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# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sonali Murarka, Executive Director – Enrollment

**Board Meeting Date** February 1, 2020

**Subject** Board Retreat on Enrollment

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**Action Requested and Recommendation** Discussion

**Background** The Board is holding a retreat on February 1, 2020 to discuss the district’s enrollment policy and vision for potential changes to the policy. Intended outcomes from the retreat are as follows:

- Develop a common understanding of the current enrollment policy and data on enrollment
- Board and staff are clear on goals and process for revising the enrollment policy

**Discussion** Questions for discussion by the Board include the following:

- What are the problems you believe need to be solved by an update to the enrollment policy?
- What is the vision you have for an updated enrollment policy?
- How does this vision vary among different Board members? What points of alignment and divergence are there?
- What changes would you like to see to the proposed process and timeline for developing recommendations?
- How will different Board members be involved throughout the process?

**Fiscal Impact** N/A

**Attachments** Board Policy 5116.1 – Open Enrollment  
Board Policy 6006 – Community of Schools  
Board Policy 5032 – Equity Policy  
San Francisco Unified Board Resolution  
Presentation

# **OAKLAND UNIFIED SCHOOL DISTRICT**

## **Board Policy**

### **Students**

BP 5032

## **EQUITY POLICY**

### **PURPOSE**

Oakland Unified School District (the “District”) students are at the heart of the District’s equity policy. In the District, we hold the powerful belief that equity is providing students with what they need to achieve at the highest possible level, and graduate prepared for college, career, and community success. The Governing Board seeks to understand and to interrupt patterns of institutional bias at all levels of the organization, whether conscious or unconscious, that results in predictably lower academic achievement most notably for students of color. Eliminating individual and institutional bias (e.g. race based, identity bias, economic) will increase achievement and graduation rates for *all* students, while narrowing the academic and opportunity gaps between the highest and lowest performing students.

While the primary focus of this equity policy is on race and ethnicity,<sup>1</sup> the District also acknowledges other forms of social inequalities and oppression, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, foster youth, involvement with the dependency or juvenile justice systems, and students with disabilities and learning differences, and how these different forms of oppression intersect. The District is committed to explicitly identifying and addressing all disparities in educational outcomes for the purpose of targeting areas for action, intervention and investment.

The District acknowledges that complex societal and historical factors contribute to the inequity within our District. Nonetheless, rather than perpetuating the resulting disparities, the District will establish administrative regulations to enact this Policy that will include: (1) a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes, (2) an implementation plan for programs, practices, and systems that address those disparities, (3) an evaluation rubric and accountability standards for measuring success, (4) training plans and (5) an ongoing plan for continuous improvement. The Governing Board acknowledges its existing policies and administrative regulations developed to advance equitable outcomes for all students, including without limitation, School Governance and Student and Family Engagement (BP 3625), Wellness (BP 5030), Student Discipline (BP 5144 et seq.), Transgender

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<sup>1</sup>Targeting race explicitly and examining how it intersects with other forms of inequity, provides a framework which offers an important sociological and historical perspective. (See, Race Reporting Guide by Race Forward (2015), The Center for Racial Justice Innovation, [www.raceforward.org](http://www.raceforward.org).)

Students (BP 5145.3), Quality Schools Development (BP 6005), Parent Involvement (BP 6020), Ethnic Studies (BP 6143.7), and Community Engagement Facilities (BP 7155). Any amendments to these policies and related Administrative Regulations should be made in furtherance of this policy.

This policy intends to improve academic opportunities for all students and reduce achievement gaps between groups of students, by proactively working to eradicate inequities that perpetuate negative stereotypes about groups of students, marginalize students or staff who seek to disrupt institutional bias, and restrict access to rigorous academic programs for certain groups of students based on race, special education placement, being a designated English Language Learner, and other factors.

Students deserve to be educated in environments that respect them as individuals, including their racial and ethnic diversity, thereby facilitating successful academic outcomes. District students must be honored and valued in every classroom by supporting their social, emotional and cultural needs. Some ways that this can be achieved include, without limitation, district-wide emphasis on Social Emotional Learning, hearing and listening to student voices through restorative justice practices, professional learning including on implicit bias and beliefs, , staff recruitment and induction processes, and culturally responsive teaching pedagogy.

## **LEGAL REFERENCES**

U.S. Const. amend XIV, § 1 (Equal Protection)  
20 U.S.C. § 1703 (Equal Educational Opportunity)  
42 U.S.C. § 2000c et seq. (Desegregation)  
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)

3/23/16

# **OAKLAND UNIFIED SCHOOL DISTRICT**

## **Board Policy**

### **Students**

#### **BP 5116.1**

#### **Open Enrollment**

### **OPEN ENROLLMENT**

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of District students and parents/guardians, while also maximizing the efficient use of District facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation. The Board shall annually review this policy.

(Education Code 35160.5, 48980)

The Superintendent or designee shall calculate each school's capacity in a non-arbitrary manner using student enrollment and available space. (Education Code 35160.5) In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for Open Enrollment shall be submitted timely within the District's Open Enrollment Options window which is typically between Fall and Late Winter of the school year preceding the school year for which the transfer is requested and can be found on the District's website at <https://www.ousd.org/enroll> or by calling the District's Welcome Center at 510-879-4600.

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

*(cf. 6172 - Gifted and Talented Student Program)*

### **RESERVING SEATS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPS)**

Every school year, seats shall be identified and set aside in each Strategic Regional Analysis Region (SRAR) for students with an Individual Education Plan. In consultation with staff from Programs for Exceptional Children, the number of reserved seats in each SRAR shall be determined prior to the fall lottery, so that the seat inventory accounts for and accommodates the needs of special education students.

## SAFETY TRANSFERS

These priorities ensure that students may transfer out of their neighborhood school to a different District-school under the circumstances listed below. Although a family's school preferences will be considered in selecting a school, these priorities do not guarantee a particular school.

1. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous" (20 USC 7912; 5 CCR 11992) (cf. 0450 - Comprehensive Safety Plan)
2. Any student who is a victim of a violent crime while on school grounds (20 USC 7912)
3. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:  
(Education Code 35160.5) (a.) A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, social worker, or a properly licensed or registered professional such as a psychiatrist, psychologist, or marriage and family therapist or (b.) A court order, including a temporary restraining order and injunction

## ENROLLMENT PRIORITIES

The parents/guardians of any student who resides within District boundaries will be granted an enrollment priority in the lottery as described below, based on verification of residency documentation, regardless of which schools are identified as their "neighborhood schools" or the location of their residence within the district. (Education Code 35160.5) The Superintendent or designee shall grant priority to any District student to attend any District school as follows:

**Dual Language Immersion Schools (Entrance Criteria):** Placement at Dual Language Two Way Immersion Schools will be determined based on dual immersion entrance criteria, as defined in the OUSD BOE *AR Dual Language Schools* and through the open enrollment lottery process. Once entrance eligibility is determined appropriate priorities will be used in the lottery process as follows:

**Continuing Student Priority:** Priority is first given to continuing students who are currently enrolled at the school and who have not indicated plans to leave. A school exists under a defined CDS code.

**Sibling Priority:** In recognition of the Governing Board's stated policy goal of keeping families and siblings together, siblings of students who are enrolled in the school and who will be enrolled in the school concurrently with their sibling in the same school the following year will

be granted enrollment priority in the lottery process. (Education Code 35160.5)

**Opportunity Ticket Priority:** Previously, prioritization in the enrollment process was limited to siblings and neighborhood residents. There was an absence in prioritization for families impacted by closing schools and schools where families will need to move to a new location. The Opportunity Ticket will be granted enrollment priority in selecting a new school that they deem suitable for their children. Details regarding the implementation of the Opportunity Ticket can be found in Administrative Regulation 5116.1.

**Neighborhood School Priority (Neighborhood Priority):** Attendance boundaries are established by the Governing Board. A family's permanent residence falls within the geographic boundaries of an elementary, middle and high school within the District, and these schools are referred to as the "neighborhood schools" for that location. The neighborhood schools for a particular residential address can be found at: <https://oaklandfinder.schoolmint.net/school-chooser> or by calling the District's Welcome Center at 510-879-4600. The Superintendent or designee shall grant enrollment priority in the lottery to any Oakland resident to attend their neighborhood District school, except as stipulated in the *Intra-district Transfers Outside Neighborhood Schools* section of this policy.

No student shall be displaced from his or her neighborhood school by another student transferring from outside the neighborhood school/ attendance boundary area. (Education Code 35160.5) (cf. 5116 - School Attendance Boundaries), except as stipulated in the *Intra-district Transfers Outside Neighborhood Schools* section of this policy.

**School Staff Priority:** When a parent/guardian's primary place of employment is at a school site, their child will be granted enrollment priority, in the lottery process, to attend the school at which their parent/guardian works, a school physically adjacent to their parent/guardian's school site, or on the same campus as their parent/guardian's school site.

**Prioritization in High-Demand Schools (Oakland Resident Priority):** In some circumstances, the number of students seeking to enroll in a school will exceed the available space in the school. Students with a parent/guardian with a permanent residence within the City of Oakland will be granted enrollment priority over non-residents in the lottery process.

**Intra-District Transfers Outside Neighborhood School:** The parents/guardians of any student who resides within District boundaries may apply to enroll their child in any District school, regardless of which schools are identified as their "neighborhood schools" or the location of their residence within the district. (Education Code 35160.5) The Superintendent or designee shall grant priority to any District student to attend another District school outside of his/her attendance area as follows:

## ASSIGNMENT LOTTERIES

For a discussion of the Open Enrollment Lottery and Late Enrollment Lottery processes, please see AR 5116.1

*Legal Reference:*

**EDUCATION CODE**

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

**CODE OF REGULATIONS, TITLE 5**

11992-11994 Definition of persistently dangerous schools

**UNITED STATES CODE, TITLE 20**

6311 State plans

7912 Transfers from persistently dangerous schools

**COURT DECISIONS**

*Crawford v. Huntington Beach Union High School District*, (2002) 98 Cal.App.4th 1275

**ATTORNEY GENERAL OPINIONS**

85 Ops.Cal.Atty.Gen. 95 (2002)

*Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Public School Choice FAQs*

*Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016*

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

*Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016*

*Unsafe School Choice Option, May 2004*

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

7/14/04; 8/9/06A; 6/25/08A; 10/11/17A; 8/22/18A; 3/4/19A

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

### Instruction

#### BP 6006

#### Quality School Development: Community of Schools

The Board of Education (Board) is deeply committed to the vision of Oakland being home to high quality public education options for all students and families, no matter their race, ethnicity, zip code or income. To realize this vision, the Board directs the Superintendent to develop a citywide plan that promotes the long-term sustainability of publicly-funded schools across Oakland that represent quality and equitable educational options.

The Board recognizes that it has oversight over all Oakland public schools, both those run by the Oakland Unified School District (OUSD) and those run by various charter school operators and also acknowledges that it has a fiduciary responsibility to maintain the fiscal health and well-being of OUSD and its schools in order to provide a high-quality education to its students. The Board also recognizes that this is a competitive landscape with limited resources, and the OUSD Board and each charter school board is working to ensure that each student has what they need to succeed. Still, it is the Board's categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – as well as families, staff, community members and labor unions, will accept shared responsibility for the sustainability of our school system and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision.

The Board is acutely aware of the legal constraints that limit its formal authority. Current state law does not currently allow the Board comprehensive authority on the location, authorization, oversight, and management of charter schools in Oakland. However, the Board is committed to establishing more high quality school programs and understands that this vision will not come without fiscal, legislative, and political challenges. The Board is prepared for the journey ahead and is committed to advocating for legislative changes that will result in greater and more effective control of the regulatory environment in which the school district operates.

To this end, the Board authorizes the Superintendent to increase access to high quality public school options for the students and families of Oakland using **quality, equity, utility, sustainability, and community benefit\*** as guiding principles and factors during the redesign and reconfiguration of the OUSD that builds upon the current work of the Blueprint for Quality Schools process. This redesign should consider all OUSD-run schools and charter schools authorized by OUSD and Alameda County.



The Superintendent shall:

1. Use, and work with the Board to modify where needed, the Asset Management, Charter Authorization, Enrollment, Equity, Results Based Budgeting, School Governance, and Quality School Development policies as the guiding policies to create a **city-wide plan** by which all schools - both OUSD-run schools and charter schools authorized by OUSD and Alameda County - will be engaged, assessed, and leveraged to deliver more high quality school options in Oakland;

2. Address specific issues in such city-wide plan that include, but are not limited to:

a. Facilities- how OUSD can best leverage vacant, underutilized, and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools-district or charter- so that (i) high-quality publicly funded schools across Oakland are able to serve all of its students, (ii) a fiscally sound number of schools exist given OUSD's student population and (iii) schools are located where more high quality options are needed.

b. Enrollment and Transportation - how OUSD can work with all Oakland public schools-district or charter - to better articulate feeder patterns across Oakland to ensure more **predictability** for families. This body of work should also include how charter schools will serve the same diverse populations of students, including students with special needs, Newcomers, unsheltered, low-income, foster, and English Language Learner students, as OUSD schools so that the highest needs students are not concentrated only in OUSD schools. Additionally, the superintendent shall work to articulate a process by which charter schools may rejoin the OUSD SELPA to facilitate the city-wide plan to provide an excellent, equitable education to all Oakland students.

c. Authorization- how OUSD can strengthen its role in oversight and accountability to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities at their schools.

d. Sharing best practices – how best practices can be shared across all Oakland public schools, e.g., professional development, recruitment and retention of educators and other collaborative opportunities that improve equitable educational access for all Oakland students.

e. Defined Autonomies- how OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing district schools similar autonomies to charter schools).

Deliver an update on the city-wide plan to the Board by November 14, 2018, which will be ultimately voted on by the Board in February 2019, after sufficient community engagement and input.

6/27/18; 11/14/18A

\*All Oakland public school students shall receive a high quality equitable education based on what they need using Board-approved indicators and metrics to measure improvement and success.

**As amended by substitution at the Ad Hoc Committee on Student Assignment on 11/8/18**

Subject: Resolution No. 189-25A1

**Developing a Community Based Student Assignment System for SFUSD**

– Commissioners Matt Haney, Stevon Cook, Rachel Norton, and Mark Sanchez

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**WHEREAS:** Families should have a right to predictability, simplicity, and transparency as they go through the student assignment system. The student assignment process is often one of the first experiences that families have with the district; and

**WHEREAS:** Student assignment alone does not create quality schools, but has a role in creating diverse learning environments where all students can flourish and in providing equitable access to the range of opportunities available in SFUSD; and

**WHEREAS:** The SFUSD strongly believes that students are best served in learning environments that are racially and socioeconomically integrated; and

**WHEREAS:** There is a robust body of research that demonstrates benefits for all students from diversity—academic, cognitive, social; and

**WHEREAS:** The SFUSD has promised our students and families that we will reverse the predictive power of demographics in academic achievement;

**WHEREAS:** In 2008, the Board of Education recognized that the student assignment system was not meeting SFUSD's long time goals of reducing racial isolation and improving educational opportunities and outcomes for all students; and

**WHEREAS:** In 2008, the Board of Education recognized that the student assignment system at the time was often unpredictable, time consuming and difficult to understand; and

**WHEREAS:** The Board of Education initiated a process in 2008, which included demographic studies, establishing priorities, designing and analyzing different options, gathering community feedback, simulating different options, redrawing attendance area boundaries, presenting options to the Board, and ultimately kicking off the enrollment period for the 2011-2012 school year under the new system; and

**WHEREAS:** A high level summary of key findings from the community reports, including:

- Most families want their school communities to reflect San Francisco's socioeconomic and cultural diversity. But for families across the city, diversity is often trumped by a school's location, academic quality, and their own feeling of belonging.
- Even families who are happy with their children's schools want more predictability in the enrollment process and are uncomfortable with a process that feels excessively complicated or random.

- Families want SFUSD to provide clear and accessible information that will help them choose a school that is a good fit for their child.
- Families want to participate fully in the enrollment process, but many encounter significant language, time, and information barriers.

**WHEREAS:** After this process, the Board of Education was presented with six different options: lottery with local school preference, lottery with academic diversity preference, zones, local school with choice, and local schools with restricted choice; and

**WHEREAS:** At the time, the desired hope was that the lottery, combined with local school preference and academic diversity preference, would lead to more integrated schools, more equity, and greater simplicity and predictability; and

**WHEREAS:** The new policy, which is still mostly unchanged, was intended to minimize the number of racially isolated schools, decrease the number of under enrolled schools, and make equitable access to high quality opportunities independent of on time participation in the student assignment system;

**WHEREAS:** The three primary goals of SFUSD's current adopted student assignment policy are:

- Reduce the trend of racial isolation and underserved students in the same school.
- Provide equitable access to the range of opportunities offered to students.
- Provide transparency at every stage of the process.

**WHEREAS:** Policy 5101, which established the current assignment system, had 10 goals: facilitate student diversity, work in alignment with other District initiatives, support strategic use of limited resources, provide equitable access, create robust enrollments at all schools, be simple, easy to understand and transparent, offer families a degree of predictability, minimize the degree of effort families must invest, permit the efficient use of school facilities and transportation, be cost effective to implement and sustain overtime; and

**WHEREAS:** The current school assignment system has thus far not significantly reversed the trend of racial isolation and the concentration of historically underserved students in the same school; and

**WHEREAS:** The number of schools with more than 60% of a single race/ethnicity declined from 22 to 16 schools since 2011. 8 of the 22 schools no longer have more than 60% of a single race/ethnicity, and 7 of the schools with more than 60% of a single race/ethnicity in 2011 have seen a decrease in the percent of that race/ethnicity. At the same time, 9 schools have seen an increase in the percent of Latinx students; and

**WHEREAS:** With the out-migration of African American students from the district, 60% is no longer a reasonable threshold for determining that racial concentration at schools; and

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**Deleted:** grew from 24 to 30 schools in 2015-2016. Since 2015-2016, there has been a reduction in the total number of racially isolated schools, due in large part to the overall reduction in African American students in the district. There has also been a significant increase in the racial isolation of a significant number of schools

**WHEREAS:** SFUSD is one of the only, potentially the sole, major urban district with an “all choice” lottery based system. The large majority of urban school systems in California and around the country provide for a neighborhood school based assignment to an elementary school, while others have controlled choice with citywide options, controlled choice within zones, or individualized controlled choice based on a family’s address; and

**WHEREAS:** SFUSD’s choice system has increased inequity and has not provided equitable access to a range of opportunities. Meaningful ability to choose is inequitably distributed, and therefore the “all choice” system has accelerated inequitable choices and outcomes in our district; and

**WHEREAS:** 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 choose schools and submit choices; and

**WHEREAS:** District analyses have concluded that the current student assignment system exacerbates racial segregation and slightly ameliorates socioeconomic segregation compared to a hypothetical neighborhood school model for student assignment; and

**WHEREAS:** Despite the fact that transparency is one of the primary goals of the current system, there continues to be widespread concerns about transparency, as well as lack of accessibility, predictability, and simplicity; and

**WHEREAS:** The student assignment system was revised to include “middle school feeders,” in order to offer families a degree of predictability and create community. Since then, we have seen a dramatic growth in the percentage of families that are choosing their middle school feeder school, demonstrating the power of predictability and cohorts; and

**WHEREAS:** There continue to be serious concerns with the effectiveness and fairness of the “CTIP preference”, which has not been an effective way to ensure equitable access to high quality schools or desegregate racially isolated schools; and

**WHEREAS:** Despite significant changes to neighborhood demographics over the last 10 years, there have been no changes to the individual attendance areas, other than small changes to two areas; and

**WHEREAS:** Families traveling across the city to attend schools far from their home increases congestion, can contribute to tardiness and truancy, and increases difficulty in ensuring strong community connections to local schools; and

**WHEREAS:** In 2016, the school district did a simulation of a “neighborhood” model that showed fewer racially isolated schools than our current assignment system, and the size of ethnic

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majorities at schools is smaller under the neighborhood model. This simulation did not include more intentionally drawing lines to enhance diversity; and

**WHEREAS:** In this simulation, the average SBAC proficiency score is higher at most schools, and the average commuting distance is lower; and

**WHEREAS:** There continues to be a mismatch between where students live and where schools are located, with not enough schools and spots for students in the south east part of the city if all students were to attend their neighborhood school; and

**WHEREAS:** Given the mismatch between where students live and where our schools are located it is not physically possible for every child to enroll in their attendance area school with current attendance area school capacities; and

**WHEREAS:** SFUSD has a significant number of citywide schools or strands, often language based, that are not a part of any particular attendance area; and

**WHEREAS:** In San Diego Unified, Long Beach Unified, Fresno Unified, Sacramento City School District, Elk Grove Unified, Capistrano Unified, and nearly every other major school district in California, a student can enroll directly at their “neighborhood,” “home” or “base” school without going through a school choice process. School choice applications are only necessary if you want to attend a school other than your neighborhood school. In most cases, enrollment occurs at the school itself, not the district office; and

**WHEREAS:** School districts across the country have had success with drawing intentionally diverse attendance area zones to maximize integration within attendance area schools; and

**WHEREAS:** In Berkeley Unified School District, the city is divided into 3 zones, and within each zone, families are guaranteed access to one of a set of elementary schools. The zones are designed to maximize diversity. Families can then make choices within that zone; and

**WHEREAS:** Boston Public Schools uses a “Home Based” student assignment system, where each family is offered a customized list of school choices based on where the family lives. A family’s list includes every school located within a one mile radius of a family’s home, and also includes other schools based on performance factors; and

**THEREFORE BE IT RESOLVED:** The SFUSD will initiate a process to develop a new student assignment system, focusing on elementary schools, which will be predicated on greater predictability, transparency, accessibility to neighborhood options, equity, a strong commitment to integrated schools; and

**FURTHER BE IT RESOLVED:** The Board of Education requests the Superintendent to convene a staff working group and identify a project manager to develop a recommendation for

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a revised student assignment policy and an implementation plan with timelines to present back to the Board of Education; and

**BE IT FURTHER RESOLVED:** The policy development process should include extensive outreach to and feedback from District advisory bodies, families, staff, and the community; and

**FURTHER BE IT RESOLVED:** As a first step, once the project manager and staff working group has been established, staff will propose to the Board of Education concrete, measurable definitions for:

- Quality schools
- Equitable access
- Diversity
- Integrated schools
- Neighborhood schools; and

**BE IT FURTHER RESOLVED:** As a second step, once the Board of Education has approved the definitions, staff will confirm the Board's Theory of Action for student assignment and will work with the Board to prioritize the different goals for student assignment; and

**FURTHER BE IT RESOLVED:** In developing the policy goals for a revised student assignment system, staff will consider:

- Access to a high quality school; and
- Access to a diverse school; and
- Access to a school where sibling(s) attend; and

**BE IT FURTHER RESOLVED:** In developing a revised student assignment policy, staff will develop recommendations that will strive to:

- Serve the needs of historically underserved students; and
- Facilitate access to an elementary school within a reasonable geographic distance and accessible to transit; and
- Offer a predictable, transparent and accessible student assignment system; and

**FURTHER BE IT RESOLVED:** As a third step, staff will model and present different options for elementary schools [such as, (1) an initial or "home" based assignment with choice of citywide or specialized options, (2) individualized choice based on a family's home address, or (3) a zone based assignment within which they will have guaranteed access to a set of schools], indicating how well each model meets the Board's goals for student assignment; and

**BE IT FURTHER RESOLVED:** Any revised student assignment system would not require anyone who is already enrolled in a school to change schools; and

**FURTHER BE IT RESOLVED:** Any revised student assignment system would embrace a user centered process with information online and in multiple languages.

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... [4]

**BE IT FURTHER RESOLVED:** The Board of Education requests the Superintendent's to conduct an analysis of transportation needs and plans, as they relate to student assignment.

**9/25/18**

Please Note:

Referred by order of the Chair on 9/25/18 to the Ad Hoc Committee on Student Assignment and the Committee of the Whole.

Received a positive recommendation to amend by substitution from the Ad Hoc Committee on Student Assignment on 11/8/18.

Commissioner Mark Sanchez was added as an author at the General Meeting of the board on 11/13/18.

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The Superintendent's plan should include a timeline for feedback, review and implementation.