Overview

• Elementary Attendance Areas
• K8 Feeder Patterns
  – Transportation
  – Tiebreakers
• Monitoring Student Assignment
• Future Meetings
Elementary Attendance Areas

Policy Guidelines (P5101)

• 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 notify the Board of Education about any modifications to attendance area boundaries at a properly noticed Board meeting
Policy Guidelines (P5101)

The following factors will be taken into account:

• neighborhood demographics
• where students live now and where enrollment changes are expected in the future
• availability of facilities
• traffic patterns
• location of programs
• coherence of PreK-to-K and elementary-to-middle school pathways

Elementary Attendance Areas

• 2009-2010 Demographers
  – extensive demographic analysis
  – developed boundaries with demographers
  – gathered and evaluated community feedback

• September 2010
  – Board of Education approved elementary attendance areas
First Annual Review

1. How does the number of kindergarten applicants for 2011 compare to the average numbers used during development?
   - For example:
     - Average # of K5 residents: 388 / 66 per grade
     - # of K applicants living in attendance area: 80
   - Complete analysis for all attendance areas
   - Recommend adjustments based on findings
First Annual Review

2. Review suggestions from community:
   – McKinley/Grattan
   – Alvarado/Glen Park
   – Sunnyside/Miraloma
   – Parks/Sherman

June/July 2011
   – Email specific suggestions or meeting request: attendanceareas@sfusd.edu

Evaluate impact of suggested changes:
• Can the logic be consistently applied to all suggestions?
• How would the suggestions impact the average number of K5 residents in each attendance areas?
• How would the suggestions impact the racial/ethnic, academic, and linguistic diversity of each attendance area?
• Would suggested changes help balance the size and diversity of enrollments?
• Would the suggested changes help avoid topographical barriers?
First Annual Review

• Recommend revisions if:
  – revisions have minimal impact or improve the demographics and balance of students in each attendance areas
  – revisions avoid topographical barriers
  – logic can be consistently applied
• Post suggestions and staff findings on web
• Share modifications to attendance area boundaries during August 8, 2011 Ad Hoc Committee meeting

K8 Feeder Patterns
K8 Feeders: Background

- March 2010: Board approved P5101
  - Elementary schools feed into a particular middle school
  - Initial assignment and then choice
- August 2010: Staff recommended K8 feeders
- August – September 2010: Community feedback
- September 2010: Board approved substitute motion
  - Delay K8 feeders for one year
  - Tiebreakers for middle school: siblings, CTIP1, random
- February 2011: Staff revised K8 feeders
- March – May 2011: Community feedback
- May 2011: Staff revised recommendations
Why Non-Contiguous Feeders?

- Proximity a priority but not possible given the mismatch between where students live and where schools are located
- Align elementary schools with robust K-5 language programs with middle schools with existing language programs
- Why?
  - Need critical mass to create viable programs
  - Allow all students who attend a particular elementary school to attend the same middle school
- Example: Hoover offers Spanish and Chinese language pathways
  - Agreed both pathways should continue
  - Moscone and Monroe offer Spanish and Chinese
  - SFUSD does not have the resources to create both Chinese and Spanish language pathways in middle schools in all neighborhoods

Middle School Transportation

- Limited transportation for middle school (108-2Sp1)
- Shift in routes for middle school - not an increase in resources – same # of buses (7)
  - Aptos, Presidio, Giannini, Lick, Francisco: 1 bus
  - Hoover: 2 buses
- Number of buses will be constrained by budget: unclear what demand will be
  - Full choice system from fall 2011 to 2016
  - Feeders based on elementary enrollment not residence
- If funding for transportation diminishes, our ability to provide services will diminish
Middle School Transportation

Guiding questions
- Is the distance between the elementary and the middle school more than 3.5 miles on MUNI?
- Does the MUNI trip include a transfer?
- Is the MUNI travel time more than 35 minutes?
- How would the trip time on an SFUSD school bus compare to the MUNI trip time?
- Would adjusting middle school start times:
  - reduce transportation costs, and/or
  - allow SFUSD to include stops beyond the stops at elementary schools, and/or
  - reduce the timeframe between when the bus arrives and instruction begins?

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>MUNI Trip Time (mins)</th>
<th>MUNI # Transfers</th>
<th>Miles between Schools</th>
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<tbody>
<tr>
<td>Carver</td>
<td>Aptos</td>
<td>38</td>
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<td>Clarendon</td>
<td>Presidio</td>
<td>42</td>
<td>1</td>
<td>4.1</td>
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<td>Drew</td>
<td>Giannini</td>
<td>60</td>
<td>1</td>
<td>7.8</td>
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<tr>
<td>Harte</td>
<td>Lick</td>
<td>47</td>
<td>2</td>
<td>4.3</td>
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<tr>
<td>Lakeshore</td>
<td>Denman</td>
<td>31</td>
<td>0</td>
<td>3.1</td>
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<tr>
<td>Malcolm X</td>
<td>King</td>
<td>21</td>
<td>0</td>
<td>2.09</td>
</tr>
<tr>
<td>Monroe</td>
<td>Hoover</td>
<td>46</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td>Moscone</td>
<td>Hoover</td>
<td>38</td>
<td>2</td>
<td>4.1</td>
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<tr>
<td>Muir</td>
<td>Lick</td>
<td>28</td>
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<td>2.0</td>
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<td>Parks</td>
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<td>Starr King</td>
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<td>Francisco</td>
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<tr>
<td>Ulloa</td>
<td>Hoover</td>
<td>27</td>
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**Transportation: Next Steps**

- Once Board approves policy, redesign middle school bus routes for 2012-13
- Not an increase in resources, same # of buses

<table>
<thead>
<tr>
<th>Currently</th>
<th>Redesign</th>
<th>Aptos</th>
<th>Francisco</th>
<th>Giannini</th>
<th>Lick</th>
<th>Hoover</th>
<th>Presidio</th>
</tr>
</thead>
</table>

**Tiebreakers: 6th Grade Simulations**

--- | --- | --- |
Siblings | Siblings | Siblings |
CTIP1 | Feeders | CTIP1 |
Random | CTIP1 | Feeders |
 | Random | Random |

The number of CTIP1 students assigned to each middle school did not change
**6th Grade Simulations: CTIP1**

<table>
<thead>
<tr>
<th>School</th>
<th>Sibling, CTIP1 (March)</th>
<th>Sibling, Feeder, CTIP1 (simulation)</th>
<th>Sibling, CTIP1, Feeder (simulation)</th>
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<tbody>
<tr>
<td>Aptos</td>
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<td>Denman</td>
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<td>Everett</td>
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<td>Presidio</td>
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<td>Roosevelt</td>
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<td>Vis Valley</td>
<td>46</td>
<td>41</td>
<td>41</td>
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**Recommending Feeder Above CTIP1**

- Placing the MS feeder tiebreaker above CTIP1 supports changing enrollment patterns that facilitate the development of K8 feeders through a choice process.
- K8 feeder patterns increase predictability for families and schools and support strategic planning and a more efficient use of limited resources to create quality middle schools.
- CTIP1 continues as a strong preference in assignment
  - Ranked after sibling for K5 assignments
  - MS feeder only applies at 6th grade
  - Students with MS feeder tiebreaker who live in CTIP1 will get preference over students with the feeder tiebreaker who do not
  - 20% of students have the CTIP1 tiebreaker – they are likely to get their choice whether ranked above / below feeder
Superintendent’s Recommendation

• Transition Period: 2012 through 2016
  – Choice process with three tiebreakers
    1. Siblings
    2. Feeder
    3. CTIP1

• Full implementation: 2017-18 and thereafter
  – Initial assignment based on elementary choice (K8 pathway)
  – Choice process after initial assignment
    1. Initial assignment (enrolled in school but not desired program)
    2. Siblings
    3. CTIP1

• Feeder tiebreaker only applies to current 5th graders applying to 6th grade
• Students enrolled in an elementary-to-middle school program pathway will have priority over other students who are otherwise in the same preference category

Monitoring Student Assignment
Monitoring Student Assignment

• Convened group of experts
  – Prudence L. Carter, Associate Professor, Stanford
  – Michal Kurlaender, Associate Professor, UC Davis
  – Sean F. Reardon, Associate Professor, Stanford

• Scope of work
  – Identify questions that should be explored
  – Determine which data should be analyzed and how it should be analyzed
  – Review the annual report
  – Share observations with the Superintendent

Timeline
  – August 2011 finalize questions to explore
  – October 2011 extract K69 enrollment data
  – January 2012 generate first annual report

• Questions the Board would like us to explore
Future Ad Hoc Committee Meetings

Future Meetings

- Cancel July 11, 2011?
- August 8, 2011
  - Attendance area revisions
  - Key enrollment dates for 2012-13
- September 12, 2011
- October 10, 2011
- November 14, 2011