recommend changes to the quintile method, adjustments to the definitions of CTIP1 and CTIP2, the creation of additional CTIP categories, priority for different CTIP categories in different schools, and/or splitting capacities so each school has a preference for both CTIP1 and CTIP2. Any recommended changes approved by the Board of Education would be incorporated into this Student Assignment Policy.

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English Learner ("EL"): Students who are in the process of acquiring English as a second language and have not yet reached Fully English Proficient ("FEP") status.

Enrolled: Students are enrolled in a school or program if they have accepted an assignment to and actually begun attending that school or program.

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, and a goal of this policy is to reduce the number of racially isolated schools.

Underserved Students: Students performing Below Basic or Far Below Basic on the California Standards Test and other equivalent assessments administered by the District;

Sibling: Students who have the same parent/guardian and reside in the same household.

Superintendent: The Superintendent of the San Francisco Unified School District ("SFUSD").

Board of Education ("Board"): The SFUSD Board of Education.

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Student Assignment Method

Attendance Area Schools

Elementary and middle schools, except those designated city-wide schools, will have attendance areas. Current attendance area boundaries will not be used. Rather, the Superintendent will have authority to approve revised attendance area boundaries for all attendance area schools. Such approval shall take place in time to permit use of the revised boundaries for implementation of this Student Assignment Policy in the 2011-2012 school year. The Superintendent shall notify the Board of Education about the revised attendance area boundaries at a properly noticed Board meeting

In drawing attendance area boundaries, the following factors will be taken into account: neighborhood demographics (with the goal of maximizing racial diversity); where students live now and where enrollment changes are expected in the future; availability of facilities; traffic patterns; location of programs (for example, pre-K, special education, and language programs); and coherence of pre-K to kindergarten and elementary to middle school pathways.

Elementary attendance areas will be contiguous.

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. 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.

Attendance area boundaries will change over time. On an annual basis, SFUSD staff will review attendance area boundaries and make recommendations to the Superintendent as to whether modifications are needed. The Superintendent shall have authority to adjust attendance area boundaries. The Superintendent shall notify the Board of Education about any modifications to adjustments to attendance area boundaries at a properly noticed Board meeting.

Service Attendance Areas

Service attendance areas will be created for programs that are not available at every school (for example, Special Day Classes). The Superintendent will have the authority to approve service attendance area boundaries.

In drawing these boundaries, the following factors will be considered: program location, neighborhood demographics (with the goal of maximizing racial diversity), where students live now and where enrollment changes are expected in the future, availability of facilities, traffic patterns, and coherence of pre-K to kindergarten and elementary to middle school pathways.

On an annual basis, SFUSD staff will review service attendance area boundaries and make recommendations to the Superintendent as to whether modifications are needed. The Superintendent shall have authority to adjust service attendance area boundaries. The Superintendent shall notify the Board of Education about any modifications or adjustments to service area boundaries at a properly noticed Board meeting.

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City-Wide Schools and Programs

The Superintendent will identify programs and schools that will not have attendance areas, and will thus be designated city-wide programs or schools. The purpose of the city-wide program or school designation is to facilitate equitable access to the range of educational opportunities offered by SFUSD. Upon initial implementation of the Student Assignment Policy, city-wide programs or schools will include the following: newcomer programs and schools (designed to help recently arrived immigrant EL students); language programs that are clearly defined and listed on the SFUSD application form as a discrete choice, are available at a limited number of schools, and have a separate enrollment capacity with seats reserved specifically for students enrolled in the program; K-8 schools; Lowell High School; and School of the Arts. City-wide schools will not have attendance area boundaries, and therefore will not offer any local preference to students.

Although some schools will be city-wide and will not offer a local preference, all students will have an attendance area school.

The Superintendent will have the authority to re-designate city-wide schools or programs as attendance area schools, and vice versa. The Superintendent shall notify the Board of Education about any modifications or adjustments to city-wide designations at a properly noticed Board meeting.

This Student Assignment Policy does not in any way modify the method of admission to Lowell High School or School of the Arts. Admission to those schools will continue to be governed by SFUSD policies specific to those schools, not by the provisions of this Policy.

Method of Allocating Seats

The SFUSD will replace the diversity index lottery system with an **assignment with transfers** algorithm that uses school requests from families and the preferences outlined in this student assignment policy.

__Attendance Area Elementary Schools__: At the beginning of the enrollment process, SFUSD PreK students will receive an application form and a packet of information describing the enrollment process, the timelines, and the SFUSD elementary school options available to them. This packet of information will include details about resources available to assist families learn more about SFUSD elementary school options and the programs available at each elementary school.

Incoming kindergartners will need to apply for kindergarten by a deadline established by the Superintendent. When submitting their applications, students will be able to request their attendance area school, other attendance area schools, city-wide schools, and city-wide programs. All requests will be processed at the same time, and all applicants will receive a single assignment offer according to the deadlines established by the Superintendent.

For attendance area elementary schools, the student assignment process will give preference to applicants in transitional years (i.e., students entering kindergarten) in the following order:
1. 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. students who live in the attendance area of the school and are enrolled in an SFUSD PreK program in the same attendance area;
3. students who reside in CTIP1 census tracts;

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4. students who live in the attendance area of the school;
5. students who live in attendance areas that do not have sufficient capacity to accommodate all the students;
6. all other students.

Assignments will be made by looking to the next preference category, and if those preferences do not resolve ties then seats will be allocated by random lottery.

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.

For non-transitional grades, the preferences will be modified so that, apart from students who already attend the school, the first priority is for transfers as required by the No Child Left Behind Act ("NCLB"), to facilitate preference to the lowest income and lowest performing students from Program Improvement ("PI") schools, and to comply with any applicable state or federal requirements. All of the preferences listed in the previous paragraph will apply after the NCLB priorities.

Each year, the Superintendent will evaluate the impact of the order and nature of preference priorities and may recommend adjustments to the Board of Education for implementation in subsequent years. Any recommended changes approved by the Board of Education will be incorporated into this Student Assignment Policy.

Attendance Area 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 to middle school based on the elementary school they attend, and they will also receive a packet of information describing the enrollment process, the timelines, and the SFUSD middle school options available to them. This packet of information will include details about resources available to assist families learn more about SFUSD middle school options and the programs available at each middle school.

After receiving their initial assignment based on the elementary school they attend, students will have the opportunity to participate in an optional choice process. Through the choice process, students will be able to apply to their attendance area middle school (which may be different from their initially assigned middle school, because the initial assignment is based on where students attend elementary school rather than where they live) as well as any other middle school in the District. Students applying for middle school who are not SFUSD fifth graders, and so do not receive an initial assignment, will also have the opportunity to participate in the choice process.

Through the choice process, for attendance area middle schools, the process will give preference to applicants in transitional years (i.e., students transitioning from fifth to sixth grade) in the following order:
1. students who received an initial assignment to attend that school;
2. 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. students who reside in CTIP1 census tracts;
4. students who live in the attendance area of the school;

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5. students who live in attendance areas that do not have sufficient capacity to accommodate all the students;
6. all other students.

Assignments will be made by looking to the next preference category, and if those preferences do not resolve ties then seats will be allocated by random lottery. This preference order will govern the choice process for SFUSD fifth graders, and for non-SFUSD students seeking to enroll in middle school in transitional grades.

For non-transitional grades, the preferences will be modified so that, apart from students who already attend the school, the first priority is for transfers as required by the No Child Left Behind Act ("NCLB"), to facilitate preference to the lowest income and lowest performing students from PI schools, and to comply with any applicable state or federal requirements. All of the preferences listed in the previous paragraph will apply after the NCLB priorities.

Each year, the Superintendent will evaluate the impact of the order and nature of preference priorities and may recommend adjustments to the Board of Education for implementation in subsequent years. Any recommended changes approved by the Board of Education will be incorporated into this Student Assignment Policy.

High Schools: At the beginning of the enrollment process, SFUSD eight graders will receive an application form and a packet of information describing the enrollment process, the timelines, and the SFUSD high school options available to them. The packet of information will include details about resources available to assist them learn more about SFUSD high school options and the programs available at each high school.

For high schools the choice process will give preference to applicants in transitional years (i.e., students transitioning from eighth to ninth grade) in the following order:
1. 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, with a minimum of 20% of seats reserved at each high school for students who live in CTIP1 census tracts;
3. all other students

Ties will be resolved by random lottery. If there are fewer requests than reserved seats for CTIP1 students, the Superintendent shall have discretion to determine whether and when to release reserved seats to other students. The administrative regulations will set forth factors to guide the Superintendent's decision making process regarding whether and when to release reserved seats to other students.

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

For non-transitional grades, the preferences will be modified so that, apart from students who already attend the school, the first priority is for transfers as required by the No Child Left Behind Act ("NCLB"), to facilitate preference to the lowest income and lowest performing students from PI schools, and to comply with any applicable state or federal requirements. All of the preferences listed in the previous paragraph will apply after the NCLB priorities.

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Each year, the Superintendent will evaluate the impact of the order and nature of preference priorities and may recommend adjustments to the Board of Education for implementation in subsequent years. Any recommended changes approved by the Board of Education will be incorporated into this Student Assignment Policy.

*Special Education***:** The Individual Education Program ("IEP") team 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***:** For city-wide schools, the choice process will give preference to applicants in transitional years (i.e., students entering kindergarten, or transitioning from fifth to sixth grade, or transitioning from eight to ninth grade) in the following order:

    (1) 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) students enrolled in an SFUSD PreK program at the city-wide school;
    (3) students who reside in CTIP1 census tracts;
    (4) students who reside in attendance areas that do not have sufficient capacity to accommodate all the students;
    (5) all other students.

Assignments will be made by looking to the next preference category, and if those preferences do not resolve ties then seats will be allocated by random lottery. 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.

For non-transitional grades, the preferences will be modified so that, apart from students who already attend the school, the first priority is for transfers as required by the No Child Left Behind Act ("NCLB"), to facilitate preference to the lowest income and lowest performing students from PI schools, and to comply with any applicable state or federal requirements. All of the preferences listed in the previous paragraph will apply after the NCLB priorities.

Each year, the Superintendent will evaluate the impact of the order and nature of preference priorities and may recommend adjustments to the Board of Education for implementation in subsequent years. Any recommended changes approved by the Board of Education will be incorporated into this Student Assignment Policy.

*City-Wide Language Programs (PreK-12)***:** Language programs that are: (a) clearly defined and listed on the SFUSD application form as a discrete choice, and (b) available at a limited number of schools; and (c) have a separate enrollment capacity with seats reserved specifically for students enrolled in the program will be designated city-wide, and students will be assigned to these programs through the choice process.

As language programs are developed and expanded, the Superintendent will have the authority to re-designate city-wide schools/programs as attendance area schools/service area programs, and vice versa,

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at any time prior to or after implementation of this Student Assignment Policy. The Superintendent shall notify the Board of Education about any modifications or adjustments to city-wide designations at a properly noticed Board meeting.

When assigning students to language programs through the choice process, SFUSD staff will first make sure that students meet the eligibility requirements for the language program at issue. Students assigned to the One Way Immersion Programs must be proficient in English. English Learners may enroll in Newcomer or Biliteracy programs. To enter a Newcomer program, students must also have arrived in the United States within 12 months prior to enrollment. One-half to two-thirds of seats in Dual Language Immersion programs are reserved for students who speak the target language to the applicable level of proficiency required for the grade, and one-third to one-half of the seats are reserved for students who do not speak the target language. The Superintendent will have the authority to determine the proportion of seats reserved for each eligibility group of students in Dual Language Immersion programs, and to modify these parameters as needed prior to and following implementation of this Student Assignment Policy.

Once students meet the eligibility requirements for the particular language program at issue, for programs that have fewer seats available than applicants, the choice process will give preference to applicants in the following order:
  (1) 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) other transitional grade students currently enrolled in and wishing to continue in the language program;
  (3) other 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) students who reside in CTIP1 census tracts;
  (5) students who reside in attendance areas that do not have sufficient capacity to accommodate all the students;
  (6) all other students.
Seats will be allocated by looking to the next preference category, and if those preferences do not resolve ties then seats will be allocated by random lottery.

Each year, the Superintendent will evaluate the impact of the order and nature of preference priorities and may recommend adjustments to the Board of Education for implementation in subsequent years. Any recommended changes approved by the Board of Education will be incorporated into this Student Assignment Policy.

City-wide Non-Language Programs: 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.

No Child Left Behind Act (NCLB)

The District will comply with its transfer and transportation obligations under NCLB as part of this Student Assignment Policy through the choice process.

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Infrastructure Support for Student Assignment Policy

Transportation

Following the adoption of the Student Assignment Policy and prior to its implementation, the Superintendent will propose a new transportation policy to the Board of Education based upon input from SFUSD staff and the community.

Because students who utilize existing buses may not continue to receive the same transportation services after adoption of the new transportation policy, the Board will make best efforts to approve a policy no later than Fall 2010 to take effect for the 2011-12 school year.

The new transportation policy will provide transportation to special education students whose need for transportation is set forth in their IEP's, to students as required by NCLB, and to elementary students who reside on Treasure Island.

In developing the new transportation policy, the Superintendent will explore including transportation service areas for programs not available at every school, a limited number of within-attendance-area buses where needed to permit reasonable access to attendance area schools, limited but strategic transportation for low-income elementary school students from designated neighborhoods to support the use of choice as a tactic for creating integrated learning environments, transportation to some SFUSD after-school programs, the elimination of middle and high school transportation other than for special education students whose IEP includes transportation as a requirement, and cooperation with MUNI to facilitate transportation for middle and high school students.

Program Placement, Outreach and Recruitment

In order to effectively use choice as a tactic to reduce racial isolation and the concentration of underserved students at the same school, and to accomplish other objectives, the Superintendent will undertake the following measures.
(1) By August 2010, develop a timeline to place high quality and attractive programs at schools with high concentrations of underserved students and schools with a lack of diversity built into surrounding residential patterns;
(2) Change the current configuration of programs and services to ensure equitable access, to facilitate pre-K-12 instructional coherence, and to attract a diverse group of students;
(3) Develop and implement an outreach and recruitment campaign to encourage students across differences in language, race/ethnicity, and socioeconomic background to attend schools that students from their backgrounds have not historically requested and that may be located outside their neighborhoods.
(4) Develop a targeted recruitment campaign to help SFUSD eighth graders navigate the high school choice system and learn about their SFUSD high school options.
(5) Strategically recruit diverse faculty across SFUSD.
(6) Evaluate the PreK assignment process and explore ways to align it with the kindergarten assignment process.
(7) Investigate the accuracy of home addresses and where appropriate pursue criminal and/or civil action against individuals who submit fraudulent information. Investigations shall in no way be used to determine the legal status of the student or the family. Should investigations conclude that fraudulent information was submitted, the Superintendent shall have the right to revoke the assignment.

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Monitoring and Implementation Regulations

Monitoring

The Superintendent will convene a group of experts with the skills, knowledge, and ability to review and analyze data. Before November 2010, the Superintendent, with the group of experts, will establish specific goals and an infrastructure for monitoring student assignment, and will bring the specific goals back to the Board for review and approval.

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 each year beginning with January 2012. This report will include analysis and a review of information concerning connections among 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, the concentration of underserved students, and the achievement gap;
3. Choice patterns and enrollment diversity:
   - application and enrollment patterns by race/ethnicity and CTIP category 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 and/or high concentrations of underserved students;
   - 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.

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The Superintendent's annual report to the Board may include recommend changes to the Student Assignment Policy itself. 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.

If the annual reports show that SFUSD is not making progress each year on its goal of reversing the trend of racial isolation and the concentration of underserved students in the same school and closing the achievement gap, the Superintendent shall recommend changes to one or more of the above aspects of the student assignment policy and the Board shall consider such recommendations.

Any revisions to this student assignment policy requiring Board approval will be approved at least six months before SFUSD begins accepting applications for any given year. For example, if SFUSD begins accepting applications in November, any revisions to this student assignment policy would have to be approved by April.

Implementation 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;
- 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.

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Timing and Implementation

The Student Assignment Policy set forth herein will take several years to implement and will begin with students entering transitional grades in Fall 2011.

The transition from the current Policy 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.

This Student Assignment Policy overrides all terms in Board policies and administrative regulations that are inconsistent with any of its provisions, including but not limited to P5100, P5117, P5110, and P5110.1.

History/Authorization

Adopted: Resolution 10-2-9Sp2 (First Reading   -   February 9, 2010)
(Second Reading   -   March 9, 2010)

Please Note: This Student Assignment Policy overrides all terms in Board policies and administrative regulations that are inconsistent with any of its provisions, including but not limited to P5100, P5117, P5110, and P5110.1

<div align="right">**Second Reading**</div>

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

Regular Meeting of the Board of Education
August 24, 2010

Superintendent's Proposal

SUBJECT: 108-24Sp2 - Attendance Areas and Elementary to Middle School Feeder
Patterns

REQUESTED ACTION: Pursuant to the Board of Education's Student Assignment Policy
(P5101), the Board of Education of the San Francisco Unified School District hereby approves
the design for new attendance areas for elementary schools, an extension for implementation of
elementary-to-middle school feeder patterns and middle school attendance areas until the 2012-
2013 school year, and a temporary student assignment process for middle school students for the
2011-2012 school year.

Specifically, the Board of Education approves the following:

1. The design for new attendance areas for elementary schools as shown in the
    attached Appendix to this Resolution. As set forth in P5101, the Superintendent
    shall have authority to adjust attendance area boundaries for future school years,
    and shall notify the Board of Education of any such adjustments at a properly
    noticed Board meeting.

2. The implementation of elementary-to-middle school feeder patterns, and middle
    school attendance areas, will be delayed for one year from the time originally set
    forth in P5101. The first school year in which students will be assigned based on
    elementary-to-middle school feeder patterns and middle school attendance areas
    will be the 2012-2013 school year.

3. For the 2011-2012 school year, the Board of Education approves the following
    temporary method for allocating seats for middle school students:

    a) Students will not receive an initial assignment to a middle school.
        They will need to apply for middle school placement by a deadline
        established by the Superintendent.

    b) The choice process will give preference to applicants in transitional
        years (i.e., students transitioning from fifth to sixth grade) in the
        following order:
        i.   younger siblings of students who are enrolled in and
             will be attending the school during the year for which
             the younger sibling requests attendance;
        ii. students who reside in CTIP1 census tracts;
        iii. all other students.

      c)   Students who are not assigned to one of their choice schools will be assigned to the middle school located closest to where they live that has openings.

      d)   For non-transitional grades (i.e., students entering the 7th or 8th grades), the preferences will be modified so that, apart from students who already attend the school, the first priority is for transfers as required by the No Child Left Behind Act ("NCLB"), to facilitate preference to the lowest income and lowest performing students from Program Improvement ("PI") schools, and to comply with any applicable state or federal requirements. All of the preferences listed in the previous paragraphs will apply after the NCLB priorities.

Once the Board of Education approves elementary-to-middle school feeder patterns and middle school attendance areas, the method for allocating seats for middle school students will be governed by Policy P5101. In the interim, this policy overrides the method for allocating seats for middle school students outlined in Policy P5101.

BACKGROUND: In accordance with P5101, the Superintendent has recommended to the Board attendance areas and feeder patterns based on consideration of the following factors among others: proximity; neighborhood and school demographics (with the goal of maximizing racial and other forms of diversity); where students live now and where enrollment changes are expected in the future; availability of facilities; traffic patterns; location of programs (for example, pre-K, special education, and language programs); and coherence of pre-K to kindergarten and elementary to middle school pathways.

These attendance areas shall be used in assigning students to elementary schools for enrollment in the 2011-2012 school year. While P5101 provides that attendance areas and elementary-to-middle school feeder patterns would also be used to assign middle school students for enrollment in the 2011-2012 school year, that will now be delayed by one year and a temporary method for assigning middle school seats will be used for the 2011-2012 school year.

As provided for in P5101, on an annual basis, SFUSD staff will review attendance area boundaries and feeder patterns and recommend to the Superintendent whether modifications are needed. From the date of this resolution, the Superintendent shall have authority to adjust attendance area boundaries and feeder patterns without Board approval. The Superintendent shall notify the Board about any adjustments to attendance area boundaries and/or feeder patterns at a properly noticed Board meeting.

This Attendance Area Policy overrides all terms in Board policies and administrative regulations that are inconsistent with any of its provisions.

DEFINITIONS:

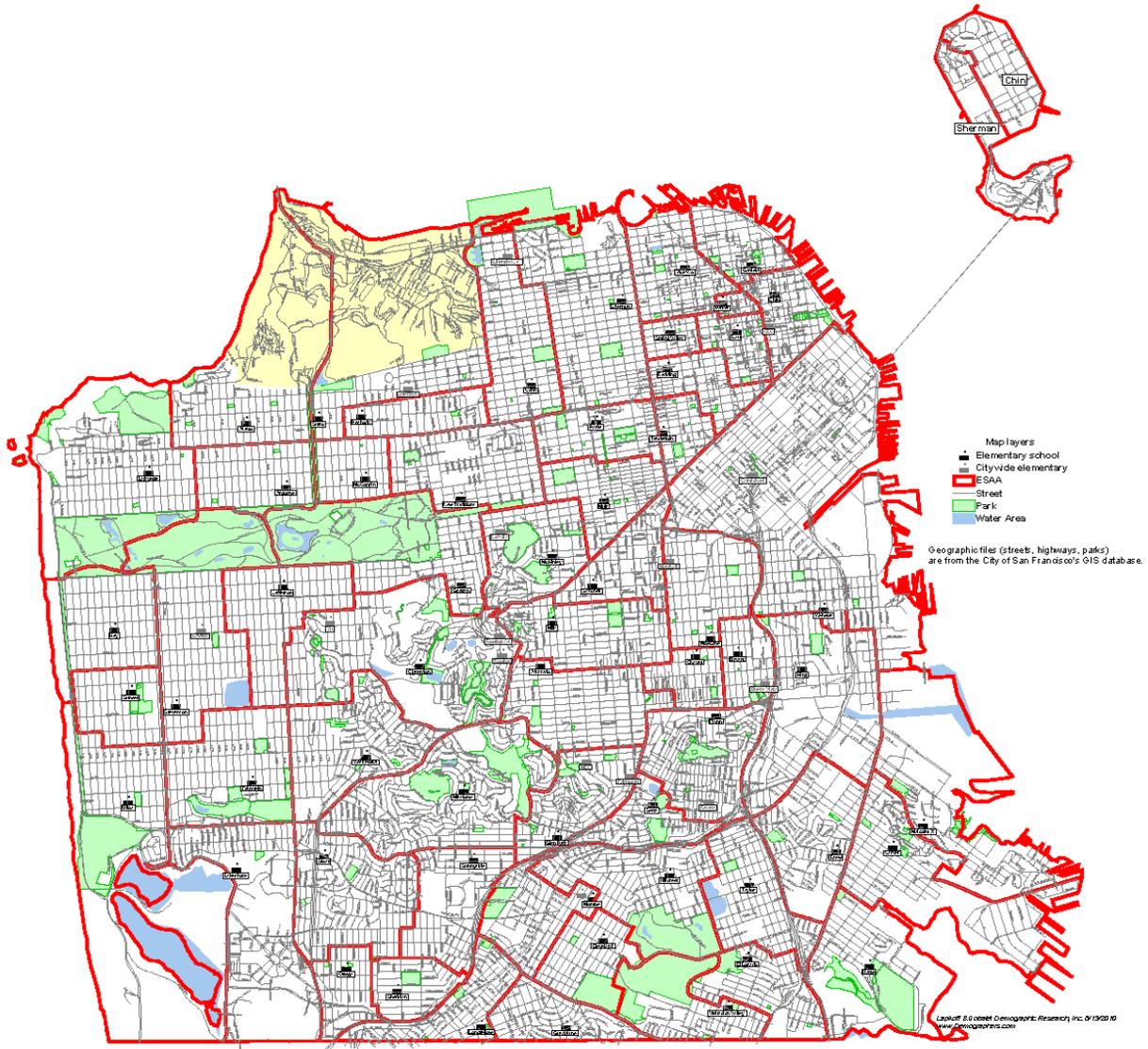**Attendance Areas:** Boundaries drawn around individual schools.

Feeder Patterns: Designation of which elementary schools feed into which middle schools. In accordance with P5101, at the beginning of the enrollment process, SFUSD fifth graders will receive an initial assignment to middle school based on the elementary school they attend, regardless of their residence.

CTIP1 census tracts: In the 2011-2012 school year, the 20% of the combined census tracts within San Francisco that have the lowest average K-12 CST scores. Following the first year of implementation, the Superintendent may recommend and the Board may approve changes to the definitions and uses of CTIP1 and other CTIP categories, as set forth in greater detail in P5101. 8/24/10

Referred by Order of the Chair on 8/24/10 to the Ad Hoc Committee on Student Assignment

APPENDIX A

Elementary Attendance Areas

DRAFT