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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.

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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.

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.

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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.

Definitions

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

Attendance Areas: Boundaries drawn around individual schools.

Elementary City-Wide Schools: Elementary schools (K-5 and K-8 schools) that do not have an attendance area and therefore do not offer any local preference to students. The purpose of the city-wide school designation is to facilitate equitable access to the range of opportunities offered by SFUSD. The Superintendent will have the authority to designate city-wide schools 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.

Elementary City-Wide Programs: Programs that are (a) clearly defined and listed on the SFUSD application form as a discrete choice, (b) are available at a limited number of elementary attendance area schools, and (c) have a separate enrollment capacity with seats reserved specifically for students enrolled in the program (for example, the Cantonese Immersion program at West Portal), may be designated city-wide programs, which do not offer any local preference to students. The purpose of the city-wide program designation is to facilitate equitable access to the range of opportunities offered by SFUSD. The Superintendent will have the authority to designate programs as city-wide, and shall notify the Board of Education about any modifications or adjustments to city-wide designations at a properly noticed Board meeting.

Feeder Patterns: Designation of which elementary schools feed into which middle schools. In accordance with this Student Assignment Policy, beginning with the assignment of students for the 2017-2018 school year, SFUSD fifth graders will receive an initial assignment to middle school based on the feeder pattern for the elementary school they attend, regardless of their residence. In the transition period leading up to enrollment of students for the 2017-2018 school year, feeder patterns will operate as a preference category, as set forth later in this Policy, and will be referred to as the middle school feeder tiebreaker.

Middle School Feeder Tiebreaker: A preference category used in student assignment until the 2017-2018 school year, based on designated elementary-to-middle school feeder patterns.

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Program Pathway: A program that is listed as a discrete choice on the SFUSD enrollment form and continues from pre-K to kindergarten, elementary to middle school, and/or middle school to high school. Spanish Immersion is an example of a program pathway. General Education is not considered a program pathway.

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.

Bayview Preference: Preference category used in student assignment for Willie L. Brown, Jr. middle school for the 2015-16 and 2016-17 school years, based on students' fifth grade enrollment in one of four elementary schools: Dr. George Washington Carver, Dr. Charles Drew, Bret Harte, Malcolm X Academy.

94124 Preference: A preference category used in student assignment for Willie L. Brown, Jr. middle school for the 2015-16 and 2016-17 school years, based on residence in the 94124 zip code.

Brown Preference: A preference category used in student assignment for students who were enrolled in and attended Willie L. Brown, Jr., middle school in 6th, 7th, and 8th grade when they transition from eighth to ninth grade. The Brown preference will be effective in the 2018-19 school year when Brown's first cohort of students graduate from middle school and apply to high school, and it will continue for the 2019-20 and 2020-21 school years, but may be reviewed, modified, or extended for future implementation.

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Student Assignment Method

Attendance Area Boundaries

Elementary schools, except those designated city-wide schools, will have attendance areas. Current elementary school attendance area boundaries, as adopted by the Board in Resolution 108-24Sp2 and used in the first year of Policy implementation are attached to this Student Assignment Policy as Appendix A

In drawing attendance and/or revising 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 pathways); and coherence of pre-K to kindergarten and elementary to middle school pathways.

Elementary attendance areas will be 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 or 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.

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.

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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;
4. students who live in the attendance area of the school;
5. all other students.

Assignments will be made by looking to all the possible combinations of preferences in hierarchical order. For example, a request with a sibling, SFUSD PreK, and CTIP1 preference will be ranked higher than a request with only a sibling preference. The highest preference category always trumps any combination of lower preferences. For example, a request with a sibling preference is higher than a request with an SFUSD PreK and CTIP1 preference. 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. On the application form, applicants can elect to be assigned to the closest language or newcomer pathway with openings if none of their choices are available instead of being assigned to their attendance area school or the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the preferences previously listed will otherwise apply.

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.

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Middle Schools: All elementary schools will feed into a particular middle school. The elementary-to-middle school feeder patterns that will be used in assignment of students beginning with the 2012-2013 school year are attached to this Policy as Appendix B. For enrollment of students beginning in the 2012-2013 school year and for four years thereafter, the elementary-to-middle school feeder patterns will operate as a tiebreaking factor in the choice process. Beginning with the enrollment of students for the 2017-2018 school year, SFUSD fifth graders will receive an initial assignment to their feeder middle school based on the elementary school they attend, and they will have subsequent opportunities to participate in a choice process. Students enrolled in K-8 schools may participate in the middle school choice process, and their K-8 school will be considered their feeder middle school. The assignment process for these two time periods is set forth in further detail below.

The Superintendent shall have the authority to adjust or modify feeder patterns, including when necessary due to school closures or openings. In making any modifications to feeder patterns that are prompted by school closures or openings, the Superintendent shall consider the following factors: current enrollment patterns and expected future enrollment changes; balancing the size of enrollment at various schools; the diversity of enrollment in various schools; the availability of facilities; the locations of programs and schools; and the coherence of elementary to middle school pathways. The Superintendent shall notify the Board of Education about any adjustments or modifications to feeder patterns at a properly noticed Board meeting.

Each year, the Superintendent will evaluate the impact of the order and nature of preference priorities that are used in the choice process 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.

Transition Period

This section of the policy governs the enrollment of students into middle schools for the 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years.

Incoming sixth graders will need to apply for middle school by a deadline established by the Superintendent. When submitting their applications, students will be able to request their feeder school or any other middle school. 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. When middle schools offer more than one program (for example, General Education and Immersion), students will need to indicate which program(s) they are applying for, and may apply for more than one program at a particular school. Students enrolled in fifth grade in a K-8 school will not need to apply or otherwise participate in this process in order to enter sixth grade at their K-8 school, but may elect to participate if they want to attend a different middle school.

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If a middle school offers more than one program, students will need to indicate which program(s) they are applying for. The student assignment process will give preference to applicants in transitional years (i.e., students entering sixth grade) in the following order, except that students applying for programs that have eligibility requirements must meet the applicable requirements for those programs:

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 elementary school that feeds into the requested middle school (middle school feeder tiebreaker);
3. students who reside in CTIP1 census tracts;
4. all other students.

Fifth grade students who are enrolled in an elementary-to-middle school program pathway (for example Spanish Immersion to Spanish Secondary Dual Language Pathway) will have priority over other students who are otherwise in the same preference category. Assignments will be made by looking to all the possible combinations of preferences outlined above in hierarchical order, 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 middle school feeder school if it has openings after the choice process; otherwise they will be assigned to the school closest to where they live that has openings. On the application form, applicants can elect to be assigned to the closest language or newcomer pathway with openings if none of their choices are available instead of being assigned to their feeder school or the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the applicable preferences previously listed will otherwise apply.

Willie L. Brown, Jr. Middle School – Transition Period

This section of the policy governs the enrollment of students into Willie L. Brown, Jr. (Brown) middle school for the 2015-2016 and 2016-2017 school years.

The student assignment process will give preference to Brown applicants 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 attending 5th grade at one of the following four elementary schools: Dr. George Washington Carver, Dr. Charles Drew, Bret Harte, Malcolm X Academy (Bayview preference);
3. students who reside in 94124 (94124 preference);
4. students who reside in CTIP1 census tracts;
5. all other students.

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Assignments will be made by looking to all the possible combinations of preferences outlined above in hierarchical order, 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 middle school feeder school if it has openings after the choice process; otherwise they will be assigned to the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the applicable preferences previously listed will otherwise apply.

5th grade students enrolled in the four schools receiving the Bayview preference will maintain their middle school feeder tiebreaker (see Appendix B); the Bayview preference will not impact middle school tiebreakers.

These preferences will be used to enroll students in Brown for the 2015-16 and 2016-17 school years. By June 2016, the Superintendent will recommend specific elementary schools to feed into Brown; this recommendation will be informed by a review of choice, enrollment, and academic data. The recommendation to be presented by June 2016 will provide every elementary school with one middle school feeder and the assignment process in the section of this policy called "2017-18 School Year, and Thereafter' will apply to all middle schools including Brown.

2017-2018 School Year and Thereafter

Beginning with the assignment of students for the 2017-2018 school year, 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.

When a middle school offers a program that is part of an elementary-to-middle school program pathway (for example, elementary Newcomer/Biliteracy/Immersion language program to Secondary Dual Language Pathway), fifth grade students enrolled in the program pathway will receive an initial assignment to the program pathway at their middle school.

After receiving their initial assignment based on the elementary school they attend, and the program pathway they are enrolled in, students will have the opportunity to participate in an optional choice process. Through the choice process, students will be able to apply to another program at their middle school or 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. When middle schools offer more than one program (for example, General Education and Secondary Dual Language Pathway), students will need to indicate which program(s) they are applying for, and may apply for more than one program at a particular school.

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Through the choice process, for 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, except that students applying for programs that have eligibility requirements must meet the applicable requirements for those programs:

1. students who received an initial assignment to attend that school (this middle school feeder tiebreaker will apply when a student is enrolled in the school but not in the desired program at the 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. all other students.

Fifth grade students who are enrolled in an elementary-to-middle school program pathway (for example Spanish Immersion to Spanish Secondary Dual Language Pathway) will have priority over other students who are otherwise in the same preference category. Assignments will be made by looking to all the possible combinations of preferences outlined above in hierarchical order, 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.

Students who are not assigned to one of their choices will be assigned to their middle school feeder school if it has openings after the choice process; otherwise they will be assigned to the school closest to where they live that has openings. On the application form, applicants can elect to be assigned to the closest language or newcomer pathway with openings if none of their choices are available instead of being assigned to their feeder school or the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the preferences previously listed will otherwise apply.

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 eighth 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.

Incoming ninth graders will need to apply for high school by a deadline established by the Superintendent. When high schools offer more than one program (for example, General Education and

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Secondary Dual Language Pathway), students will need to indicate which program(s) they are applying for, and may apply for more than one program at a particular 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, except that students applying for programs that have eligibility requirements must meet the applicable requirements for those programs:
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 graduating from Willie L. Brown, Jr., Middle School (Brown) who were enrolled in and attended Brown in 6th, 7th, and 8th grade (Brown preference);
3. CTIP1, with a minimum of 20% of seats reserved at each high school for students who live in CTIP1 census tracts;
4. all other students

The Brown preference will become effective in the 2018-19 school year when Brown's first cohort of students graduate from middle school and apply to high school, and it will continue for the 2019-20 and 2020-21 school years, but may be reviewed, modified, or extended for future implementation.

Eighth grade students who are enrolled in a middle-to-high school program pathway (for example Secondary Dual Language Pathway) will have priority over other students who are otherwise in the same preference category. Assignments will be made by looking to all the possible combinations of preferences outlined above in hierarchical order, and if those preferences do not resolve ties then seats will be allocated 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. On the application form, applicants can elect to be assigned to the closest language or newcomer pathway with openings if none of their choices are available instead of being assigned to the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the preferences previously listed will otherwise apply.

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.

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*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.

*Elementary City-wide Schools***:** For elementary city-wide schools, the choice process will give preference to applicants in transitional years (i.e., students entering kindergarten) in the following order once students meet the eligibility requirements for the particular program at issue:
(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) all other students.

Assignments will be made by looking to all the possible combinations of preferences in hierarchical order, 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. On the application form, applicants can elect to be assigned to the closest language or newcomer pathway with openings if none of their choices are available instead of being assigned to their attendance area school or the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the preferences previously listed will otherwise apply.

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.

*Elementary City-Wide Programs***:** Programs in elementary schools (K5 and K8) 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 may be designated city-wide by the Superintendent, and students will be assigned to these programs through the choice process.

When assigning students to programs through the choice process, SFUSD staff will first make sure that students meet the eligibility requirements for the program at issue.   English Learners and

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potential English Learners may enroll in Newcomer, Dual Language Immersion, or Biliteracy programs. To enter a Newcomer program, students must also have arrived in the United States within 24 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 well as the eligibility requirements for Newcomer and Biliteracy programs as needed prior to and following implementation of this Student Assignment Policy.

Once students meet the eligibility requirements for the particular program at issue, for programs that have fewer seats available than applicants, the choice process for elementary city-wide programs will give preference to applicants in the following order:

(1) transitional grade students who are currently enrolled in and wish to continue in the program (for example, students enrolled in and SFUSD PreK Spanish Immersion program who wish to enroll in Spanish Immersion in in kindergarten), 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 program;

(3) younger siblings of students who are enrolled in and will be enrolled the school at issue during the year for which the younger sibling requests attendance;

(4) students who reside in CTIP1 census tracts;

(5) all other students.

Assignments will be made by looking to all the possible combinations of preferences in hierarchical order. 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. On the application form, applicants can elect to be assigned to the closest language or newcomer pathway with openings if none of their choices are available instead of being assigned to their attendance area school or the school closest to where they live that has openings.

For non-transitional grades, the preferences will be modified by the Superintendent as appropriate to address the goals of the No Child Left Behind Act ("NCLB"), the Open Enrollment Act ("OEA"), their successors, and any applicable state or federal requirements. All of the preferences previously listed will otherwise apply.

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.

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No Child Left Behind Act (NCLB)

The District will comply with its transfer and transportation obligations under NCLB, the Open Enrollment Process ("OEA"), other state and federal laws, and the to the extent necessary the Superintendent may modify aspects of this policy to comply with these obligations.

Infrastructure Support for Student Assignment Policy

Transportation

The transportation policy that supports this Student Assignment Policy is set forth in Resolution 108-24Sp1.

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 three 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 August.

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;
- 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.

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

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, resolutions, and administrative regulations that are inconsistent with any of its provisions, including but not limited to P5100, P5117, P5110, and P5110.1 and Resolution 108-24Sp2.

History/Authorization

Adopted: Resolution 102-9Sp2 (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

Date	Board Agenda
September 23, 2014 Board Meeting	149-23Sp2 - Superintendent's Proposal, Page 34 Brown: MS priorities for 2015-16 and 2016-17, + HS priority for 2018-19, 2019-20, and 2020-21
August 26, 2014 Board Meeting	148-26Sp1 - Superintendent's Proposal, Page 2 Brown MS - priorities for 2015-16 and 2016-17
May 27, 2014 Board Meeting	U – Other Informational Items, Page 24 Adjustments to the Middle School Feeder Patterns (Bryant and Webster)
August 28, 2012 Board Meeting	U – Other Informational Items, Page 38 Adjustments to the Elementary Attendance Areas (Miraloma and Sunnyside)
June 14, 2011 Board Meeting	1115-24-Sp1 – Superintendent's Proposal, Page 1 Revisions to P5101 (language and density), and Approval of MS feeders
September 28, 2010 Board Meeting	108-24-SpE – Superintendent's Proposal, Page 4 Elementary attendance areas approved

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Extension of implementation of K8s, and 1 year method for middle school

APPENDIX A: ELEMENTARY ATTENDANCE AREAS
Adjusted August 28, 2012 and first used for the 2013-14 school year enrollment cycle.
8/28/2012 Board Agenda: Other Information Items, page 38

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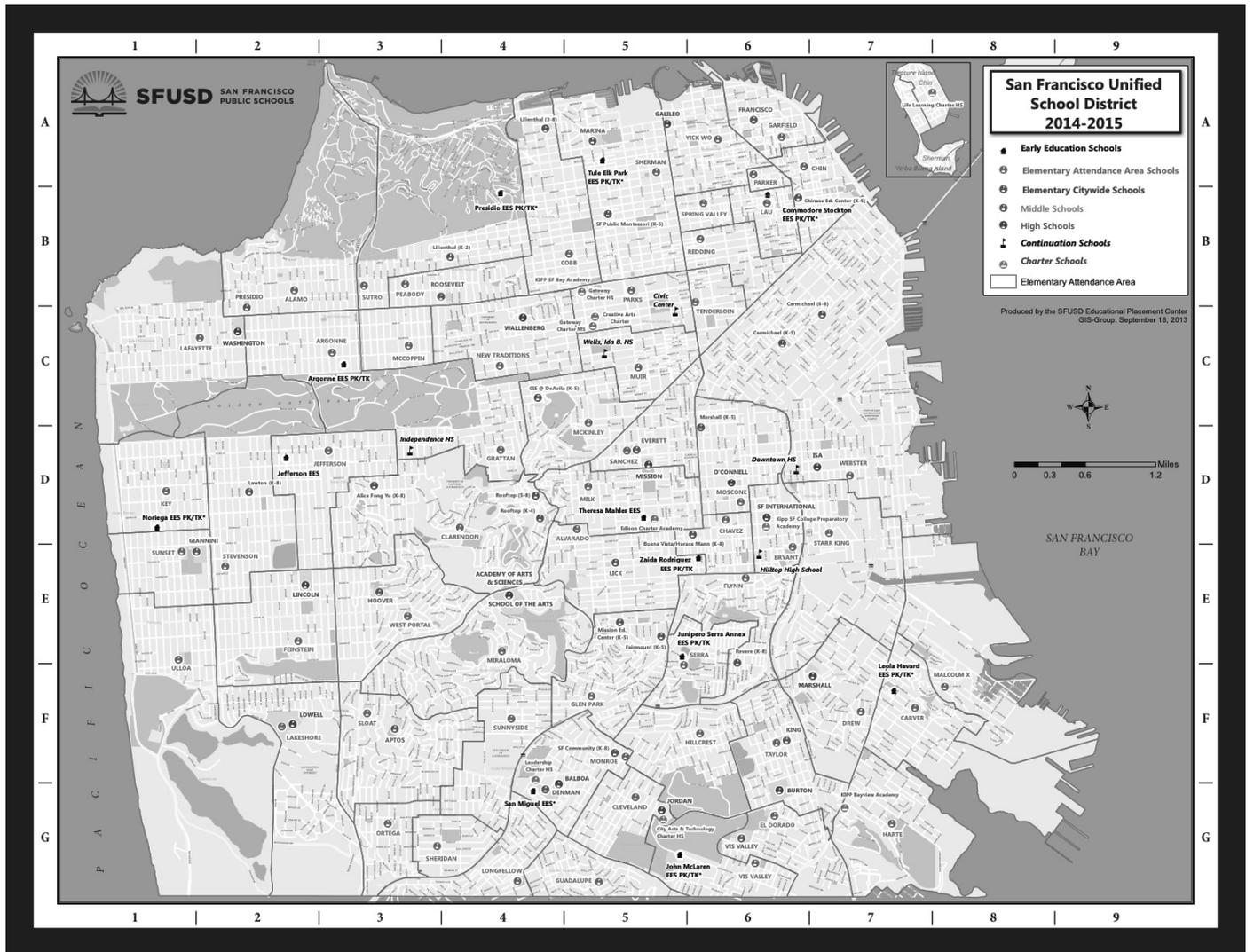| Section - Student Assignment	Page 20 of 21 Date: March 9, 2010 Revised: June 14, 2011 Revised: August 26, 2014 Revised: September 23, 2014

APPENDIX B: ELEMENTARY-TO-MIDDLE SCHOOL FEEDER PATTERNS
Adjusted: 5/27/2014 for use starting with the enrollment cycle for the 2015-16 school year.
Board Agenda: Other Information Items, page 24

ES Sch	Elementary School	Split feeder	MS Sch	Middle School Feeder
413	Alamo		778	Presidio MS
420	Alvarado		634	Lick MS
435	Argonne		778	Presidio MS
453	Harte		634	Lick MS
456	Bryant		529	Everett MS
476	CEC	both apply	546	Francisco MS
476	CEC	both apply	868	Vis Valley MS
478	Clarendon		778	Presidio MS
481	Cleveland		868	Vis Valley MS
488	Sloat		431	Aptos MS
490	Lau		708	Marina MS
497	Webster		634	Lick MS
505	Milk		529	Everett MS
507	Drew		404	Giannini MS
509	CIS @ DeAvila		797	Roosevelt MS
513	Taylor		710	King MS
521	El Dorado		868	Vis Valley MS
525	Cobb		797	Roosevelt MS
537	Fairmount		529	Everett MS
539	Feinstein		431	Aptos MS
544	Key		404	Giannini MS
549	McCoppin		797	Roosevelt MS
562	Garfield		546	Francisco MS
569	Peabody		797	Roosevelt MS
575	Glen Park		634	Lick MS
589	Grattan		404	Giannini MS
593	Guadalupe		868	Vis Valley MS
603	Chavez		529	Everett MS
614	Hillcrest		710	King MS
625	Carver		431	Aptos MS
638	Parker		546	Francisco MS

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ES Sch	Elementary School	Split feeder	MS Sch	Middle School Feeder
644	Jefferson		404	Giannini MS
650	Muir		634	Lick MS
656	Serra		607	Hoover MS
664	Lafayette		778	Presidio MS
670	Lakeshore		632	Denman MS
680	Flynn		634	Lick MS
691	Longfellow	Except Spanish pathway	632	Denman MS
691	Longfellow	Spanish pathway	868	Vis Valley MS
714	Marshall ES		529	Everett MS
718	McKinley		529	Everett MS
722	Miraloma		632	Denman MS
723	Moscone		607	Hoover MS
724	MEC		634	Lick MS
729	Monroe		607	Hoover MS
735	New Traditions		797	Roosevelt MS
746	Ortega		431	Aptos MS
750	Sunset		404	Giannini MS
782	Stevenson		404	Giannini MS
786	Parks		778	Presidio MS
790	Redding		708	Marina MS
801	Yick Wo		546	Francisco MS
814	Montessori		708	Marina MS
816	Sanchez		529	Everett MS
820	Sheridan		632	Denman MS
823	Sherman		708	Marina MS
830	Malcolm X		710	King MS
834	Spring Valley		708	Marina MS
838	King ES		431	Aptos MS
842	Sunnyside		632	Denman MS
848	Sutro		797	Roosevelt MS
859	Tenderloin		546	Francisco MS
862	Ulloa		607	Hoover MS
867	Vis Valley ES		868	Vis Valley MS
872	Chin		546	Francisco MS
876	West Portal		607	Hoover MS

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