Students who will have their fifth birthday between on or before September 1, 2018 to be legally eligible for Kindergarten and six years old at the start of the school year.

Age Requirements
California law requires that a child must be five years old on or before September 1, 2018 to be legally eligible for first grade. Students who will have their fifth birthday between September 2 and December 2, 2018 are eligible for a Transitional Kindergarten program for the 2018-2019 school year. Transitional Kindergarten is the bridge between Preschool and Kindergarten. Transitional Kindergarten uses a modified kindergarten curriculum that is age and developmentally appropriate. See page 4 for school options.

Note: If you sign and submit this application, and your child meets the age eligibility for Transitional Kindergarten, your child will be enrolled in a Transitional K program for the 2018-19 school year and will be required to apply for a Kindergarten assignment for the 2019-20 school year by submitting an application available in November 2018.

Definition of Residency
A minor’s residence is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the minor. In order to be enrolled in SFUSD, the student’s parent/legal guardian must continually reside in San Francisco at the time of application and for the entire period of enrollment in SFUSD. A resident is an individual who is a full-time occupant of a dwelling located in San Francisco and who, on any given day, is likely to be at his/her stated address when not at work or school. In determining the place of residence the following rules shall be observed:

a. It is the place where one remains when not called elsewhere for labor or other special or temporary purpose, and to which he/she returns in seasons of repose.
b. There can only be one residence.

c. A residence cannot be lost until another is gained.
d. The residence of the parent/guardian with whom an unmarried minor child maintains his/her place of abode is the residence of such unmarried minor child.
e. The residence can be changed only by the union of act and intent.

Placement Policy for twins, triplets and multiples
If placement for twins, triplets or multiples in the same school, and program choices in the same order. The parent/guardian must answer YES to the following question on section 6 of the application form: Do you wish to have your twins, triplets or multiples placed in the same school?

Key Dates
January 12, 2018: Application deadline
March 16, 2018: Placement offers mailed to families
March 19-23 & April 2-6, 2018: Parents/guardians must register at schools to accept offers.

Questions? Want help?
Talk to the team at the SFUSD Educational Placement Center. We’re here to help!
555 Franklin Street, Room 100
San Francisco, CA 94102
Tel: 415.241.6085 Fax: 415.241.6087
Office Hours: M-F 8:00AM-4:30PM
www.sfusd.edu enrollinschool@sfusd.edu

The information in this Application is accurate as of the time of publication (October 2017). However, it is possible that some programs could be moved, eliminated, reduced, modified, or added. Major changes will be publicized as soon as they are known.

Student Placement Tie-Breakers
Students are placed in their highest ranked choice as long as there are openings. Tie-breakers are used to help place students in a requested school when there are more requests for a school than openings.

Transitional Kindergarten (see page 4)
• Attends SFUSD EES offering TK
• Has younger sibling in PreK or older sibling at an elementary school where TK is offered
• Lives in area with lowest average test scores

Kindergarten - Attendance Area Schools
• Has older sibling at requested school
• Lives in attendance area

Kindergarten - City-Wide Schools
• Has older sibling at requested school
• Attends SFUSD PreK at the city-wide school
• Lives in area with lowest average test scores

City-Wide Language Pathways
• Enrolled in language pathway AND has older sibling in the pathway at requested school
• Has older sibling at requested school
• Lives in area with lowest average test scores

6th Grade - Middle Schools
• Has older sibling at requested school
• Enrolled in middle school feeder
• Lives in area with lowest average test scores

9th Grade - High Schools
• Has older sibling at requested school
• Lives in area with lowest average test scores

Willie L. Brown Jr. Middle School
• Has older sibling at requested school
• Enrolled in middle school feeder
• Lives in 94124 Zip Code
• Lives in area with lowest average test scores

Placement Policy for twins, triplets and multiples
If placement for twins, triplets or multiples into the same school and program is desired, each application must indicate the same school, and program choices in the same order. The parent/guardian must answer YES to the following question on section 6 of the application form:

Do you wish to have your twins, triplets or multiples placed in the same school?
## Language Pathways

<table>
<thead>
<tr>
<th>Language Pathway</th>
<th>Students Served</th>
<th>Language Instruction</th>
<th>Pathway Eligibility</th>
</tr>
</thead>
</table>
| **K-5 Elementary Dual Language Immersion (DLI)**  | • English Learners  
• Bilingual students  
• English proficient students | Start with 80% instruction in pathway language in kindergarten and decrease to 50% by 5th grade | • Based on DLI research, district will assign an appropriate balance of students who are proficient in the pathway language (2/3 to 1/2) and students who have not demonstrated proficiency in the pathway language (1/3 to 1/2).  
• To demonstrate proficiency, students who indicate a language other than English on the home language survey are assessed in the respective pathway language. |
| **K-8 Alice Fong Yu Chinese Immersion Pilot Program**  | • English Learners  
• English proficient students | Start with 80% instruction in pathway language and decrease to 50% by 5th grade. | The pilot implements a program that evaluates an alternative student ratio between 1/3 and 2/3 of English Learners and 2/3 to 1/3 of English proficient students. |
| **K-5 Elementary Biliteracy**  | • BILC: Cantonese  
• BILS: Spanish | English Learners  
Bilingual students | Students applying for grades K or 1 whose home language is one of the respective pathway language.  
Students in grades 2-5 who are currently not in DLI or Biliteracy must be assessed and demonstrate grade-level proficiency in the respective pathway language. |
| **K-5 Foreign Language in Elementary School (FLES)**  | • All students | 30 – 60 minutes of language and cultural enrichment (3-5 days/week) | For each Japanese Bilingual Bicultural Program (JBBP), in order to support peer language modeling, the district will assign an appropriate balance of students who are proficient in the Japanese language (10 out of the 44 seats) and students who have not demonstrated proficiency in the Japanese language (34 out of the 44 seats). To demonstrate proficiency, students who indicate Japanese on the home language survey are assessed in the respective pathway language. |
| **K-5 Elementary Newcomer**  | • All Languages  
• NC: Cantonese and Mandarin  
• NS: Spanish | Instruction in the native language with 60 minutes of Designated English Language Development (ELL) | Newly arrived to the US (Emerging Level) |
| **6-12 Secondary Dual Language**  | • SDLC: Cantonese  
• SDLK: Korean  
• SDLM: Mandarin  
• SDL.S: Spanish | English Learners  
Bilingual students  
English proficient students | Students who demonstrate grade-level proficiency in the pathway language assessment given at the EPC. |
| **6-8 World Language Program**  | • JBBP: Japanese | 45 – 55 minutes language and culture elective course (5 days/week) | All students are eligible regardless of language proficiency. |
| **6-12 Secondary Newcomer**  | • All Languages  
• NC: Chinese  
• NS: Spanish | English Learners  
Language and content instruction with 45-90 minutes of designated English Language Development | Newly arrived to the US (Emerging Level) |

---

### Do I have to schedule a language assessment?

Students are assessed and may be entitled to additional services if the answer to one of the first three questions on her/his “Home Language Survey” on page 5 of this Enrollment Application indicates a language other than English. If your child speaks a language other than English and lists a dual language pathway or biliteracy as one of her/his choices, she/he may be assessed for her/his current language skills. The language assessments evaluate a child’s proficiency in the pathway language (if assessment is available). Assessments are not timed and students cannot retake the language assessment. Parents should return their enrollment application early so that EPC can schedule and conduct the appropriate assessments. See the “Language Assessments for Enrollment” section of the English Learner Program Guide for more information.

### Where does my child take the test?

- All assessments will be conducted by the staff at the Educational Placement Center, Room 100, 555 Franklin Street or a designated school site.
- Assessments will be scheduled and conducted prior to families receiving an assignment.

### What happens after the test?

Once the test is completed and scored, the parents/guardians meet with a counselor at the EPC to discuss test results, program options, and support services. Parents will have the opportunity to change the school or program requests on their child’s application if they so choose and/or if their child is not eligible for a selected language pathway.

---

For more information on instruction in each language pathway, please refer to the 2018-19 English Learner Program Guide.
## Elementary Schools: K-5 and K-8

### Language Pathways

#### Newcomer Pathways

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ALAMO</td>
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<tr>
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<td>BRYANT</td>
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<td>CARVER</td>
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<td>CHÁVEZ</td>
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<td>CHIN</td>
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<td>CHINESE ED CENTER</td>
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<td>CLAESSEN</td>
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<tr>
<td>CLEVELAND</td>
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<td>DREW</td>
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<td>EL DORADO</td>
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<td>FARMOUTH</td>
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<td>FOSTER</td>
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<td>GUADALUPE</td>
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<td>NEW TRADITIONS</td>
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<td>REDDING</td>
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<td>SIMON H. RAMON</td>
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<td>STARR KING</td>
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<td>STEVENSON</td>
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<td>SUNNYSIDE</td>
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<td>SUNSET</td>
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<td>SUTRO</td>
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<tr>
<td>YICK WO</td>
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<td>Gen [K-5]</td>
</tr>
</tbody>
</table>

### Notes:

* CEC students feed to Francisco and Visitacion Valley, based on the middle school closest in proximity to home.

### Language Requirements:

Before applying to a language or newcomer pathway, please review the pathway descriptions and eligibility requirements on page 2.
Students who are eligible and are requesting Transitional Kindergarten will be assigned to their highest ranked request as long as there is space at the school. If there are more students applying than there are openings at a school, choice assignments will be made by looking to all the possible combinations of tie-breakers in the following hierarchical order.

1. Presently enrolled in a SFUSD Early Education School offering TK. Students who have been enrolled in a pre-K program in the 2017-18 school year where TK will be offered in 2018-19 will receive this tiebreaker for their current school.

2. Has a younger sibling enrolled in a SFUSD Pre-K program or an older sibling at an elementary school where TK is offered and are requesting placement at the same site. In an effort to support families with siblings, the TK student will have a tiebreaker for the site where a younger sibling is already attending a pre-K program. Siblings are defined as students with the same parent/guardian and living at the same address.

3. Test score areas

If these tie-breakers do not resolve ties, then ties will be resolved by random lottery.

Key: EES= Early Education Schools, GEN= General Education, PK= SFUSD PreKindergarten, TK= Transitional Kindergarten, ES= Elementary School, MM= Moderate

Every K-5 school in the district is matched with a single middle school, known as its middle school feeder. The middle school feeder for each K-5 school is listed on page three of the application form. While the elementary-to-middle school feeders create virtual K-8s based on elementary school enrollment, the student assignment process for middle school will continue to be a choice process. This means students enrolled in 5th grade at an SFUSD K-5 school will have to submit an application form ranking their middle school requests to receive a 6th grade assignment.

The choice process for middle school will give younger siblings the highest preference, followed by a preference for students enrolled in an elementary school that feeds into the middle school (it doesn’t matter where in San Francisco a student lives, this tiebreaker is based on the school the student is enrolled in for 5th grade), and then a preference for students living in areas of the city with the lowest average test scores (known as CTIP1). These preferences, known as tiebreakers, will be used when the number of requests for a school is greater than the number of seats available.

Key to pathway codes
- JBBP: Bilingual Bicultural Program / Japanese
- New: Newcomer / All Languages
- NewC: Newcomer / Cantonese
- NewS: Newcomer / Spanish
- SDLC: Secondary Dual Language / Cantonese Pathway
- SDLS: Secondary Dual Language / Mandarin Pathway
- SDLS2: Secondary Dual Language / Spanish Pathway

2018-19 High Schools

<table>
<thead>
<tr>
<th>High Schools</th>
<th>SCH# General Education Pathways</th>
<th>Language Pathways</th>
<th>Newcomer Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Secondary Dual Language Cantonese</td>
<td>Secondary Dual Language Mandarin</td>
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<tr>
<td>BALBOA</td>
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<td>Gen</td>
<td>New(9-10)</td>
</tr>
<tr>
<td>BURTON, PHILLIP &amp; SALA</td>
<td>764 (9-12)</td>
<td>Gen</td>
<td>New(9-12)</td>
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<tr>
<td>GALILEO</td>
<td>559 (9-12)</td>
<td>SDLC(9-10)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>JUNE JORDAN</td>
<td>757 (9-12)</td>
<td>Gen</td>
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<tr>
<td>LINCOLN, ABRAHAM</td>
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<td>SDLM(9-10)</td>
<td>New(9-12)</td>
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<tr>
<td>MARSHALL, THURGOOD</td>
<td>853 (9-12)</td>
<td>Gen</td>
<td>New(9-12)</td>
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<td>MISSION HIGH SCHOOL</td>
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<td>Gen</td>
<td>New(9-12)</td>
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<td>651 (9-12)</td>
<td>SDLS(9-12)</td>
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<tr>
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<td>815 (9-12)</td>
<td>Gen</td>
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<td>S. F. INTERNATIONAL</td>
<td>621 (9-12)</td>
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<td>New(9-12)</td>
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</table>

Language Requirements:
Before applying to a language or newcomer pathway, please review the pathway descriptions and eligibility requirements on page 2.

1 Students requesting 9th grade Lowell must also submit a Lowell application by December 15, 2017. 10th-12th grade applications will be available in May 2018.
2 S.F. International High School is especially designed for immigrant English Learners who arrived in the U.S. within the last 4 years. English Learners can complete all four years of their high school education at SF International High School and graduate with a high school diploma and be eligible for admission to a four-year college.

Students requesting 9th grade Lowell must also submit a Lowell application by December 15, 2017. 10th-12th grade applications will be available in May 2018.

<table>
<thead>
<tr>
<th>Key to pathway codes</th>
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</thead>
<tbody>
<tr>
<td>JBBP: Bilingual Bicultural Program / Japanese</td>
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<tr>
<td>New: Newcomer / All Languages</td>
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<tr>
<td>NewC: Newcomer / Cantonese</td>
</tr>
<tr>
<td>NewS: Newcomer / Spanish</td>
</tr>
<tr>
<td>SDLC: Secondary Dual Language / Cantonese Pathway</td>
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<tr>
<td>SDLS: Secondary Dual Language / Mandarin Pathway</td>
</tr>
<tr>
<td>SDLS2: Secondary Dual Language / Spanish Pathway</td>
</tr>
</tbody>
</table>
## Application Form - School Year 2018-2019

### 1. Student Information

- **Last Name**
- **Suffix**
- **First Name**
- **Middle Name**
- **Date of Birth**
- **Gender**
- **Applying for Grade**
- **City**
- **State**
- **Country of Birth**
- **Date of US entry (if born outside US)**
- **Race/Ethnic Identification:**
  - [Racial/Ethnic Identification:](1)
  - [American Indian/Alaska Native](2)
  - [Asian Indian](3)
  - [Black or African American](4)
  - [Cambodian](5)
  - [Chinese](6)
  - [Guamanian](7)
  - [Filipino](8)
  - [Hmong](9)
  - [Korean](10)
  - [Laotian](11)
  - [Japanese](12)
  - [Middle Eastern/African](13)
  - [Other Asian](14)
  - [Other Pacific Islanders](15)
  - [Other](16)
  - [Philippine](17)
  - [Tahitian](18)
  - [Vietnamese](19)
  - [White and Yellow](20)
  - [Amerindian or Inuit](21)
  - [Native Hawaiian](22)
- **Racial/Ethnic Group:**
- **Date of US entry (if born outside US)**

### 2. High school applicants:

- Do you want SFUSD to release your child's name, address, and telephone number to military recruiters? [Yes] [No]

### 3. Home Language Survey

- Whenever the Home Language Survey indicates a language other than English, students are assessed and may be entitled to additional services. The results help parents identify appropriate pathway placement for their child.

  1. What language did your child first learn when she/he began to talk?
  2. What language does your child use most frequently at home?
  3. What language do you use most frequently to speak to your child?
  4. What language do the adults use most frequently at home?

- Please write in the language(s) you would prefer when you receive written materials:

### 4. Special Needs

- If your child has an IEP/504 Plan, please attach it with your application.

- Is the student currently receiving special education services? [Yes] [No]

- Does the student have health conditions requiring school day support? [Yes] [No]

### 5. Family Information

- **Parent/Guardian’s Last Name**
- **First Name**
- **Suffix**
- **Street # / Street Name**
- **City**
- **Zip Code**

- **Parent/Guardian’s Last Name**
- **First Name**
- **Suffix**
- **Street # / Street Name**
- **City**
- **Zip Code**

- **Emergency Contact’s Last Name**
- **First Name**
- **Suffix**
- **Street # / Street Name**
- **City**
- **Zip Code**

### 6. School Requests

- Fill in the pathway, school name, and school number for the schools you would like the student to attend. List as many schools as you like, and list them in order of preference using the school list attached on the front cover. You are not limited to 10 schools! If you wish to list additional choices, please attach your expanded list indicating as many schools as you wish in numbered order.

### 7. Racial/Ethnic Identification

- This is used for state & federal reporting purposes; it will not affect placement decisions.

### 8. Parent Education Level

- Check appropriate box for both parents. This is used for state & federal reporting purposes; it will not affect placement decisions.

### Official use only

- **Certified by:**
- **Date:**
- **Proof of Address:**
- **Proof of Birth:**
- **Applicant/CA:**
- **Social Security #:**

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**Guidelines for Non-Request Assignments**

- [Yes] [No]

**PINK:**

- [Parent Copy]
- [Parent takes to new school of assignment]

**MONDAY:**

- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]

**Tuesday:**

- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]

**Wednesday:**

- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]

**Thursday:**

- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]

**Friday:**

- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]
- [SFUSD school]

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**SAFETY**:

- [Yes] [No]

**Wellness**:

- [Yes] [No]

**CARE**:

- [Yes] [No]

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**SFUSD SPOKESPERSON**

- [Yes] [No]

**FAMILIES**:

- [Yes] [No]

**GOLDEN ROD**:

- [Parent takes to new school of assignment]

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**COPY**:

- [Yes] [No]