



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Board Policy 5116.1: Intradistrict Open Enrollment

Enrollment Policy Update - Information only



Charles Wilson, Student Welcome Centers

OUSD Board of Education

December 19, 2016



Agenda

This informational update is presented as a conceptual framing of the current language of Board Policy 5116.1, and is meant to foster vigorous discussion of the underlying issues of equity, sustainability, and school quality.

1. **Introduction:** Ways that some similar districts have used policy to increase socioeconomic diversity in schools.
2. **Discussion:** Reviewing the priorities presented in Board Policy 5116.1 and discussing their implications and potential alternatives.
3. **Looking Ahead:** A timeline for continuing this process of review and revision, coordinated with the ongoing Access study.

OUSD Enrollment is key part of OUSD Quality School Development

OUSD Pathway to Excellence

- ❖ **Priority 2:** Accountable School District: By 2020, the number of high performing and high quality schools, as measured by the district's School Performance Framework, will increase to 75 percent.
- ❖ **Priority 3:** Quality Schools: Every student deserves the right to attend a quality community school in their neighborhood.

Key Indicators of Quality School Development

- ❖ Improving overall school performance
- ❖ Increasing numbers of 1st ranked choosers at schools
- ❖ Maximizing District resources in support of school quality

District Values

- ❖ Students First
- ❖ Integrity
- ❖ Equity
- ❖ Cultural Responsiveness
- ❖ Joy
- ❖ Excellence

Description of enrollment-focused initiatives used to support socioeconomic diversity



Attendance Zone Boundaries	District-wide Choice Policies: “Controlled Choice”	Magnet School Admissions	Transfer Policies (Intradistrict and Interdistrict)	Other
<p>Redrawing school attendance boundaries with a focus on socioeconomic balancing. May include merging neighboring boundaries or examination of census tract and other demographic data (e.g. educational achievement, languages spoken, environmental stress factors, etc.).</p>	<p>Enrollment to all / specific schools is offered to all communities, with focus on achieving socioeconomic balance. Includes targeted outreach and resources to make selections pragmatic. Placement algorithms may include socioeconomic criteria.</p>	<p>Thematically oriented schools that use choice-based admissions, drawing from large geographical areas. Socioeconomic diversity is named as a key goal in the development of these magnets. Often combined with “controlled choice” policies</p>	<p>Giving preference to transfer requests that would increase socioeconomic diversity. To ensure that transfers do not become monopolized by more-advantaged families, close monitoring and outreach is needed.</p>	<p>Examples include the use of selective programs, facilities policies focused on expansion of scale, and targeted transportation policies</p>

What could this mean for OUSD? It is recommended that we look to other districts that have struggled with how to make their enrollment policies and practices more equitable. This is a continuation of 1/20/16 BOE Community Engagement: “Equity: What does it mean to you? What should it look like in schools?”

Districts with enrollment policies to support Socioeconomic Diversity (>59% FRPL)



Attendance Zone Boundaries	District-wide Choice Policies	Magnet School Admissions	Transfer Policies	Other
Kalamazoo, MI LaGrange, GA Lee County, NC Nashville, TN Springdale, AR	Denver, CO Fort Myers, FL Fort Pierce, FL Newark, NJ Rochester, NY St. Paul, MN	Alexandria, LA Bartow, FL Baton Rouge, LA Chicago, IL Fresno, CA Hartford, CT Miami, FL Minneapolis, MN New Haven, CT New York City, NY Omaha, NE Pittsburgh, PA San Diego, CA Topeka, KS	Beaumont, TX Des Moines, IA Hartford, CT Lafayette, LA Minneapolis, MN Omaha, NE Postville, IA San Diego, CA Waterloo, IA	Chicago, IL Denver, CO Nashville, TN

Sources:

Ali, R., & Perez, T. E. (2011). Guidance on the voluntary use of race to achieve diversity and avoid racial isolation in elementary and secondary schools. *US Department of Justice, Civil Rights Division and US Department of Education, Office for Civil Rights. Washington, DC.*
<http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html>

Potter, H., Quick, K., & Davies, E. (2016). A new wave of school integration: Districts and charters pursuing socioeconomic diversity. The Century Foundation. <https://tcf.org/content/report/a-new-wave-of-school-integration/>





The core premise of Board Policy 5116.1

“The Governing Board desires to provide enrollment options that meet the **diverse needs and interests of district students within the constraints of school capacity**. 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 **parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district.**”



OUSD Board Policy: Sibling Priority

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>1. 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, shall have first priority. (Education Code 35160.5)</p>	<p>Maintains strong family / school relationships over multiple years.</p> <p>Strong relationships lead to increased personalization of programming.</p> <p>Encourages families to stay: increased cohort persistence.</p>	<p>Limits access of new, more diverse families to seat inventory.</p> <p>When combined with some attendance boundaries built on historic lines of segregation, can limit socioeconomic diversity.</p> <p>Encourages a culture of gamesmanship and / or deception.</p>	<p>Expanding attendance zone boundaries.</p> <p>Looking at facility expansion as a tool of increasing diversity.</p> <p>Balance with controlled choice and / or targeted transfer policies.</p>



OUSD Board Policy: Neighborhood Priority

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>2. Elementary school students who are unable to attend the school within their elementary school boundary due to overcrowding of their neighborhood school, shall have priority to attend an elementary school within their middle school boundary as set forth in Board Policy 5116 - School Attendance Boundaries.</p> <p>Middle or high school students who are unable to attend the school within their attendance boundary due to overcrowding of their neighborhood school, shall have priority to attend the next closest school based on available space.</p>	<p>Helps keep students within their communities: improves relationships.</p> <p>Creates more sustainable travel needs for working families.</p> <p>Encourages stability of neighborhoods, removing a motivation for families to leave area.</p>	<p>Limits access to seat inventory at neighboring schools for families further from the attendance boundary.</p> <p>Decreases cohort stability during grade span transitions.</p>	<p>Transportation policies that support safe transit to a wider variety of schools.</p> <p>Magnet programs to encourage socioeconomic diversity.</p>



OUSD Board Policy: Program Improvement Priority

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>3. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (20 USC 6316)</p>	<p>Helps maintain pressure on school improvement efforts through creating “market effect”.</p> <p>Gives students in most impacted communities access to seat inventory in more successful schools.</p> <p>May create increased socioeconomic diversity in receiving schools.</p>	<p>Potentially drains schools undergoing improvement efforts of families with access to resources.</p> <p>Pragmatic access to seat inventory in more successful schools can be severely limited.</p> <p>May not be sustainable during cohort transitions.</p>	<p>Not clear if this priority is needed, given CORE Waiver.</p> <p>Creation of magnet programs could be used as a part of school improvement efforts.</p> <p>Attendance zone boundary revisions or controlled choice may provide a more scaled approach.</p>



OUSD Board Policy: Safety Priority A

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>4. Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as “persistently dangerous”, he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912; 5 CCR 11992)</p>	<p>Safety frequently named by families as key priority in evaluation and selection of schools.</p> <p>Helps maintain pressure on school improvement efforts through creating “market effect”.</p> <p>Provides immediate relief to victimized students.</p>	<p>Safety transfers, when used out of sequence in problem solving practices, can result in undercutting the effectiveness of restorative justice efforts.</p> <p>Potentially drains schools undergoing improvement efforts of families with access to resources.</p> <p>Doesn't get at root cause of conflicts.</p>	<p>Part of federal Title IX compliance.</p> <p>No evidence of current list of “persistently dangerous” schools maintained by California Department of Education.</p> <p>Potential room for expansion of language to include different metrics of school culture and safety.</p>



OUSD Board Policy: Safety Priority B

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>5. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student.</p>	<p>Safety frequently named by families as key priority in evaluation and selection of schools.</p> <p>Helps maintain pressure on school improvement efforts through creating "market effect".</p> <p>Provides immediate relief to victimized students.</p>	<p>Safety transfers, when used out of sequence in problem solving practices, can result in undercutting the effectiveness of restorative justice efforts.</p> <p>Potentially drains schools undergoing improvement efforts of families with access to resources.</p> <p>Doesn't get at root cause of conflict.</p>	<p>Potential room for expansion of language to include different metrics of school culture and safety.</p> <p>Create language explicitly naming the necessity of exhausting all opportunities to resolve conflicts through restorative justice practices.</p>



OUSD Board Policy: Employment Priority

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>6. Priority shall be given to students whose parent/guardian is assigned to that school as his/her primary place of employment. For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity.</p>	<p>Helps deepen the nature of school community culture.</p> <p>May encourage increased stability of teaching staff at some schools.</p> <p>Helps encourage socioeconomic diversity in some schools.</p> <p>Random process of assignment ensures equality of opportunity.</p>	<p>Anecdotal evidence shows many staff choose schools / attendance boundaries different than the ones in which they work.</p> <p>Equality of opportunity does not necessarily achieve goals of equitable outcomes.</p> <p>Lack of transparency of random process encourages distrust, may allow manipulation.</p>	<p>Increase incentives for staff to choose the school in which they work.</p> <p>Future staff housing assistance efforts should be closely linked to this policy to avoid socioeconomic clustering.</p> <p>Increase transparency of random process and waiting-list maintenance.</p>



OUSD Board Policy: Ban on entrance criteria

Board Policy Clause	Potential Positive Impact	Potential Negative Impact	Potential Areas of Change / Other Districts' Approaches
<p>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)</p>	<p>Avoids the likelihood of "performance drain".</p> <p>May decrease levels of intradistrict competition for higher-performing students.</p> <p>Encourages all schools to work towards increased personalized learning.</p>	<p>Gifted and talented programs not implemented at most schools, limiting district response to these students' needs.</p> <p>May increase likelihood of higher performing students leaving district-run schools.</p> <p>May lead to programmatic tracking within secondary schools.</p>	<p>Magnet programs can help address need for accelerated / specialized programs, especially if support structures are maintained and used.</p> <p>Higher-performing students lead, in part, high level of student attrition from district-run schools, indicating that their needs are not currently met.</p>



Proposed timeline for revisions

Caution is advised in making modifications to policies absent clear data on community needs and wants.

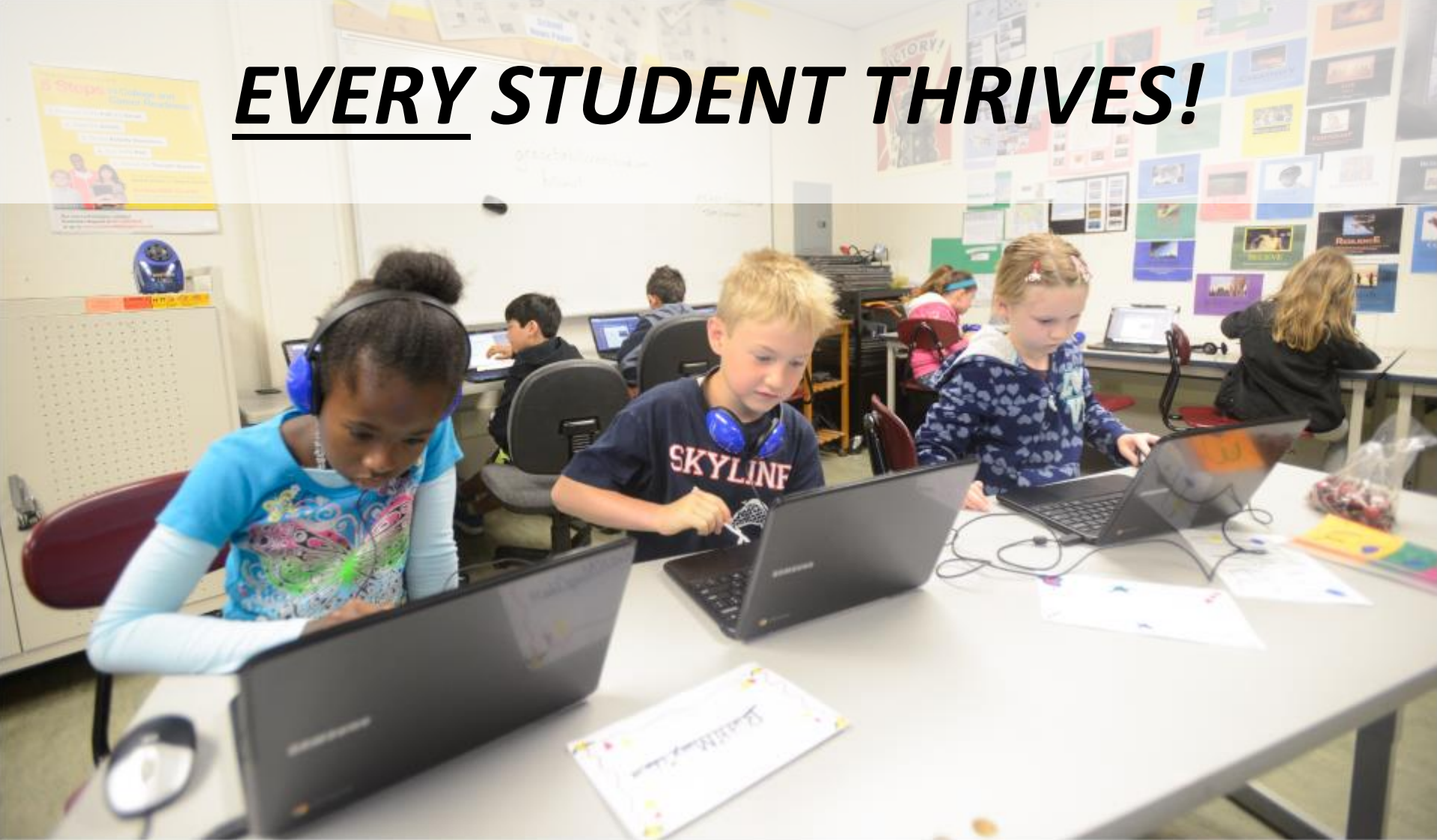
February 2017: Access Study data collection will be mostly complete.

March 2017: Revisit Board Policy 5116.1 to examine how data trends may shape policies.

April 2017: Access Study data analysis will be mostly complete.

June 2017: Recommended policy changes to Board Policy 5116.1 based on results of Access Study presented.

EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org