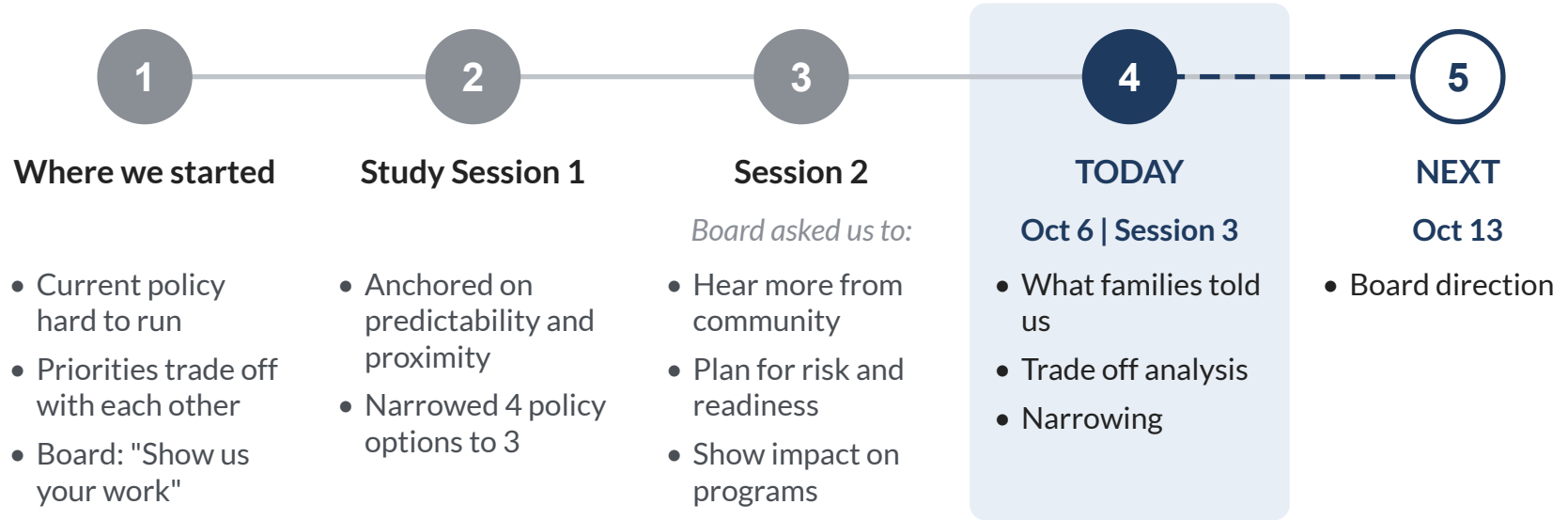


School Reorganization Study Session #3

Student Assignment Policy Direction

October 6, 2026
Board of Education

How We Got Here



Our ask today: Narrow down the recommended options, to finalize for October 13.

Objectives

Today, we ask the Board to narrow the three policy options to one or two. On October 13, the Board will be asked to vote to select one option for staff to develop for adoption in April 2027.

1. Share what families told us about their priorities and how well each option meets their needs.
2. Compare Options A, B, and C on seat capacity and tradeoffs, including how each differs from the current system.
3. Agree on the one or two options the Board will consider on October 13.

Study Session 3

Agenda

Welcome and Framing (10 min)

Options Analysis (70 min)

Community input

Capacity match

Proximity, predictability & diversity

Discussion (40 min)

Trade offs

Narrowing

Next steps

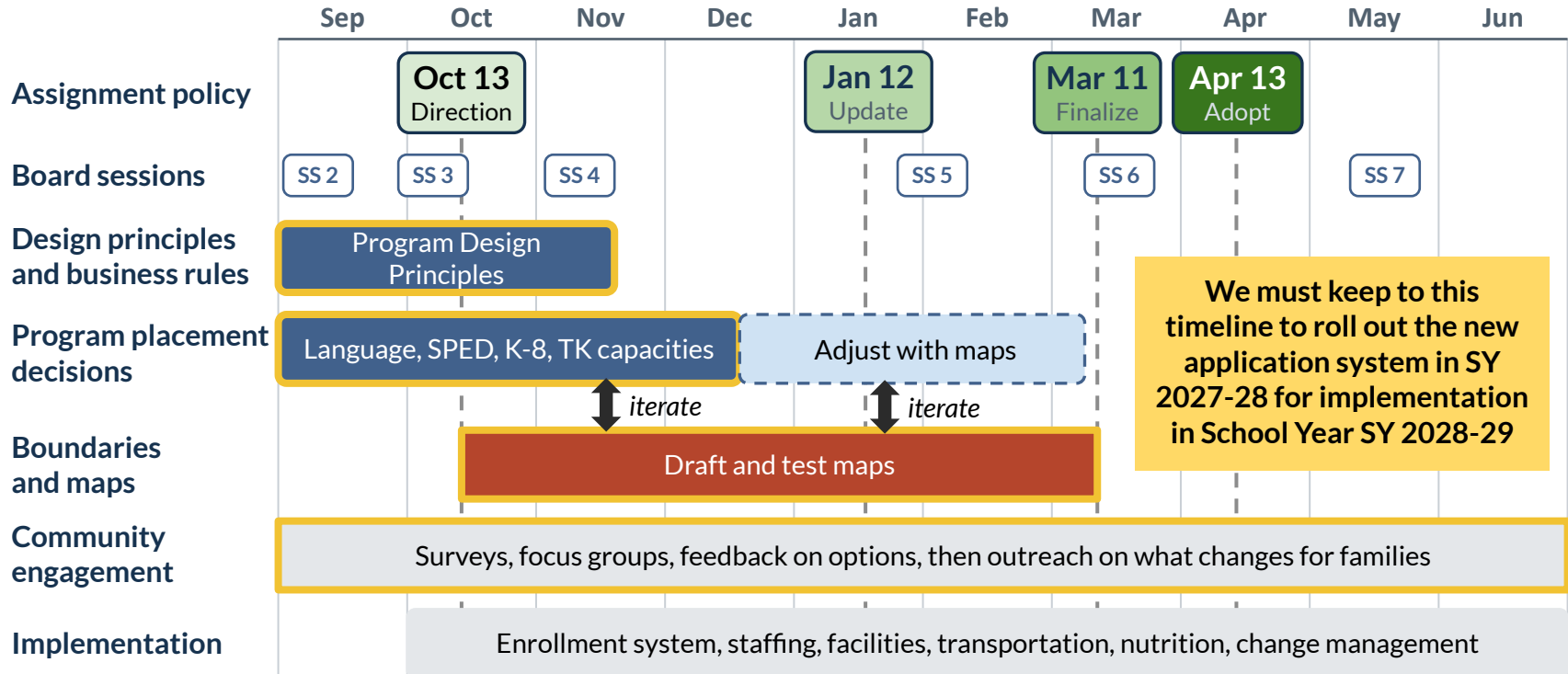
Guidance Sought

1. **Direction:** Which one or two options should move forward to the October 13 vote?
2. **Readiness:** What does the Board need to see before voting on October 13?

School Reorganization Roadmap

5

BOE direction on October 13 drives program planning, community engagement, boundary design, and software configuration to **adopt a policy by April 13, 2027.**



Policy Options | Overview

	A. Small Zones + Citywide Programs	B. Neighborhood + All Schools	C. Neighborhood + Citywide Programs
What you're guaranteed	You can pick from 3-5 schools near your home . You're guaranteed a spot at one of them, but maybe not your first choice.	If you register on time, your child is guaranteed a spot in your neighborhood school .	Your child is guaranteed a spot in your neighborhood school , whether or not you register on time.
Where else you can apply	Special programs elsewhere in the city, like language immersion, K-8 schools, or special education.	Any other school in the City, including special programs or other neighborhood schools .	Special programs elsewhere in the city, like language immersion, K-8 schools, or special education.

** All policy options will be based on re-drawn lines that will be designed into the final policy proposal in April 2027*

Policy Options | Overview

Criteria	Question it answers	Data
Community Input	Which option best fits what families told us matters?	Survey data and focus group themes.
Policy Priorities	How does each option affect diversity, predictability, proximity, and choice?	Simulated results from Stanford
Capacity Match	Can we guarantee every student a seat in their neighborhood or zone?	Seats vs. students by area, and the types change(s) required.
Implementation	What are considerations and risks to the district and sites?	Enrollment, technology, staffing, facilities, and operations to meet Aug 2028 timeline

Community Input

Community Input | Phase 1 Engagement Strategies

Family Survey	Focus Groups	Citywide Family Summits
Online, about 6 to 10 minute survey	One-hour virtual conversations	Listening sessions hosted by Our Children Our Families
7 languages: English, Spanish, Chinese, Arabic, Tagalog, Vietnamese, Samoan	Sessions for Cantonese speaking families, Spanish speaking families, AAPAC, the Special Education CAC, and all families	14 neighborhood summits across the city, with food, childcare, and interpretation
Open Sept 11 through Oct 9 Reviewed weekly.	Sept 25 to Oct 9	Sept to Dec

We are reporting what families are saying through October 9.
Listening and engagement continues through the Board's final decision in April.

Survey | Respondents by Family Type

2,725 families responded since September 11, 2026.

Family Type	Number	Share
Current SFUSD family (any grade)	1,685	62%
Future family (child not yet in school)	716	26%
Private or charter school family	257	9%
Other or not answered	67	2%
Total	2,725	100%

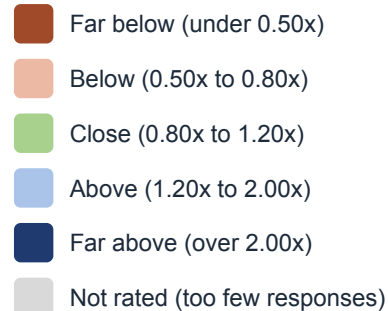
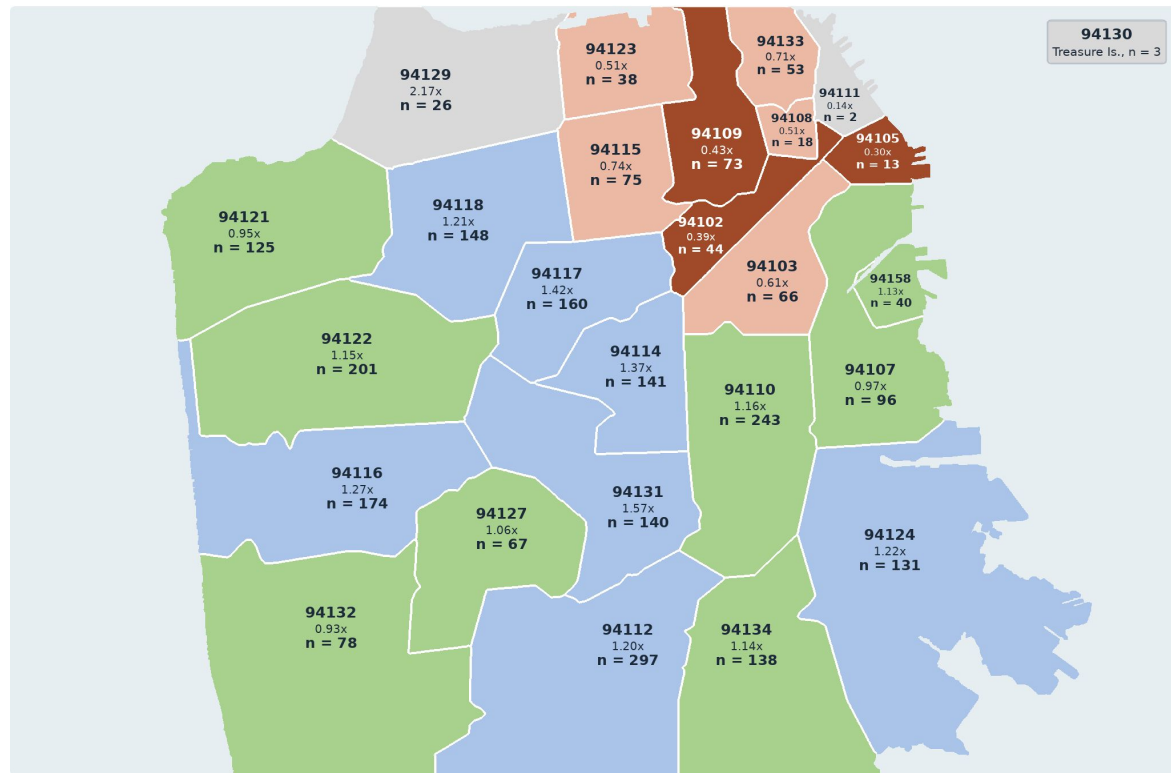
Counts show who responded. SFUSD family results are weighted in later slides to match where SFUSD families live and the district's income mix.

Survey | Respondents by Race

Group	Families	% of respondents	SFUSD share (K)	SF resident share
White	842	30.9%	14.8%	36.8%
Asian	633	23.2%	27.7%	34.9%
Hispanic or Latino	417	15.3%	31.4%	16.2%
Two or more races	469	17.2%	11.1%	6.1%
<i>Asian and White</i>	343	12.6%	-	3.2%
<i>Black and White</i>	38	1.4%	-	0.9%
<i>Asian and Black</i>	13	0.5%	-	-
<i>All other combinations</i>	75	2.8%	-	-
Black or African American	55	2.0%	6.2%	4.7%
Middle Eastern or North African	27	1.0%	1.9%	-
American Indian, Alaska Native, or Pacific Islander	4	0.1%	-	0.5%
Did not report race or ethnicity	278	10.2%	-	-
All responses	2,725			

Survey | Respondents by ZIP Code (vs. SF Residents)

Each ZIP's share of survey responses compared with its share of San Francisco residents ([see vs. SFUSD Kindergarteners](#))



8 ZIPs below expected hold 14% of responses

6 ZIPs above expected hold 37% of responses

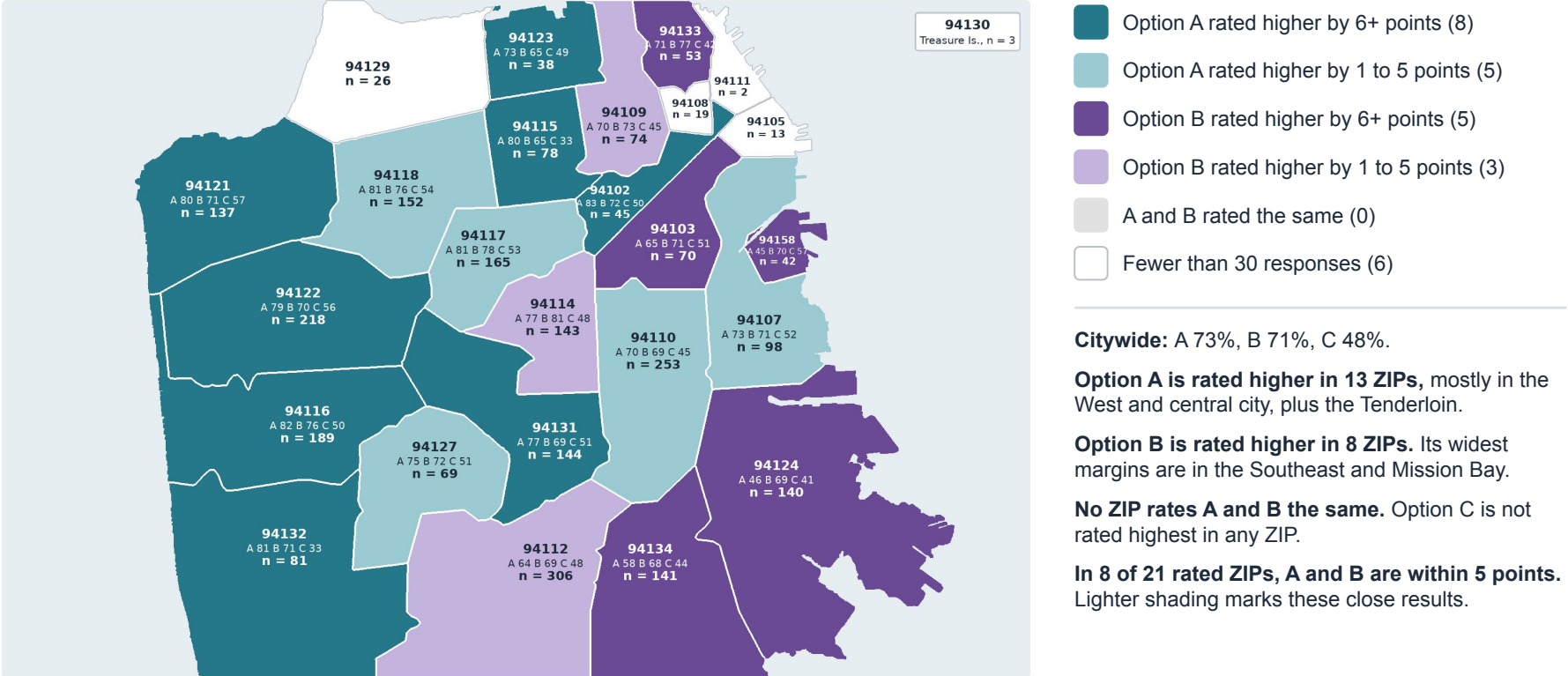
Targeted Outreach Strategies

Phase 1: Now to October 13	Phase 2: October 13 through April 13
What we're doing now: • Text messages and emails to SFUSD families in neighborhoods with fewer survey responses, and to families with children in pre-K • Partnering with the Department of Early Childhood to share the survey with families of young children	What we will do next: • In-person listening sessions, hosted by community partners and PreK providers. We will start in the neighborhoods we hear from the least. • Meeting with district advisories to understand focal families perspectives • Program-specific engagement at affected schools, through School Site Councils and Community Schools Coordinators

Details on [Phase 1 and Phase 2](#) strategies are in the appendix.

Survey | Do Policy Options Meet Family Needs?

Option with the highest share rating it likely or very likely to meet their family's needs



Source: SFUSD Family Survey, Sept. 11 to Oct. 2, 2026. % likely or very likely. ZIPs with fewer than 30 responses not rated. Map is approximate.

Survey | Do Policy Options Meet Family Needs?

How likely is it that this Option would meet your family's needs? (% likely or very likely)

Group	Number of respondents	Option A Small Zones + Citywide Programs	Option B: Neighborhood + All Schools	Option C Neighborhood + Citywide Programs
All families	2,725	73%	71%	48%
SFUSD, weighted (by zip + income)	1,685	72%	74%	51%
Non SFUSD - Private / charter	257	66%	55%	42%
Non SFUSD - Future family	716	76%	74%	47%
View of nearby schools				
Glad to enroll in a nearby school	1,825	81%	73%	51%
No acceptable school nearby	467	37%	60%	34%
Grade of SFUSD child				
PreK to K	720	73%	73%	50%
1st to 5th	1,018	72%	73%	48%
6th grade or above	356	68%	75%	50%

Survey | Do Policy Options Meet Family Needs?

How likely is it that this Option would meet your family's needs? (% likely or very likely)

Group	Number of respondents	Option A Small Zones + Citywide Programs	Option B Neighborhood + All Schools	Option C Neighborhood + Citywide Programs
All families	2,725	73%	71%	48%
Low-income (meal program, CalFresh, Medi-Cal)	439	69%	75%	51%
Receives special education services	299	70%	69%	43%
Hispanic or Latino	417	74%	71%	50%
Black or African American (alone, two or more)	154	62%	67%	38%
Answered in a language other than English	258	72%	83%	70%
Southeast zip codes (94112, 94124, 94134)	587	59%	69%	45%

Survey | What Would Have To Be True?

Pick **THREE** things an SFUSD school near your home would need to have for you to enroll your child there.

What the school would need to have	All n = 2,276*	Future family n = 713	Low-income n = 424	Special education n = 292	Black or African American n = 148	No acceptable nearby school n = 447
My child would feel safe every day	49%	58%	49%	39%	38%	43%
Better reading and math teaching	43%	47%	39%	33%	36%	53%▲
Stable teaching staff over multiple years	41%	37%	43%	43%	40%	37%
Before and after care	30%	29%	26%	27%	26%	21%
A strong parent community	28%	25%	19%	26%	22%	27%
The language program we want	21%	17%	29%	16%	16%	31%▲
A diverse student population	14%	8%	18%	17%	38%▲	15%
Help the learning plan (IEP/504) requires	9%	5%	23%▲	34%▲	12%	11%
Free after-school and summer programs	10%	6%	30%▲	11%	19%	12%
The school talks to us in our language	6%	1%	23%▲	7%	0%	6%

* all counts of are families who picked at least one item

- Most selected by this group
- 2nd and 3rd most selected by this group
- ▲ 10+ points above all families
- All families (reference column)

Community Voice | Focus Groups & Family Summits

18

Families choose schools for many reasons

"When you cry on the school tour, that's the school for you."
Parent, Sunset • focus group

Quality matters most, but is unevenly distributed

"Some schools have great resources and others don't. It's really terrifying"
D5 • summit table

"A lot of affluent families can stay in their neighborhood comfortably. We need to give families who don't live in these neighborhoods options."
Parent, Bayview • focus group

Families want a guaranteed option

"A guaranteed spot would be a game changer."
Parent, Bernal Heights • focus group

"Survived the lottery, survived the pain."
D7 • summit table

Community Voice | Focus Groups

How do you think this option would work for your family?

Option A

Could feel like a mini lottery.

"You do not have a guarantee to *the* school in the zone you want — just to *a* school." - Parent, Bayview

"3-5 is too many; could break up the magic of a neighborhood school."
- Parent, Noe Valley

Equity concerns across zones.

"Not every school in every zone has the same services" - Parent, Lakeshore

Option B

Balances choice and predictability.

"B would help with predictability and help us plan while preserving choice." - Parent, Sunset

"I really like this option because it gives the maximum choice to parents and then takes away the one bad thing we have about the lottery today, which is that you do not have a floor of guarantee." - Parent, Bernal Heights

Option C

Seen as too limiting.

"This completely takes that choice away. It boxes you in the most."
- Parent, Bayview

Must be paired with equitable investments.

"Every school within the district has to be a high quality school" for this to work.
- Parent, Bayview

Performance (Policy Simulations)

Policy Simulations

Every option trades access and diversity for predictability and proximity.
These are high-level simulations. Take these with a grain of salt.

	Current System	A. Small Zones + Citywide Programs	B. Neighborhood + All Schools	C. Neighborhood + Citywide Programs
Predictability <i>Guarantee</i>	96% receive a school on their list	One of 3-5 schools	Neighborhood school	Neighborhood school
Proximity <i>Average miles</i>	1.4 miles	1.2 miles	1.2 miles	1.1 miles
<i>Share within 0.5 miles</i>	35%	36%	40%	48%
Diversity <i># high-poverty schools</i>	21	21	23	25
<i>% AALPI in high-poverty schools</i>	42%	44%	45%	51%

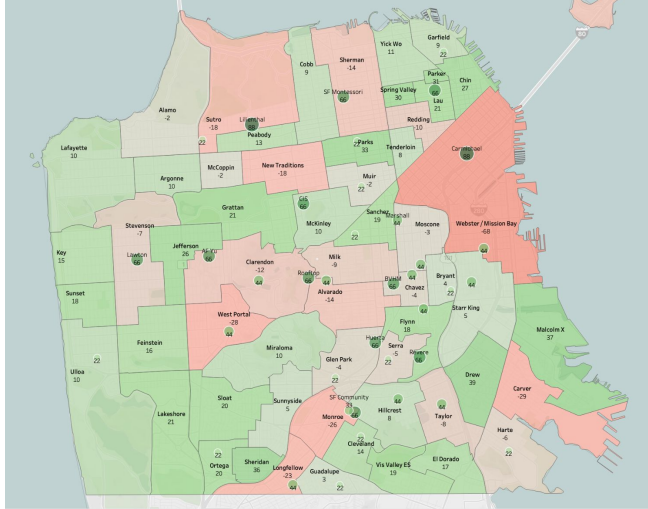
Note: High-poverty school = low-income share at least 15 points above the district average. AALPI = African American, Latino and Pacific Islander.

* If the attendance area school is listed anywhere on their application

Capacity Match & Seat Guarantee

Local Seat Shortage

To guarantee a neighborhood seat, we need to address seat shortages.



- Green = seat surplus
- Red = seat shortage
- Circle = citywide school

Capacity = how many students a school can fit if it uses all of its classrooms. This is a planning number, not the number of seats open this year.

Seat shortage = more students live in the area than the area school's capacity.

Shortage Type	Areas short	Seats short
All areas short by 10+ seats	12 of 58	289
All areas with any shortage	19 of 58	320

** All policy options will be based on re-drawn lines that will be designed into the final policy proposal in April 2027*

Note: Seats short compares kindergarten general education seats with 2033 projected residents who choose general education. Directional estimates.

Source: SFUSD Enrollment Center: 2033 kindergarten projections and classroom counts. Estimates.

Levers to Address a Seat Shortage

1

Move the boundary to balance seats

Pull in seats from a neighboring area with extra seats.

2

Make a citywide school a neighborhood school

A K-8 or language immersion school serves its neighborhood instead of the whole city.

3

Turn language seats into neighborhood seats

Reduce or relocate language pathway seats.

4

Apply overflow rules

Students are assigned outside their neighborhood if there are not enough seats, or if they enroll after the deadline..

The estimated impact of each lever is driven by projected kindergarten enrollment. These estimates are meant to show ranges and orders of magnitude, not exact counts.

Levers to Address a Seat Shortage

After moving boundary lines, both zones and neighborhoods still fall short.

1

Option	Starting shortage	Move the boundary to balance seats	Remaining shortage after boundary move
Neighborhood (Options B and C))	~320 seats short	~155 seats gained	~165 seats short
Zones (Option A)	~150 seats short	~65 seats gained	~85 seats short

These are not proposed zones. They are illustrative. If the board gives direction to build zones, we will undergo a much deeper process to develop zones through program design and community input.

Levers to Address a Seat Shortage (cont.)

Some level of school or program changes would still be required in areas with deep shortages.

Option	Remaining shortage after boundary move	Closing the remaining shortage requires some combination of program moves	2 Make a citywide school a neighborhood school	3 Turn language seats into neighborhood seats
Neighborhood (Options B and C))	~165 seats short		~100 to 170 seats gained Possible impact to 2 to 3 K8 schools	~105 to 180 seats gained Possible impact to 4 to 8 language programs
Zones (Option A)	~85 seats short		~95 to 120 seats gained Possible impact to 2 to 3 K-8 schools	~55 to 100 seats gained Possible impact to 2 to 5 language programs

Implementation

Implementation Considerations

All options require deep coordination across critical workstreams to launch by August 2028.

Programs <i>Finalize by April 2027</i>	Enrollment <i>Finalize by April 2027</i>	Staffing <i>Finalize by April 2027</i>
Set the location of language, special education, citywide, and TK programs. Every other workstream depends on this decision.	Draw new boundaries and set assignment rules, including sibling priority and overflow. Maps must be final 16 months before launch.	Assess district and site staffing impacts of program changes. Engage UESF and UASF early and often to ensure we stay within notice timelines.
Facilities <i>Finalize by April-June 2027</i>	Transportation <i>Finalize by June 2027</i>	Technology <i>Finalize by October 2027</i>
Vet and prepare each affected site including confirming code compliance and managing on-site moves. Need 12–18 months of lead time for any construction work.	Redesign general and special education routes. Current routes will continue for students in the old system during the transition.	1–3 months (neighborhood) to 6+ months (zones). Re-configure Synergy to support new boundaries/zones. Rebuild and test the assignment algorithm.

Critical decisions between October and April: program placement, boundaries, school support and investment strategy, overflow rules, tiebreakers, diversity guardrails, and feeder patterns.

Implementation Risks

	A. Small Zones + Citywide Programs	B. Neighborhood + All Schools	C. Neighborhood + Citywide Programs
Enrollment	High. Requires deeper changes to enrollment operations and family support. Families and staff must learn a new system of zones.	Moderate. Modifications to today's process. Adds a neighborhood seat for every family, which means holding seats while families apply elsewhere.	Moderate/Low. With less choice, the assignment and wait list process is simpler.
Technology	High. Synergy application development, school search tool, and algorithm is most complex and requires a longer lead time; current vendor solution does not easily support zones.	Moderate. Builds on today's current enrollment system, with modifications. Adding diversity categories requires 3 to 6 months.	Moderate/Low. Same updates as B. The assignment rules are simpler because there is less choice.
Timeline	High. Little room for delay. Complex builds on zone lines, assignment rules, and system must all be complete by October 2027.	Moderate. Meets August 2028 if program footprint is set by January 2027 and neighborhood boundaries are adopted in April 2027.	Moderate. Same dates as B.

Discussion

Policy Options | Decision Criteria

Criteria	A. Small Zones + Citywide Programs	B. Neighborhood + All Schools	C. Neighborhood + Citywide Programs
Community Input			
Families say it meets their needs, all (n=2,725)	73%	71%	48%
Low income (n=439)	69%	75%	52%
Southeast and Excelsior (n=687)	59%	69%	45%
Families with no acceptable school nearby (n=467)	37%	60%	34%
Performance (simulations)			
Predictability: Guaranteed choice set	3-5 schools	1 school	1 school
Distance: Average miles traveled	1.2 miles	1.2 miles	1.1 miles
Diversity: Number of high poverty schools (15% above avg)	21 schools	23 schools	25 schools
Capacity Match			
Seats short after boundary moves (approximate)	~85	~165	~165
Implementation			
Implementation risk	High	Moderate	Moderate/Low

Option A. Small Zones + Citywide Programs

32

Pick from 3 to 5 schools near home and are guaranteed a seat at one of them, but not a specific school.

Meets family needs	Average distance	Ready by August 2028
73%	1.2 miles	Highest risk

What families told us

- 81% of families willing to attend a nearby school say A meets their needs
- Private and charter school families: 66%
- Lower for families with no school they want nearby (37%) and in the Southeast and South (59%)
- AALPI families: 71% (Latino 74%, Black 62%)

What modeling shows

- 97% assigned within their zone, but not to a specific school
- First choice: 58% (67% today). Black students: 63% (86% today)
- High-poverty schools: 21 (21 today)
- AALPI students in high-poverty schools: 44% (42% today)

What must be true

- Draw new zone lines. About 85 seats are still short after moving them
- Turn 2 to 3 K-8 schools or 2 to 5 language programs into neighborhood seats
- Rebuild the enrollment system (6+ months of work)

Risks

- Least sure seat: families rank 3 to 5 schools without knowing which one they will get
- More families placed at schools they did not pick (5% to 12%). Some may leave SFUSD
- Some zones may group high-poverty schools, leaving no lower-poverty choice
- Biggest system rebuild. Highest chance of missing August 2028

Option B. Neighborhood + All Schools

33

Families are guaranteed a seat at their neighborhood school and can still apply to any school in the city.

Meets family needs	Average distance	Ready by August 2028
71%	1.2 miles	Moderate risk

What families told us

- Highest of any option for: families with no school they want nearby (60%), Black families (67%), lower-income (75%), and Southeast and South families (69%)
- Lower for private and charter families (55%)
- AALPI families: 70% (Latino 71%). Lower for private and charter families (55%)

What must be true

- Redraw neighborhood lines. About 165 seats still short after that
- Turn 2 to 3 K-8 schools or 4 to 8 language programs into neighborhood seats
- Add diversity categories to reach the first-choice rate shown; with them, B has the highest first-choice rate, with gains for low-income, Black and Hispanic families

What modeling shows

- First choice: 70% (67% today). Black students: 87% (86% today)
- High-poverty schools: 23 (21 today)
- AALPI students in high-poverty schools: 45% (42% today)

Risks

- Bigger seat gap than A (about 165 vs. 85 to 100 seats), so more K-8 and language program changes
- Schools that families leave may stay under-enrolled
- Builds on today's system. Moderate risk for August 2028
- A few areas may not have room for late applicants, [but only in a few areas](#)

Option C. Neighborhood + Citywide Program

34

Guaranteed a seat at your neighborhood school, even if you apply late. You can also apply to citywide programs.

Meets family needs (overall)	Average distance	Ready by August 2028
48%	1.1 miles	Moderate/low risk

What families told us

- The lowest-rated option in every region, income and race group
- Lowest for families with no school they want nearby (34%)
- AALPI families: 46% (Latino 50%, Black 38%)

What modeling shows

- 48% live within ½ mile of their school, the most of the three options
- First choice: 54% (67% today). Black students: 49% (86% today)
- High-poverty schools: 25 (21 today)
- AALPI students in high-poverty schools: 51% (42% today)

What must be true

- Redraw neighborhood lines. About 165 seats still short after that, the same as B
- Turn K-8 schools and language programs into neighborhood seats
- Update today's enrollment system

Risks

- Lowest family support: Lowest-rated in every region, income and race group.
- Fewest choices: beyond the neighborhood school, families can apply only to citywide programs. Some may leave SFUSD
- Any building changes need 12 to 18 months

Narrowing and Next Steps

Today, October 6: Narrow	October 13: Direction	November 10: Study Session 4
• Which one or two options move forward? • What does the Board need to see before October 13?	• Board votes to select one option • Staff begin detailed design, maps, and system build	• Design principles around language, special education, TK, and citywide programs • More detail on closing the seat gap • TK expansion plan

Boundaries, program placement, and assignment policy details return to the Board at Study Sessions 5 and 6 (January and March). Policy adoption is April 13, 2027.

Appendix

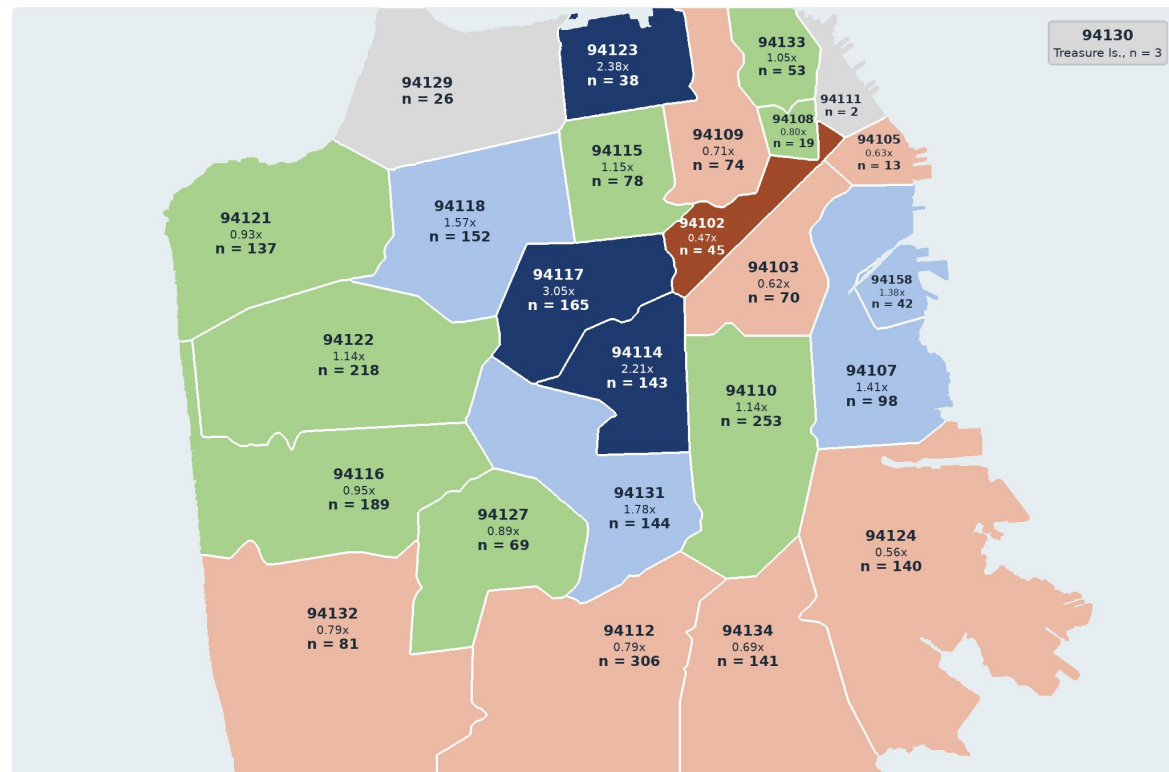
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Policy Priorities	How does each option affect diversity, predictability, proximity, and choice?	Simulated results from Stanford
Capacity Match	Can we guarantee every student a seat in their neighborhood or zone?	Seats vs. students by area, and the types change(s) required.
Implementation	What are considerations and risks to the district and sites?	Enrollment, technology, staffing, facilities, and operations to meet Aug 2028 timeline

Survey | Respondents by Zip Code (vs. SFUSD Kindergarteners)

38

Each ZIP's share of survey responses compared with its share of SFUSD kindergarteners (2025-26)



- Far below (under 0.50x)
- Below (0.50x to 0.80x)
- Close (0.80x to 1.20x)
- Above (1.20x to 2.00x)
- Far above (over 2.00x)
- Not rated (under 20 K)

8 ZIPs below expected hold 47% of kindergarteners and 32% of responses.

7 ZIPs above expected hold 15% of kindergarteners and 29% of responses.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

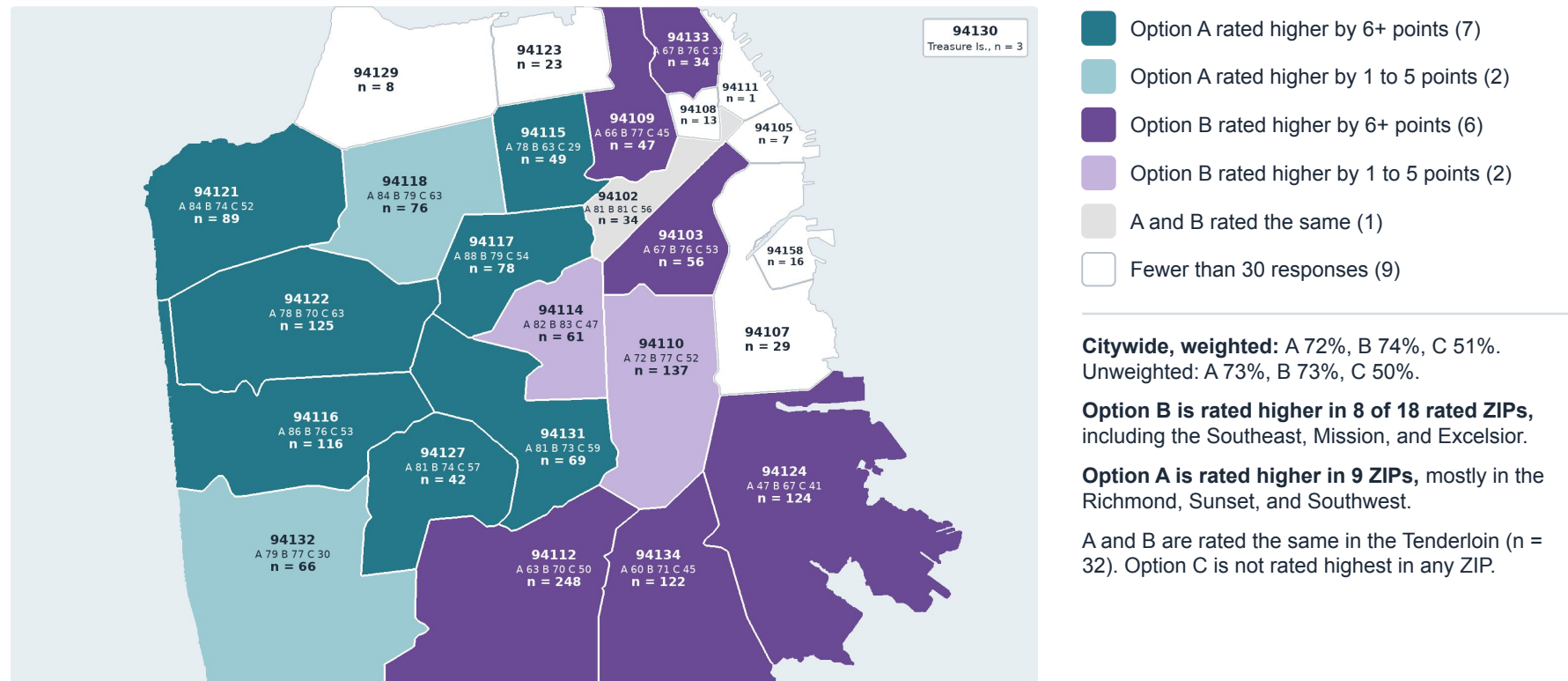


Source: SFUSD Family Survey, Sept. 11 to Oct. 2, 2026 (2,700 responses with an SF ZIP). SFUSD kindergarten enrollment, 2025-26.

Survey | Do Policy Options Meet SFUSD Family Needs?

39

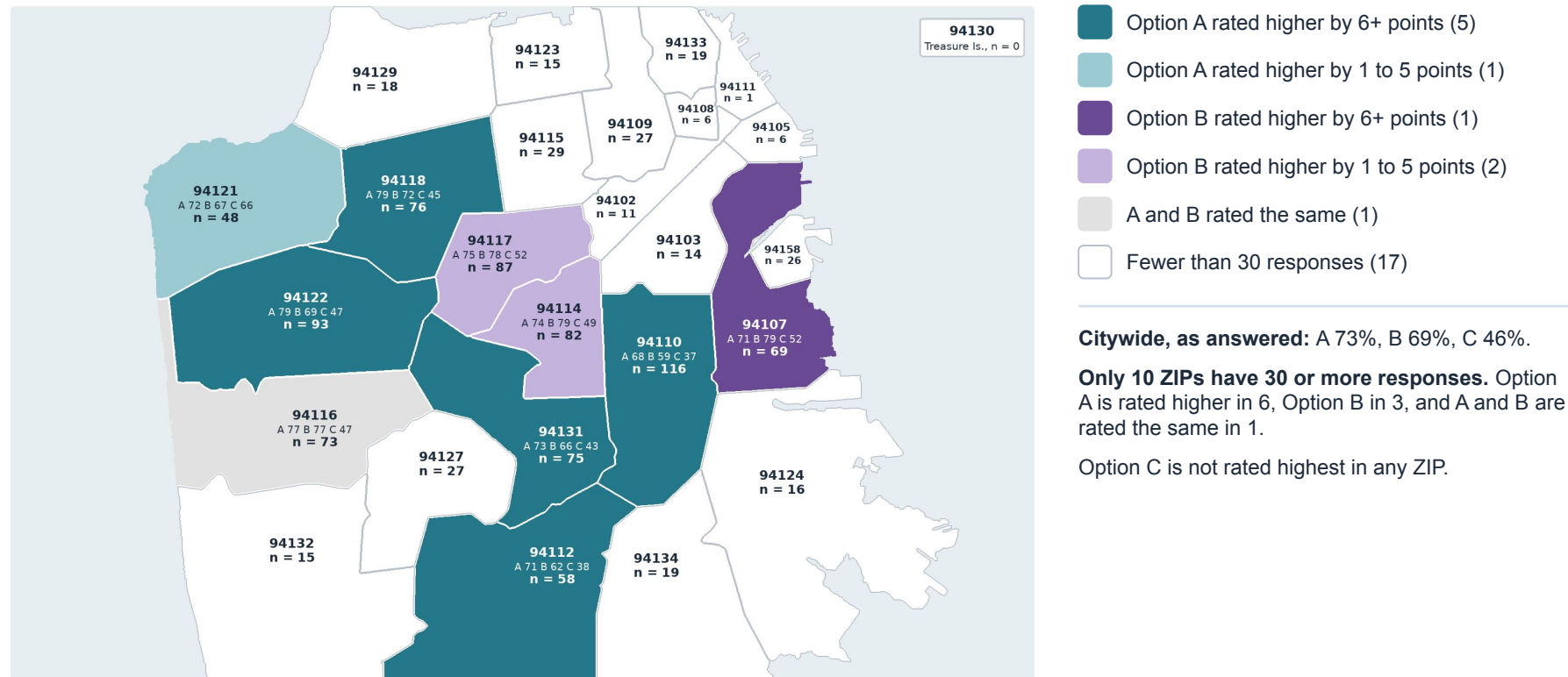
Results for SFUSD families



Source: SFUSD Family Survey, Sept. 11 to Oct. 2, 2026. SFUSD families: 1,685. Citywide results adjusted for where families live and income (see slide 41). ZIP results as answered. ZIPs with fewer than 30 responses not rated.

Survey | Do Policy Options Meet Non-SFUSD Family Needs? ⁴⁰

Results for families not currently in SFUSD



Source: SFUSD Family Survey, Sept. 11 to Oct. 2, 2026. Families not in SFUSD: 1,040. Results as answered. ZIPs with fewer than 30 responses not rated.

Weighting Responses

Some neighborhoods and income groups answered more than others. We adjusted SFUSD family results so they reflect SFUSD families as a whole. We also adjusted SFUSD family results by income status. Results were not adjusted by race as there was not a significant variation.

SFUSD families	As answered	Adjusted	SFUSD K families
West (Richmond, Sunset)	29%	27%	27%
Southeast	15%	18%	17%
South (Excelsior)	15%	15%	14%
North	12%	15%	14%
Central	15%	10%	10%
East	6%	8%	9%
Mission	8%	8%	8%
Low income (meals, CalFresh, Medi-Cal)	24%	52%	52%

Community Voice | Focus Groups

Families choose schools for many reasons

Diversity/Affinity

"Want to be in a multicultural space, it's a top priority" - Parent, Sunset

"My kids are mixed race. We wanted a high percentage of mixed-race students, so they'd have friends from households similar to theirs." - Parent, Castro

"Diversity is an important aspect of a strong school. Kids of different races and economic backgrounds is important to me" - Parent, Inner Richmond

Language Programs

"We really wanted our children to speak Cantonese." - Parent, Bayview

"We're looking for programs to learn Spanish because there are so many Spanish speakers in San Francisco." - Parent, Excelsior

"We would have gone private if we didn't get language immersion" - Parent, Glen Park

Teacher/Administrator Quality and Tenure

"Tenure of teaching staff matters. A revolving door is a red flag." - Parent, Sunset

"Good teachers plus longevity of teachers and principals. Schools with a lot of turnover tend to feel less strong." - Parent, North Beach

"Looking for strong school leadership, strong school staff, kids performing to grow to grade level." - Parent, Excelsior

Community Voice | Focus Groups

Families choose schools for many reasons

Logistical Considerations

"We toured seven schools. Start time was a huge factor." - Parent, Castro

"Our neighborhood school is a strong school. We don't go there because of the early start time."

- Parent, Bernal Heights

"Many families need to align school choice with commute. This is really hard if your neighborhood school isn't where you are most of the day." - Parent, Bayview

Enrollment/Size

"Each grade has 3 teachers acting as a team, teaching together, lesson planning." - Parent, Bernal Heights

"Our school is small by design and we love that" - Parent, Castro

Fear of Closures

"Possibility of being closed, that was concerning." - Parent, North Beach

"Don't want to be assigned to a school that's at risk of closure." - Parent, Bayview

Facilities

"Some schools are older; when were they renovated? When were they tested for lead? Are they safe?"

- Parent, Silver Terrace

"The district hasn't invested in this school in a long time. Not just paint, but real, proper renovations."

- Parent, Bayview

School Culture + Climate

"If my child isn't in a healthy environment where they're supporting him, he's not going to learn" - Parent, Lakeshore

Community Engagement Strategies

	PHASE ONE: August through October 13 <i>Information, outreach & community dialogue</i>	PHASE TWO: October 13 through April 13 <i>Understanding impacts to inform design & decisions</i>
Major decisions	• High level policy direction	• Program access rules/ tiebreakers • Program footprint (language, K8, SpEd, TK) • Boundary design (zones or attendance areas)
Engagement Strategies	• School Reorganization Survey • Family Summits: SFUSD presence at listening events • Online focus groups	• School Reorganization Survey • In-person listening sessions for dialogue and engagement by geographic region • Online town halls to share information and promote survey • Cohort meetings to engage site leaders and gather input/feedback • Program-specific engagement at relevant school sites and communities

Phase II Engagement Strategies

Engaging with
impacted
communities

Major Decisions

1. **Student assignment policy** (final policy)
 - a. **Boundaries** (attendance areas or zones)
2. **Program changes** (language, SpEd, K8, TK)

Strategies

1. **Survey** to collect input from a broad range of families
2. **In-person listening sessions** to gather deeper input (neighborhood based - prioritize SE)
3. **Online town halls** to share information and promote survey
4. **Cohort meetings** to gather input and feedback from site leaders
5. **Program-specific engagement** at relevant school sites e.g., via SSCs or Community Schools Coordinators

Phase II Engagement Strategies

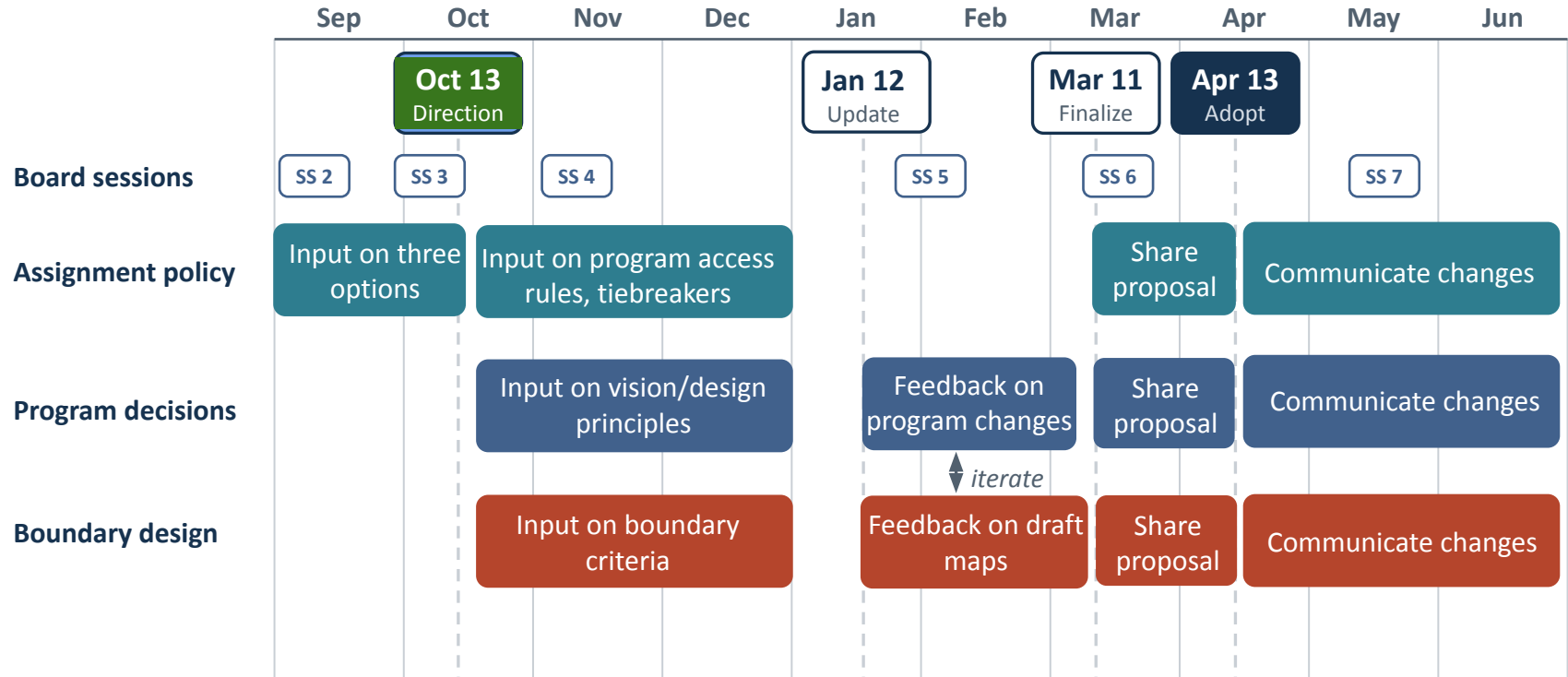
How we'll
reach the most
impacted
communities

We will **utilize partnerships** to ensure we're hearing from the families most impacted by these changes:

1. Dedicated listening sessions with **district advisories** to understand focal families perspectives
2. **Partnerships** with CBOs to help meaningfully engage focal populations in underrepresented neighborhoods
3. Partnerships with **PreK providers** to host listening sessions and/or promote surveys with families of young children

Community Engagement Roadmap

Direction in October initiates community engagement for program placement and boundary design to **adopt a policy by April 13.**

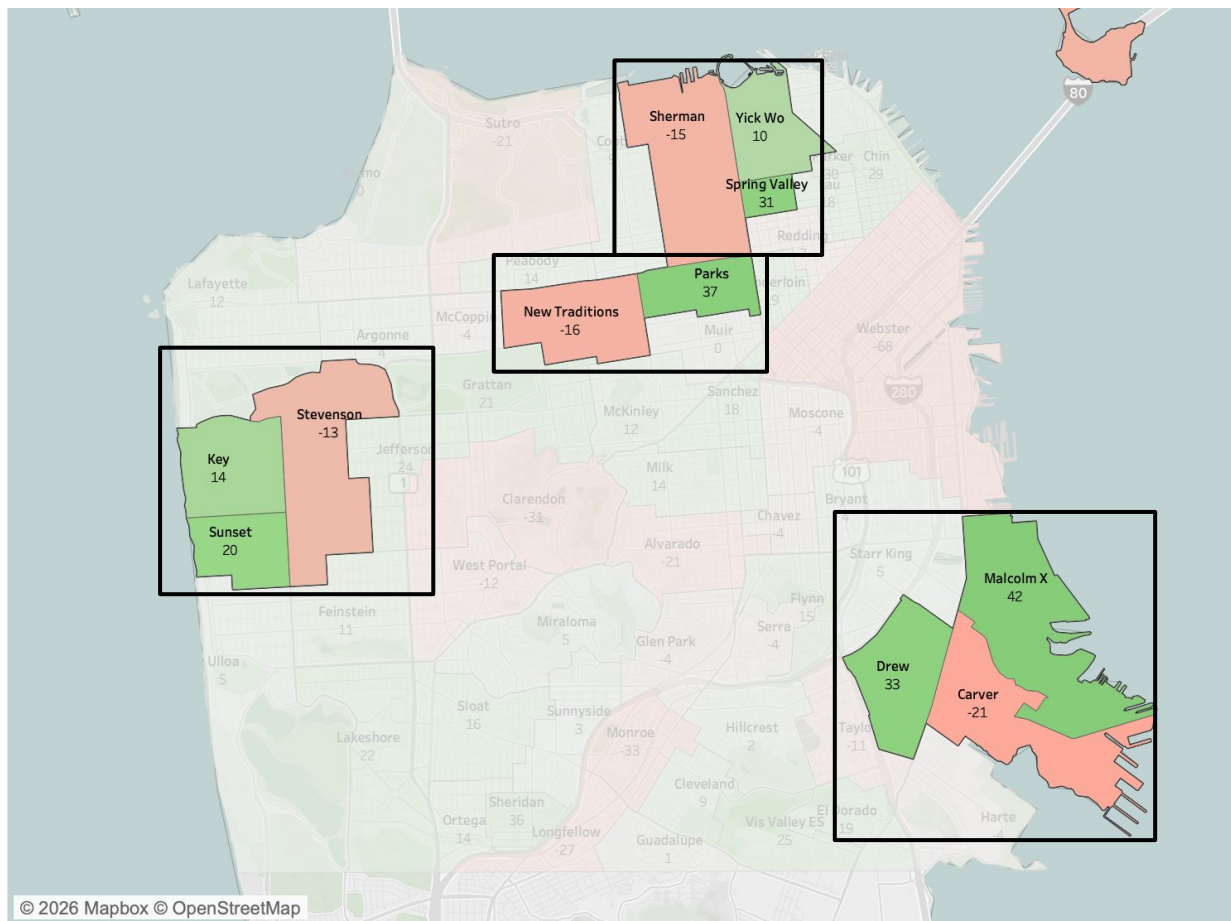


Example: Shifting Seats Across Neighborhoods

Here are four schools that currently:

- have a general education seat shortage, **and**
- do not have a language program strand

Viable levers: move boundaries

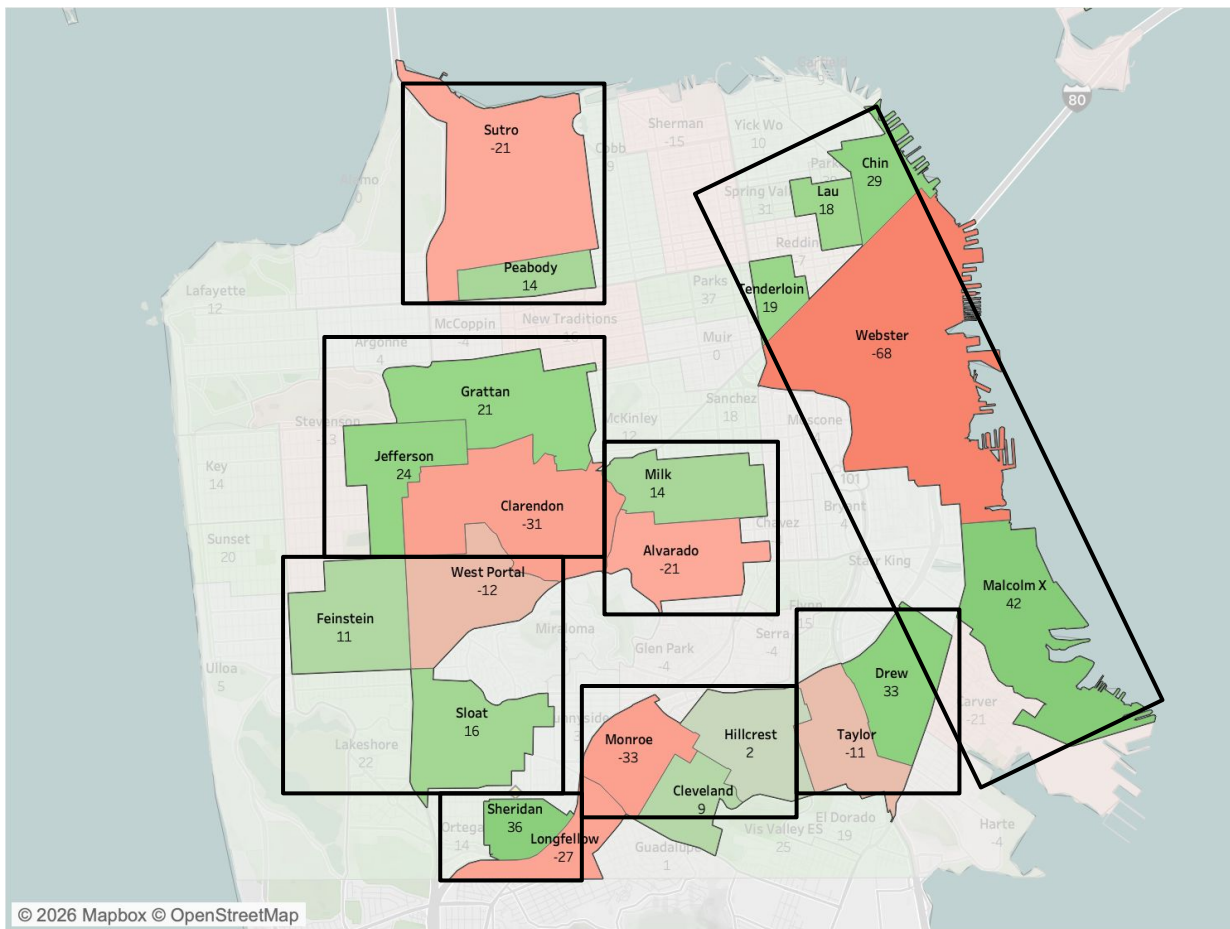


Example: Shifting Seats Across Neighborhoods

Here are eight schools that currently have both:

- a) a general education seat shortage, and
- b) a language program strand

Viable levers: convert language seats, convert citywide school, move boundaries



Moving Boundary Lines | Neighborhoods

Neighborhood (attendance areas)	Shortage	Seats opened up by moving lines	Remaining shortage
Mission Bay, Webster	68	~31	~37
Longfellow, Monroe	60	~14	~46
Sutro	21	~9	~12
Clarendon	31	~15	~16
Alvarado	21	~13	~8
West Portal	12	~12	0
Five other areas	76	~61	~15
Seven small areas	31	0	~31
Total	320	~155	~165 7 to 8 classrooms short

Late Applicants

Q: Would Option B leave late applicants without a guaranteed seat nearby?

A: Only in a few places. For most late applicants, their neighborhood school has room.

Of the roughly 370 late applicants each year...

For 7 in 10 students	For 2 in 10 students	For 1 in 10 students
Their attendance area school is not in high demand	They live in a seat-shortage area (mostly Mission Bay/Webster)	Their attendance area school is popular but has room.
Low risk under any option.	At risk under any option.	At risk under full choice.

A seat hold protects late families at popular schools.

It does not address a seat shortage

Moving Boundary Lines | Zones

Zone (illustrative only)	Shortage	Seats opened up by moving lines	Remaining shortage
Mission Bay, Starr King, Webster	63	~35	~28
Guadalupe, Longfellow, Monroe	59	~29	~30
McCoppin, Peabody, Sutro	11	0	~11
Clarendon, Grattan, Jefferson	7	0	~7
Alvarado, Milk	7 to 21	0	~7 to 21
West Portal, Feinstein, Miraloma	0	n/a	0
Bryant, Chavez, Moscone	4	0	~4
Total	~150	~65	~85 4-5 classrooms short

These are not proposed zones. They are illustrative. If the board gives direction to build zones, we will undergo a much deeper process to develop zones through program design and community input.