

Alternative Solutions Committee

Priority Enrollment Case Studies

Priority Enrollment Subcommittee Research
5/10/2011

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Executive Summary

Scope and research Methodology

The sub-committee focused on the nearest counties San Mateo, Santa Clara and Alameda and reviewed 54 school districts within those counties using the following parameters:

- Does the school district appear to have over-enrollment/capacity issues?
- How do they handle over-enrollment issues?
- Do they have a "lottery" system? If so, what type? (overflow, initial assignment, other)?
- Does the district offer alternative education programs (magnet, immersion, charter...)?

The initial review indicated that about 30% of the districts reviewed have enrollment policies posted online which suggest enrollment issues in the district either now or in recent history. About 20% of the districts reviewed have some type of lottery system in place within the district and about 40% of the districts offer alternative education programs.

Based on the initial review, 14 districts were identified as potential good case studies based on their current situation and contacted to obtain further information. Sub-committee members were able to speak to representative in 9 districts. Findings are reported in the detailed case studies contained in this document.

Comments captured by these case studies reflect the words of those interviewed in each district and are reflective of that district's relative perspective. These case studies are intended to illustrate what has worked and not worked for other districts, and how we may apply some of their learnings to our own district.

Summary of Findings

- Most districts facing over-enrollment/capacity issues have implemented some method of priority enrollment based on a pre-established list of priorities.
- Boundary changes are usually not well accepted and not successfully implemented.
- School re-assignment is usually better received when API scores among school choices are within close range (e.g. 30 points), or when the school offers additional attractive programs to supplement standard curriculum.
- Additional/alternative programs have been implemented to "even the playing field" across schools when needed or attract families to a specific location.
- Alternative programs prove to be very successful and demand for enrollment is high.
- Communication & expectation setting is essential regarding enrollment considerations & policies.

Case Study: Fremont

School District Name: Fremont Unified School District

Location of School, County: Fremont, Alameda County

Contact at District: Eva Hinojoza, secretary to director of elementary education.

Problem Statement

The Fremont Unified School District has had capacity issues that vary year to year. They started the “Overload” program ~10-12 years ago. Attendance boundaries were re-drawn 8-9 years ago to further help with the issue but had little to no impact as they were not able to predict enrollment at each school area (there was discussion about closing an elementary school at one point as well). “The boundary changes did not effectively help with student enrollment fluctuations which can greatly vary year over year. Detailed attendance projections were made but it was really guessing and not predictable”.

Solution They Have Implemented

An “Overload” program was implemented to address over capacity at schools (children don’t go to their neighborhood school). The director, Debbie Amundson, is happy to speak with anyone from the committee re this program.

Before initiating the “overload process” the district first tries to create grade split combination classes to house extra students (as an example, 12 second graders and 16 third graders). They also add extra teachers if there is space to house the extra students, and if there are enough students to fill a new class.

When the district must send students out of their home school, it will be done in the fairest way possible. Overload students are prioritized by the date of the completed registration at the home school. Students who register first have first priority for spaces at the school. Schools prioritize in the following order:

- Residents by registration date (includes overload students)
- Open Enrollment Lottery students
- Students with approved intra-district transfers (from schools within FUSD)
- Students with approved inter-district transfers (from outside FUSD)

Students entering kindergarten, whose siblings are currently enrolled in K-5th grade, who register on sibling registration day are not overloaded. They attend their home school even if their sibling has been overloaded and is attending another school in district at the time. Students entering kindergarten, who do not have siblings enrolled in K-5th grade, may be overloaded if the home school has registered more students than they can accommodate. A lottery will be held in March following open registration to

determine priority numbers for students who do not have siblings enrolled. Those registering after the lottery will be added to the priority list by registration date and time.

Community / Parent Reaction to Rollout

There was some resistance at first but now it is well accepted and there are few complaints. "It gets easier each year." There were several meetings and outreach done with the community before implementing. Board policy was changed.

There was and continues to be a lot of proactive communication about the process which was extremely helpful. "People really know what to expect." Parents appreciate the district "being upfront" and most parents "accept the program well." Some decide to stay at their overload school.

There is >100 API score differential between the various elementary schools (735-865, 1 at 927). Those schools with lower API scores have "an advantage the others don't due to more funding, such as after school academic programs" and they are roughly half the population of the impacted schools. Overload families have had good experiences with these schools.

How the Program is Working / General Success Factor

Program is working well. People view it as the "only fair way of doing things." It is a "big change" from when it was initially discussed. People know what is happening and feel comfortable. Don't believe they could do anything better "Best plan for us! It works!"

Elements that BRSSD Might Consider

- **Overloads/Overflow programs work.** "New" attendance boundaries didn't effectively help with capacity issues and student enrollment fluctuations. This does.
- **Schools with lower API scores have additional programs.** This "evens" the playing field.

Attachments

- <http://www.fremont.k12.ca.us/site/Default.aspx?PageID=275>
- http://www.fremont.k12.ca.us/cms/lib/CA01000848/Centricity/Domain/83/Questions_andAnswers_Overloads.pdf

Case Study: San Carlos

School District Name: San Carlos School District

Location of School, County: San Carlos, San Mateo County

Contact at District: Tom Quiggle, President, Board

Problem Statement

San Carlos School District has four elementary, two middle, and one K-8 school. All four elementary and one of the middle schools are charter schools. Two sites were regularly over capacity.

Solution They Have Implemented

In January 2010, the district redrew boundaries to alleviate capacity at the impacted sites. The district also uses a lottery system to determine enrollment priority when a charter school is oversubscribed, as required by CA education code on charter schools. Kindergarten/new student registration is from October to March, during which time parents register their children at the district office. After the initial registration period ends, the district will hold a lottery, if necessary. The following is the order of priority in enrollment:

1. Currently enrolled students
2. Neighborhood students with siblings who will concurrently attend the school
3. All other neighborhood students
4. Intra-district students
5. Students who through legal court order/contractual agreement are given status of resident of SCSD: Tinsley, children of district employees, etc.
6. Currently enrolled Inter-district students
7. Students who live in San Carlos but outside of SCSD
8. All other residents of CA

NOTE: Once a student is enrolled in a SCSD school, s/he does not have a priority right to voluntarily transfer to another school within the district.

Community / Parent Reaction to Rollout

The redistricting that was implemented in January 2010 resulted from a 6-month process, during which multiple meetings at every school and discussions at regularly board meetings were held. Mr. Quiggle felt the process was sometimes contentious, but orderly and ultimately worked well. He acknowledged that boundary changes are difficult and rarely popular. The lottery system, like any system, does not please all. However, SCSD uses it whenever necessary.

How the Program is Working / General Success Factor

See response to “Community/Parent Reaction to Rollout”

Elements that BRSSD Might Consider

- SCSD is similar in size to BRSSD, and it invested considerable amount of time—6 months-- in their recent redistricting process. The extended time likely contributed to the community’s ultimate acceptance and Mr. Quiggle’s belief that the process ultimately worked well.
- Once a student is enrolled in a SCSD school, s/he does not have a priority right to voluntarily transfer to another school within the district. This policy likely contributes to the stability of any given school in SCSD.
- SCSD’s registration process involves registering at the district office, not at a particular school. The lottery system, regardless of whether it is mandated by education code or not, eliminates the need for parents to camp out during registration.
- Though it is called a “lottery”, SCSD’s system does give priority enrollment based on a priority order.

Attachments

Supporting documentation for this case study includes:

- District’s webpage: https://smfc-ca.schoolloop.com/cms/page_view?d=x&piid=&vpid=1227679788655
- Enrollment Procedures: <http://www.sancarlos.k12.ca.us/registration/enrollment-procedures/>
- Enrollment Procedures Order of “Preferences”: <http://www.sancarlos.k12.ca.us/wp-content/uploads/preferences.pdf>

Case Study: *Pacifica*

School District Name: Pacifica School District

Location of School, County: Pacifica, San Mateo County

Contact at District: Eileen Manning-Villar, President, Board

Problem Statement

Pacifica School District experienced declining enrollment which led to the closure of several schools. Three magnet schools were developed and are open to all students throughout the district. When these schools have more students who want to enroll than capacity, a lottery process is used to determine who is enrolled. The Pacifica School District has 3 K-8 schools, 2 elementary schools and 1 middle school.

Solution They Have Implemented

If the number of application exceeds the number of spaces available for any given site, a lottery for the available spaces for that site will be held. In order to participate in the lottery, an enrollment card must be completed and submitted to the district office. If necessary, the lottery drawing is held on one day in January of each year. All the enrollment cards are placed in a container and a designated person (sometimes a student) draws the cards. The order of priority is as follows:

1. Children retained at their current school
2. Children of full-time district employees
3. Siblings of students presently enrolled in the school
4. Residents of the district who do not have siblings at the school
5. Out of district students

Ms. Manning-Villar, Pacifica School District's board president, said prior to their lottery system, the impacted schools "used to determine enrollment priority by having registration starting at a certain date and time. Parents would camp out the night before to get a place in line. Once this started getting ugly, the district decided to use the lottery system instead."

Community / Parent Reaction to Rollout

Ms. Manning-Villar was unfamiliar with the history of their district's lottery since she was not the board president at the beginning. However she stated it is customary for the district to involve the community in all matters with such high impacts as soon as they are planning on. She said the parents appreciate such proactive efforts.

In response to rolling out their lottery system, she said that "when changes are made, we give plenty of notice in advance. Usually, the changes are made the school year ahead and they implemented the following year."

How the Program is Working / General Success Factor

The lottery system is used every year so far. Ms. Manning-Villar said “it is a fairer system than making parents camping out, but the families who do not get their first choice are typically not happy.” However, she said “you will never make everyone happy. It often has some perverse results where families who live across the street or very nearby a school cannot go there.”

Elements that BRSSD Might Consider

- Pacifica School District created magnet schools in response to a decline in enrollment. As a result, the magnet schools as well as other schools, reached capacity. The district was very creative in 1) addressing enrollment decrease by creating magnet schools and then 2) addressing capacity issues years later by implementing a lottery/priority enrollment system. The burden to solve their capacity issue was not placed on a single neighborhood. Thus, more fair.
- Eliminating the need to camp out to register children. BRSSD have always discouraged camping out but to date have not been effective in stopping parents.
- Proactive communication from the board and district in general results in an appreciative and well-informed community.
- Though it is called a “lottery”, it is actually a system of priority enrollment since consideration and priority is given to existing families, siblings, etc.

Attachments

Supporting documentation for this case study includes:

- District’s webpage: <http://pacificasd.org/registration/index.htm>
- District’s Kindergarten Registration process:
<http://pacificasd.org/registration/Kindergarten%20kick%20off%20Informational%20flyer.pdf>
- District’s Waitlist Procedures :
<http://pacificasd.org/registration/Wait%20List%20Procedures.pdf>

Case Study: Sunnyvale

School District Name: Sunnyvale School District

Location of School, County: Sunnyvale, Santa Clara

Contact at District: Linda Moore, Attendance Technician

Problem Statement

There are capacity issues. The district has built where they needed capacity with a bond (a few years ago) but still has issues. There are 6,500 students in the district.

Solution They Have Implemented

If home school is over capacity, children attend the closest school.

Community / Parent Reaction to Rollout

No issues as many times students attend schools with better API scores. If not, there are comparable scores.

How the Program is Working / General Success Factor

Works well – may be an issue in the future if there is greatly increased capacity. There are “program improvement schools” in the district. The interviewee believes it “wouldn’t work to move neighborhood schools with 900+ API to these [program improvement] schools”.

Elements that BRSSD Might Consider

Partner school approach.

Attachments

- District’s webpage:
<http://sunnyvaleschool.ca.schoolwebpages.com/education/dept/dept.php?sectiondetailid=559&>

Case Study: Saratoga

School District Name: Saratoga Union School District

Location of School, County: Saratoga, Santa Clara County

Contact at District: Diane Wall, District Data Coordinator

Problem Statement

They moved to a lottery system due to the open enrollment policy and capacity issues. Open enrollment policy was decided by previous superintendent and board – not sure for what reason or how long ago. Saratoga is a relatively small school district with three Elementary Schools – Argonaut, Foothill, Saratoga and one Middle School: Redwood. Total number of children enrolled in the district: 2180

Solution They Have Implemented

SUSD has an Open Enrollment Policy which allows district residents to request a first and second choice (elementary) school. There are no homeschools assigned to property addresses. Placement is based on space availability at a school site. All students in 6th-8th grade attend Redwood Middle School.

When a parent comes to the district office to register students, district staff will ask for a first and second choice of elementary school sites. District residents are guaranteed placement in one of the district schools, not necessarily the first choice school. If a student does not receive placement in a first choice school, that student will be placed on a waiting list and the family will be contacted when space becomes available. The student will remain on the waiting list throughout the school year.

Occasionally a "lottery" is required when registration requests for a particular grade level at a K-5 school site exceed the space available. A lottery will be scheduled the first week of June if necessary.

Community / Parent Reaction to Rollout

Good communication. Well received due to the fact all schools have similar test scores north of 980.

How the Program is Working / General Success Factor

Program is working well. Program is considered to be "as fair as possible" by the community. It also provides flexibility.

Elements that BRSSD Might Consider

Lottery system as it is considered "as fair as possible" for the entire community. It also provides flexibility.

Family chooses first and second priority school.

Attachments

- <http://www.saratogausd.org/>

Case Study: San Mateo Foster City

School District Name: San Mateo Foster City School District

Location of School, County: San Mateo, San Mateo County

Contact at District: Molly Barton, Assistant Superintendent for Student Services and Amber Farinha, Coordinator Community Services

Problem Statement

San Mateo Foster City School District has 16 elementary and 4 middle schools. Of the 20 schools, 10 are magnet schools. Some schools, such as Baywood Elementary and Foster City Elementary, regularly faced overcapacity. Parents at Baywood expressed an interest in building new classrooms to address their capacity. As a result, a bond was passed and new classrooms were built at Baywood. To address capacity at Foster City Elementary (and potentially other schools in the future), the district implemented a lottery system. The system is also used for kindergarten enrollment at all elementary schools as a means to control enrollment.

Solution They Have Implemented

In early March of each year, students register on an assigned day of the week based on their last name. The following week, siblings of currently-enrolled students are scheduled to register. Finally, the registration period is extended for approximately two weeks for anyone not able to register on their assigned date. All registrations received after the extension period will be waitlisted in the order received. In the event a school receives more applications than the number of spaces available, a lottery system is implemented for that school. With the exception of the District-wide Magnet schools, where 100% of the enrollment is determined by a computerized lottery, all other schools must enroll neighborhood students first. Any additional spots available at a school are assigned by the computerized lottery system, using the following priority order:

1. Neighborhood students
2. Students of employees
3. Continuing students
4. Siblings of current students
5. All other students within district*

*All intra-district transfers may be revoked by the District based on insufficient space for neighborhood children.

Community / Parent Reaction to Rollout

According to Ms. Barton and Ms. Farinha, San Mateo Foster City School District held “thousands and thousands of focus groups” and met with parents multiple times as soon as soon as they realized

capacity was an issue. The focus groups and community meetings were intended to solicit parent ideas as well as reaction. Because parents were involved since day one, the overall reaction to the system was favorable.

How the Program is Working / General Success Factor

The lottery system has been used for three years. The district feels the lottery system is the most equitable solution in enrolling students and it eliminates the need for parents to camp out to register. The district will be building a new school in Foster City to alleviate the capacity issue at Foster City Elementary, and therefore new boundaries will be drawn before the school opens in 2013.

Elements that BRSSD Might Consider

- San Mateo Foster City School District has 10 magnet schools out of 20 schools. These schools are part of a nationally recognized and award-winning program and attract students to the district.
- When parents expressed interest in staying at their neighborhood school (Baywood), the district decided to use bond money to build new classrooms instead of redrawing boundaries.
- The lottery system eliminated the need for parents to camp out to register.
- Multiple focus groups and meetings helped in communicating the issues and getting parents involved since day one.
- Currently, BRSSD's policy is that intra-district transfers are entitled to remain at their school once their transfer is accepted. However, San Mateo Foster City District's policy is that intra-district transfers may be revoked based on insufficient space for neighborhood children, thereby giving top priority to neighborhood children. BRSSD could consider revising its policy on intra-district transfers to give top priority to neighborhood children. Ms. Barton and Ms. Farinha stated that their district have historically accepted too many intra-district transfers, which contributed to the overcapacity issue at Foster City and Baywood.
- San Mateo Foster City District's lottery system is actually a system of priority enrollment since consideration and priority is given to existing families, siblings, etc. before others.

Additional Information from Discussion with District:

Ms. Barton and Ms. Farinha both live locally and are very familiar with the redistricting proposal and controversy and have been following the issue on Foster City Patch. They both expressed concern regarding children crossing the busy intersection of El Camino and Ralston, with or without crossing guards.

Attachments

Supporting documentation for this case study includes:

- District's webpage:
https://smfc-ca.schoolloop.com/cms/page_view?d=x&piid=&vpid=1227679788655
- District's Kindergarten & New Student Priority Registration process:
http://www.smfc.k12.ca.us/stu_registration_eng
- Magnet School Application Process :
<https://smfc-ca.schoolloop.com/makingyourchoice>
- Registration/Enrollment FAQs:
https://smfc-ca.schoolloop.com/magnet_faq
- 2011-2012 New Student Registration Timeline:
<http://209.188.200.4/fostercity/pdf/Timeline.pdf>

Case Study: Palo Alto

School District Name: Palo Alto School District

Location of School, County: Palo Alto, Santa Clara County

Contact at District: Margie Mitchell, Supervisor. Central Attendance

Problem Statement

They have been over capacity issues. The district would not consider boundary changes as “there would be a public outcry”. The district has 12 elementary schools

Solution They Have Implemented

They have added portables when demand is needed. If there are still capacity issues, students are sent to the nearest school with room.

Community / Parent Reaction to Rollout

Little issues as all schools have comparable API scores to each other.

How the Program is Working / General Success Factor

Works well for the district – a fair system as all schools have very high API scores (over 900 for all). “No big deal” to go to another school.

Elements that BRSSD Might Consider

Do not change the boundaries.

Immersion program.

Attachments

Margie Mitchell said that the school district follows this to a tee (even though there are some schools at maximum/over-capacity):

Palo Alto Unified School District generally places students in neighborhood schools closest to their residence based on the pre-assigned District boundary lines. If a neighborhood school is full, the neighborhood school will assign students to nearest school (that has space) within the District. The following year, overflow students may return to their neighborhood school (on a space available basis) or remain in their current school.

(for choice or alternative schools) – Mandarin/Spanish Language Immersion Schools

http://www.pausd.org/parents/programs/choice_schools.shtml

Our open enrollment policy allows students to attend Choice or Alternative Programs or transfer to another PAUSD school on a space-available basis. If you would like your child to enroll in a choice or alternative program, you must still register your child with the Central Attendance office for your neighborhood school.

Admission to elementary-level choice schools is granted through a lottery system. Lottery application forms and information are available at individual school offices.

When vacancies arise in choice schools, offers for admission are made first to siblings of attending students and then to students chosen through a lottery. Spaces may become available at any time during the school year. Offers for kindergarten are given in February prior to the start of the school year.

Case Study: San Ramon

School District Name: San Ramon Unified School District

Location of School, County: San Ramon, Contra Costa County

Contact at District: Debbie Gluchowski , Admin. Secretary in Educational Services

Problem Statement

The district has experienced considerable growth due to new housing construction.

Solution They Have Implemented

Portables have been added throughout the district. If a neighborhood school is still over capacity, students go to the closest school with room. If a spot opens up at their neighborhood school during the middle of the year or the following year, the student has an option to stay (at the current school) or attend the neighborhood school. A kindergarten lottery system is used when needed.

Community / Parent Reaction to Rollout

There are very little complaints as all schools have very comparable API scores to each other.

How the Program is Working / General Success Factor

Works well for the district. All of the schools are rated 9/10 or 10 /10.

Elements that BRSSD Might Consider

Debbie said instituting specialized/alternative programs such as dual language immersion programs, GATE programs work so that parents feel like they are getting something out of the school. That way, it gives parents options, choices vs. force.

Attachments

http://www.srvusd.k12.ca.us/cms/block_view?d=x&piid=1299319641041&block_id=1278766522748 .

When there are more students enrolling than there is space available, kindergarten lotteries are held at the schools that is impacted. Priority is given to a student is a sibling is currently attending that school.

KINDERGARTEN LOTTERY INFORMATION

Kindergarten lotteries are held at schools when there are more students enrolling than there is space available. The application of a kindergartner shall be given priority status if there is a sibling currently attending that school. Priority will be established by lottery among those completed enrollment packets received during the specified time period. The lottery process will be held according to district-established procedures, in a public forum, the time and place publicized at least one week in advance.

Parents do not need to be present for the lottery and will be notified of the lottery results.

My child's on the waitlist, now what?

We understand you may have many questions regarding what happens next after participating in the kindergarten lottery. In an effort to help you through this process, please review the information listed below to clarify any questions or concerns you may have.

Can I choose where my child will be diverted?

Students are diverted to the closest SRVUSD school with available space. Parents may notify their resident school office if they have a preference of diversion schools. Consideration will be based on space availability. An open enrollment transfer request form does not need to be completed.

There are a variety of factors that can generate movement on the list of kindergarten students which will enable the resident school to call back the next student on the waitlist. Each year, a number of current kindergarten students are considered for retention. If a decision is made to advance one of these children to first grade, they will be able to call back the next student on the kindergarten lottery waitlist. Most of these decisions are made in late spring, however a few may not be finalized until August after students have attended summer school. Families who have enrolled a kindergarten student and secured a spot either with sibling priority or during the lottery, may inform us after the lottery date, they will not be attending 2011-12 school year. The next student on the kindergarten lottery waitlist will be called back.

When possible, the school will notify families in late spring of their diversion school for the following year. Any families that were not notified in spring will receive the diversion school information in August, no later than the week before school starts.

Case Study: Santa Clara

School District Name: Santa Clara Unified School District

Location of School, County: Santa Clara, Santa Clara

Contact information: Roger Barnes, Director II - Bond Projects

Problem Statement

Santa Clara schools are already over capacity and the district had to find additional space for roughly 150 new students - all of them currently in elementary and middle school – moved from the Campbell Union school districts to Santa Clara Unified. In addition, the school district will see increased capacity demand due to new residential development in city – both planned and currently under construction. The district has currently 17 Elementary Schools (1 is a K-8 school)

Community Involvement

Community Involvement is very high. Process is very similar to BRSSD.

Solution They Have Implemented

Although the Santa Clara district is partially addressing its over-capacity issues by adding new schools and capacity at existing sites, lottery with priority enrollment and grandfathering have been implemented to handle over-capacity issues where needed.

Community / Parent Reaction to Rollout

There was a lot of resistance but eventually, parents accepted the changes. Mr. Barnes said that all the elementary schools in the school district perform very well. There aren't any "underachieving" schools, so there isn't any protest from parents if children are re-assigned to another school within the district.

How the Program is Working / General Success Factor

It works well but there is still some level of frustration among parents. Although there are no "underachieving" schools within Santa Clara Unified, the district does have one "top performing" school (Milikin) which is in high demand and due to the sibling priority enrollment, spots for open enrollment are very limited.

Elements that BRSSD Might Consider

Refer to Enrollment Priorities (below)

Attachments

Santa Clara Open Enrollment Policy/Enrollment Priorities:

<http://www.santaclarausd.org/files/216144/5301OpenEnrollBdPolicy1106.pdf>

<http://www.santaclarausd.org/openenrollment.cfm>. *Some schools are already at capacity, so the school established a policy of limited Open Enrollment, this policy allows parents who reside within the boundaries of the district to request enrollment at "any District school which may have space available for additional students". This is done through an annual random lottery event. Priority Enrollment is defined clearly giving siblings of students who are enrolled at the school first priority. See below under "Priorities Clarified".*

The Santa Clara Unified Board of Trustees has established a policy of limited Open Enrollment. Although some of our schools are already at capacity, this policy allows parents who reside within the boundaries of the district to request enrollment of their children at "any District school which may have space available for additional students."

Admittance to the school of your choice under the Open Enrollment process is done by an annual random lottery system. If you applied last year and were not admitted, you will need to reapply again this year if you want to be considered for your school of choice.

Open Enrollment for grades Kindergarten - 12 will occur between January 14 and February 11, 2011. *Please note:* Kindergarten registration for all schools throughout the District also begins on January 14, 2011. For parents with a student already attending a SCUSD school or a student who will be entering Santa Clara Unified for the 2011-2012 school year desiring to attend a school within the district, other than your home school, January 14 – February 11, 2011 is the time to enter your request of Open Enrollment.

Although the date of your application does not affect your chances in the lottery, we encourage you, however, to begin the application process before it is coming to an end as you may have questions or need assistance and the program will close down at 4:30 p.m. on February 11, 2011. Only one application per student will be accepted.

Priorities Clarified

First priority in the lottery is given to siblings of students who are enrolled at the school at the time of the Open Enrollment. Second and third priorities are given to children of employees who work at the school and the children of other employees respectively.

At the secondary level, fourth priority is given to siblings of graduates of the school, as long as the family continues to live within the SCUSD boundaries.