



Quality Middle Schools/ K-8 Feeder Patterns February 1, 2011



Presentation Outcomes

- Review the purpose and benefits of the Quality MS Project.
- Answer key questions Board members raised at the last meeting.
- Review and discuss a revised language pathway.
- Review and discuss a **DRAFT K8 Feeder Pattern** that balances language pathway, capacity, proximity and diversity.
- Present possible options for moving forward with a K8 feeder pattern.
- Agree on next steps for community engagement and further analysis for Quality MS Plan.



Project Overview/ Purpose

To develop and implement a plan to ensure quality middle school options at all schools, extending language pathways and other academic program options, from elementary to middle school that allows for effective implementation of a new “virtual K-8” student assignment policy that meets the academic and social needs of all middle school students and addresses the growth in middle school population over the next 3-5 years.



Quality Middle School Inventory Key Categories

- Academic Performance
- Staff Composition
- Program Quality and Range of Programs
- Student Support Services
- Family Engagement and Supports
- Safety and School Climate
- Physical Environment



Benefits of K-8 Pathways in Building High Quality Middle Schools

Given the projected growth in middle school enrollment it is imperative that SFUSD leadership and community work together to ensure that ALL middle schools are “high quality” and that K-8 Pathways support building high quality middle schools through increased:

- Planning and articulation of curriculum and academic programs.
- Sense of community among a smaller and more predictable cohort of students and families who move together to middle school, contributing to positive school climate and more effective transitions especially for traditionally under-served students.
- Expansion of language pathways for students in biliteracy and immersion programs in elementary schools.



Quality Middle Schools

Creating Quality Middle Schools requires us to build stronger programs and pathways in a number of areas

- Academies/ Magnets
- GATE/Honors
- Language Pathways
- Special Education
- Visual and Performing Arts



Buena Vista and Horace Mann

2011-2012 the Mission will have a K-8 school

- BV immersion program will create a strong base for a full dual language program at HM and creates a K-8 School for the Mission Neighborhood.
- The BV move supports an overall transformation plan for Horace Mann, funded by significant federal dollars from SIG.
- Student Assignment: EPC will honor requests that have been submitted for 2011-2012 for HM for both GE and language pathway. For 2012-2013 HM will be a city wide choice language program.

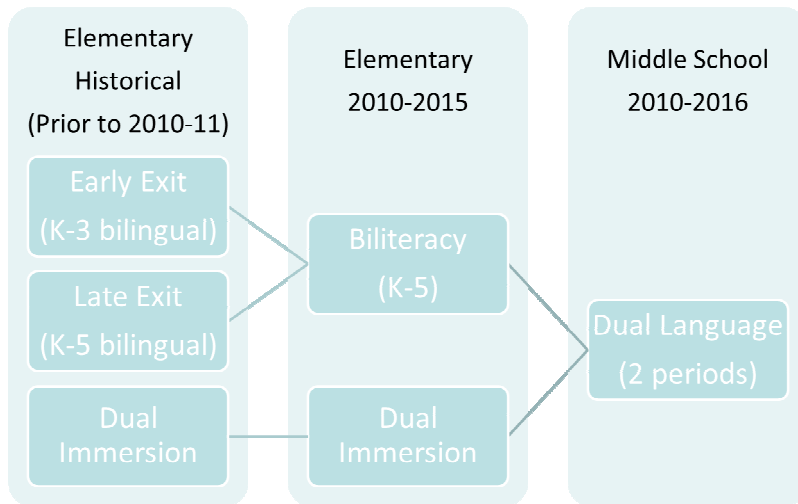


District's Commitment to Language Pathways

- Lau Plan for English Learners
 - Enhance and build language pathways K-12
- Board's Multilingual Policy
 - Provide opportunity for every child to become bilingual and bicultural
- SFUSD has made substantial investment in building language pathways for over 35 years with many successful elementary immersion programs that require further articulation into secondary.



Strengthening Language Pathways (EL/ Lau Plan)



Middle School Dual Language (DL) Pathway- Master Schedule

Sample Master Schedule with full implementation

Period	Language Pathway (EL)	Language Pathway (EO)
1	English Language Arts	English Language Arts
2	Social Science (in target language)	Social Science (in target language)
3	Math	Math
4	Science	Science
5	Physical Education	Physical Education
6	Language Arts in Target Language	Language Arts in Target Language
7	English Language Development (ELD)	Elective



Proposed Expansion of MS Language Pathways

2010-11

- 3 languages
- 6 middle schools and 3 K-8 schools
- 498 6th grade seats
- 15% of all 6th grade seats

2016-17

- 7 languages
- 12 middle schools and 5 K-8 schools
- 1,501 6th grade seats
- 34% of all 6th grade seats



Proposed Expansion of Language Pathways

	2012-13	2013-14	2014-15	2015-16	2016-17
Expand	Everett SPN DL Mann SPN DL Lick SPN DL			Marina CHN DL	Francisco CHN DL Hoover CHN DL Hoover SPN DL
New	Aptos MN DL Presidio JBBP	Presidio RUS FLES	ISA SPN DL Roosevelt CHN DL	Vis Valley SPN DL King SPN DL Marina SPN DL	Denman FIL DL King CHN DL Vis Valley CHN DL

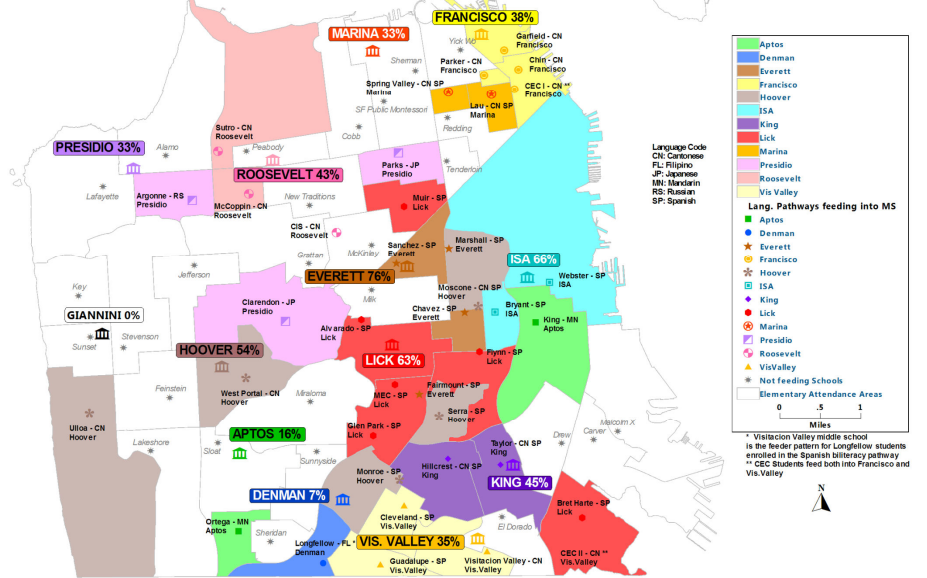


Proposed Language Pathways (LP)

Middle School	Total 6th Grade	Cantonese	Mandarin	Spanish	Russian	Japanese	Filipino	Total for LP	% Seats for LP	Other 6th grade seats
Aptos	420		66					66	16%	354
Denman	308						22	22	7%	286
Everett	232			176				176	76%	56
Francisco	261	99						99	38%	162
Giannini	430								0%	430
Hoover	386	99		110				209	54%	177
ISA	100			66				66	66%	34
King	247	66		44				110	45%	137
Lick	298			187				187	63%	111
Marina	336	66		44				110	33%	226
Presidio	396				66	66		132	33%	264
Roosevelt	256	110						110	43%	146
Vis Valley	255	22		66				88	35%	167
Totals	3,925	462	66	693	66	66	22	1,375	35%	2,550
		12%	2%	18%	2%	2%	1%	35%		65%



San Francisco Unified School District
 Draft Language Pathways - 35% of Middle School Capacity
 February 1, 2011
 (percentages indicated for each middle school reflect the percentage of seats would be allocated for language pathways)



Diversity in Language Programs

- There have been outreach and engagement activities to increase the recruitment and retention of English Learners and African Americans into language programs. (See appendix for detail.)
- The % of African American students in dual immersion programs averages 3-4% except for Japanese Bilingual Bicultural program.
- The % of EL Learners in elementary immersion programs ranges from 31% to 58%.
- The % of students who qualify for free and reduced lunch in elementary immersion has a range from 17% to 64%.
- There are some schools like Buena Vista and Paul Revere that have a mix of students that reflects the diversity of the District.



Diversity in Language Programs

- **Recruitment and Retention Efforts for African American (AA) students**
 - Recruitment Night with PowerPoint & Data
 - Collaboration with AA Think Tank from PPS
 - Dual Language Immersion Principal Meetings
 - Professional Development for Teachers
 - Community Engagement Teaming at APD
 - Pathway Development in Bayview Hunters Point
- **Recruitment and Retention Efforts for EL students**
 - Enrollment Fair
 - Site support
 - EL Data presentations
 - DELAC pathways updates
 - Child Development Programs alignment



Financial Considerations

- Assuming full classes, the cost of all MS students taking 7 classes would be approximately \$5.75 million annually (using 2011 costs). This would be phased in as language programs are built.
- We're exploring alternative approaches, e.g., prioritizing the 7th period for English Learners in Dual Language programs.



Financial/ Staffing Considerations

- In middle schools, there needs to be a critical mass of at least 66 students (two full classrooms) of any strand (i.e. Spanish dual language) per grade in order to build a master schedule that does not require extra staffing.
- Recommendations have been crafted to have at least 66 students per strand where possible. However, there are some schools with small, unique programs and / or programs that are phasing in where there are not 66 students.
- This issue is further complicated by more complex certification requirements at middle schools. Staff teaching in dual language strands will need to have BCLAD certifications in the target language as well as other subject area certification(s).



Staffing: Recruiting and Retaining BCLAD Teachers in Target Languages

- Prop A provides financial incentives for BCLAD teachers.
- Strong District and Institutes of Higher Learning (IHEs) partnerships to promote BCLAD programs.
- Paraprofessional training program supports over 150 aspiring teachers with 85% people of color and over 50% of the participants bilingual, mostly in Cantonese.
- Active teacher recruitment at a variety of forums with a focus on bilingual teachers.
- Exploring teacher exchange program for Mandarin speaking multiple subject teachers.



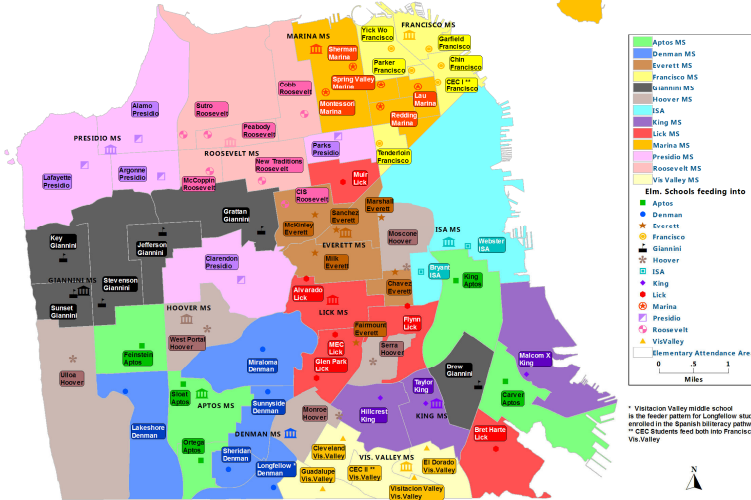
Building MS Feeder Patterns/ Assumptions

- Language Pathway plan per EL/ Lau will require a certain number of MS seats to be reserved at sites as the dual language programs are built over the next five years.
- Special Education Redesign project also calls for setting aside a certain number of general education seats for students with disabilities to facilitate inclusion at all schools and all grade levels over the next few years.
- The growth of MS students will reduce the current range of choice options and may create “defacto” assignment patterns based on reduced flexibility over time.



Middle School Feeder Patterns

San Francisco Unified School District
Draft Middle School Feeder Patterns
February 1, 2011



* Visitation Valley middle school is the feeder pattern for Longfellow students enrolled in the Spanish language pathway.
** CEC Students feed both into Francisco and Via Valley.

Choice

Do not create MS Feeder Pattern at this time but identify alternative ways to address impact of growing MS enrollment.

- **Pros**
 - Allows more time to find alternative ways to address the complexity of growing enrollment, language pathways, inclusion and other variables impacting Middle School assignment and school quality.
- **Cons**
 - Delays planning for the inevitable growth MS and the reduced choice many parents will face over the next 3 years.
 - The District will not realize the benefits articulated for building virtual K-8 Pathways.



K-8 Feeder Patterns

Implement K-8 Feeder Pattern for 2012-2013

- **Pros**
 - Realize the many advantages of virtual K-8 Pathways (e.g coherence, cohorts of students/ families).
 - Provides pressure to address and resolve challenges for implementing a feeder pattern over the next 12-18 months.
- **Cons**
 - A rapid implementation of feeder patterns may result in lack of understanding and support from families resulting in rejection of feeder patterns which may result in loss of enrollment and undermine the benefits of the K-8 Pathways.



Phase In K-8 Feeder Pattern

Implement K-8 Feeder Pattern as the initial tiebreaker starting in 2012-2013

- **Pros**
 - Encourages voluntary parent participation in building virtual K-8.
 - Allows more time for programmatic, financial and capacity planning and issue resolution.
- **Cons**
 - Extra time may not be used for planning due to other competing priorities.



MS Feeder Pattern Options

	Choice	K-8 Feeder Pattern	Phase in K-8 Feeder Pattern
INITIAL MS OFFER	NO	YES	NO
MS FEEDER PATTERN	NO	YES	YES
CHOICE PROCESS	YES	YES	YES
TIE-BREAKERS	<ol style="list-style-type: none"> 1. Younger siblings 2. Test score areas 3. Other 	<ol style="list-style-type: none"> 1. Initial assignment to MS Feeder 2. Younger siblings 3. Test score areas 4. Attendance area 5. Dense population 6. Other 	<ol style="list-style-type: none"> 1. MS feeder 2. Younger siblings 3. Test score areas 4. Attendance area 5. Dense population 6. Other

DEVELOP LANGUAGE PATHWAYS at MIDDLE SCHOOLS
 (Reserve capacity at schools for language pathways as they are implemented)

Recommendation: Phase in K-8 Feeder Pattern

Rationale for Recommendation

- Clearly communicates the commitment and need for creating K-8 Pathways and allows time to build deeper engagement and commitment to the broader effort of building high quality middle schools.
- Allows more time for central office and school leaders for planning and effective implementation, especially around key issues including Master Schedule, Inclusion, Transportation, Finance and Staffing.

Next Steps

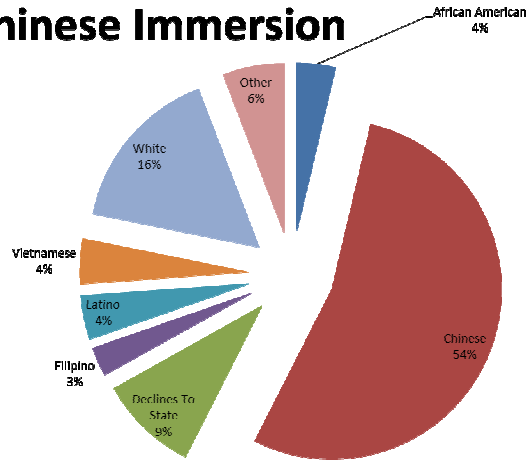
- Make any revision to the Project Plan based on BOE, Feb 1 feedback.
- District Leadership, Project Team, PPS/ PAC and MS Principals will engage staff and parents in providing feedback on how to create quality middle schools including feedback on proposed feeder patterns
- Project Team and MS Principals will complete Quality MS Inventory and draft feasibility plan
- Keep the BOE apprised of the progress on this project at future COW meetings.



Appendix



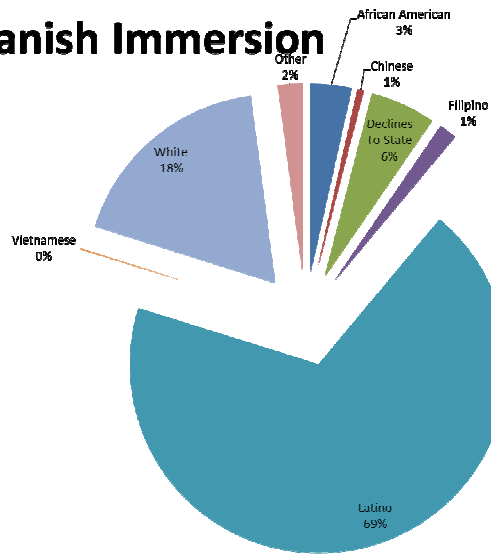
Chinese Immersion



Ethnicity by Language Pathway ~ January 28, 2011



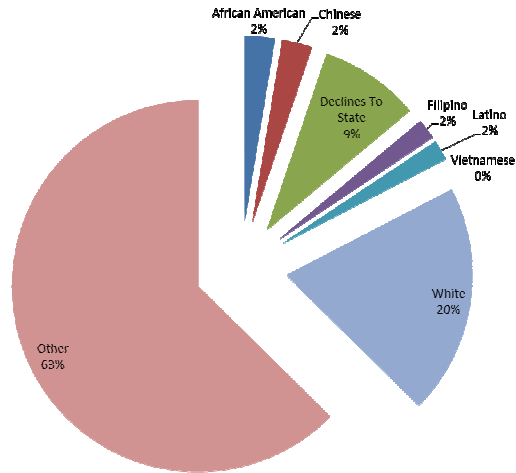
Spanish Immersion



Ethnicity by Language Pathway ~ January 28, 2011



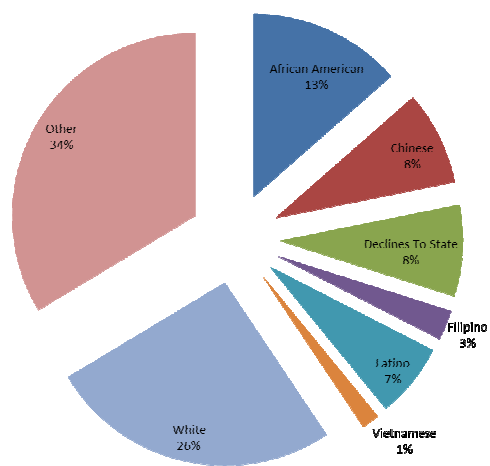
Korean Immersion



Ethnicity by
Language Pathway
~ January 28, 2011



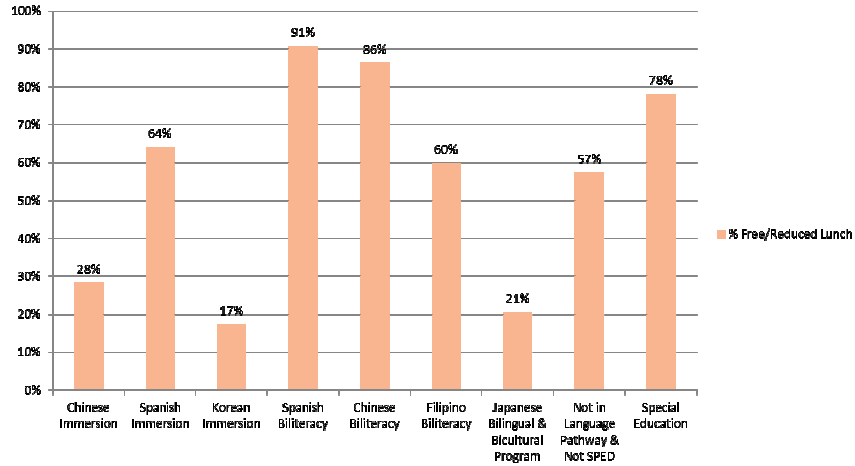
Japanese Bilingual Bicultural Program



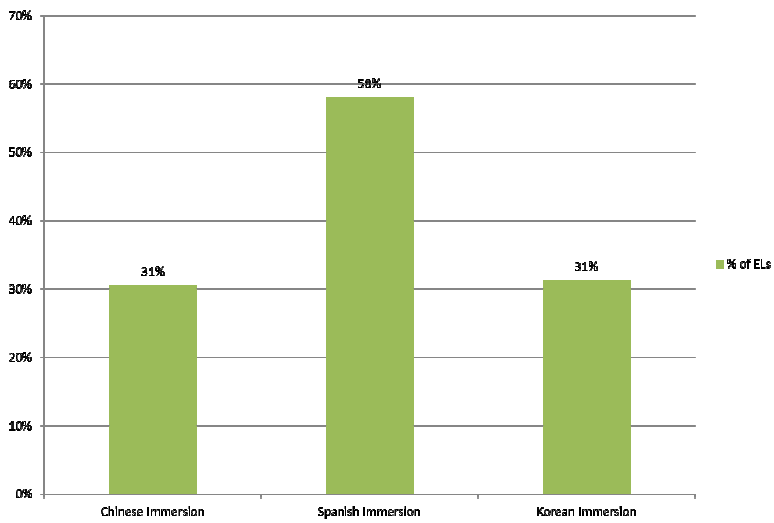
Ethnicity by
Language Pathway
~ January 28, 2011



% Free/Reduced Lunch by Programs (12/2010)



% of English Learners in Elementary Immersion (2/2011)



African-American Recruitment & Retention

Activity	Progress	Next Steps
Recruitment Night with PowerPoint & Data	2009-10: Held in December. PowerPoint distributed to school sites 2010-11: Cancelled due to site conflicts	Schedule regular recruitment activities & include at enrollment fair
Collaboration with AA Think Tank from PPS	2009-10: Met with Rep & shared resources. Targeted sites in Bayview Hunters Point 2010-11: Change at PPS	Continue to work on outreach with PPS
Dual Language Immersion Principal Meetings	2009-10: Used Courageous Conversations & critical friends protocols to address specific cases at school sites. 2010-11: Focus on Milestones & Disaggregated Data	Continue work
Professional Development for Teachers	2009-10: Support to sites in using protocols for addressing service to AA students 2010-11: Team working on SLA Core Curriculum with cultural standards embedded	Develop & provide PD for Dual Language teachers - embedded in Core Curriculum
Community Engagement Teaming at APD	2009-10: Teaming with sites and central staff to coordinate recruitment materials and activities 2010-11: Team dispersed	Regroup team and align work with SSS
Pathway Development in Bayview Hunters Point	2009-10: Informational meetings to community & program placement proposal submitted for Bret Harte 2010-11: Pathway development at Bret Harte	Continue to work with Bret Harte community & other schools in Bayview Hunters Point

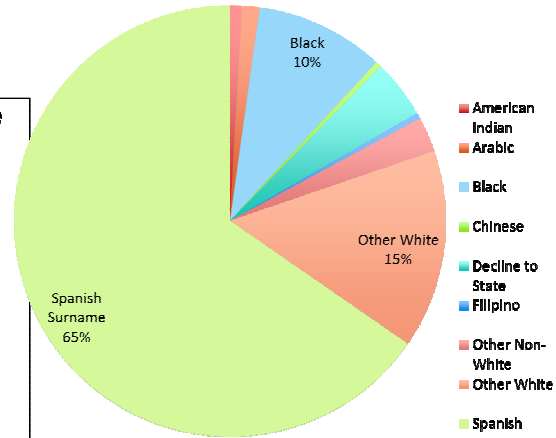
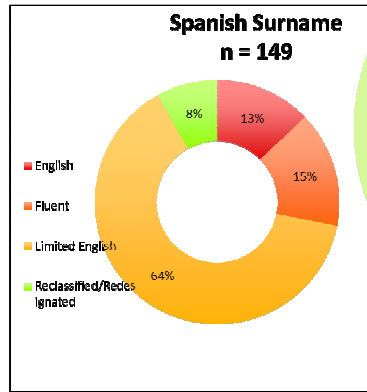


English Learner Recruitment & Retention

Activity	Progress	Next Steps
Recruitment Fair	2009-10: Presentation of pathways 2010-11: Updated Presentation of pathways	Continue & update with pathway development information
Site support	2009-10: Presentations to EL families 2010-11: Presentations to EL families	Continue & update with pathway development information
EL Data presentations	2009-10: District Presentation at a school site 2010-11: Disaggregate data to be used at sites	Continue to gather longitudinal data for all pathways
DELAC pathways updates	2009-10: Regular updates 2010-11: Regular updates	Continue & update with pathway development information & data
Child Development Programs Alignment	2009-10: First articulated Prek-5 pathway 2010-11: Regular meetings to define pathways & protocols for program implementation	Continue to work with CDP & hire PreK-3 TSA to support EL pathway development



**Buena Vista DLIP 2009-2010
Demographics of 2nd – 5th Grade Students
N = 228**



**Revere DLIP 2009-2010
Demographics of 2nd – 5th Grade Students
N = 87**

