



OAKLAND UNIFIED  
SCHOOL DISTRICT

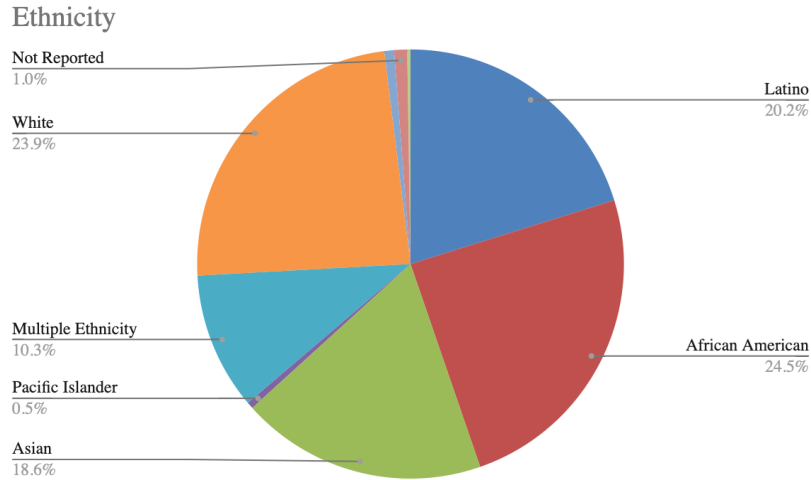
*Community Schools, Thriving Students*

# Equitable Enrollment Pilot Proposal Edna Brewer Middle School



October 28, 2020

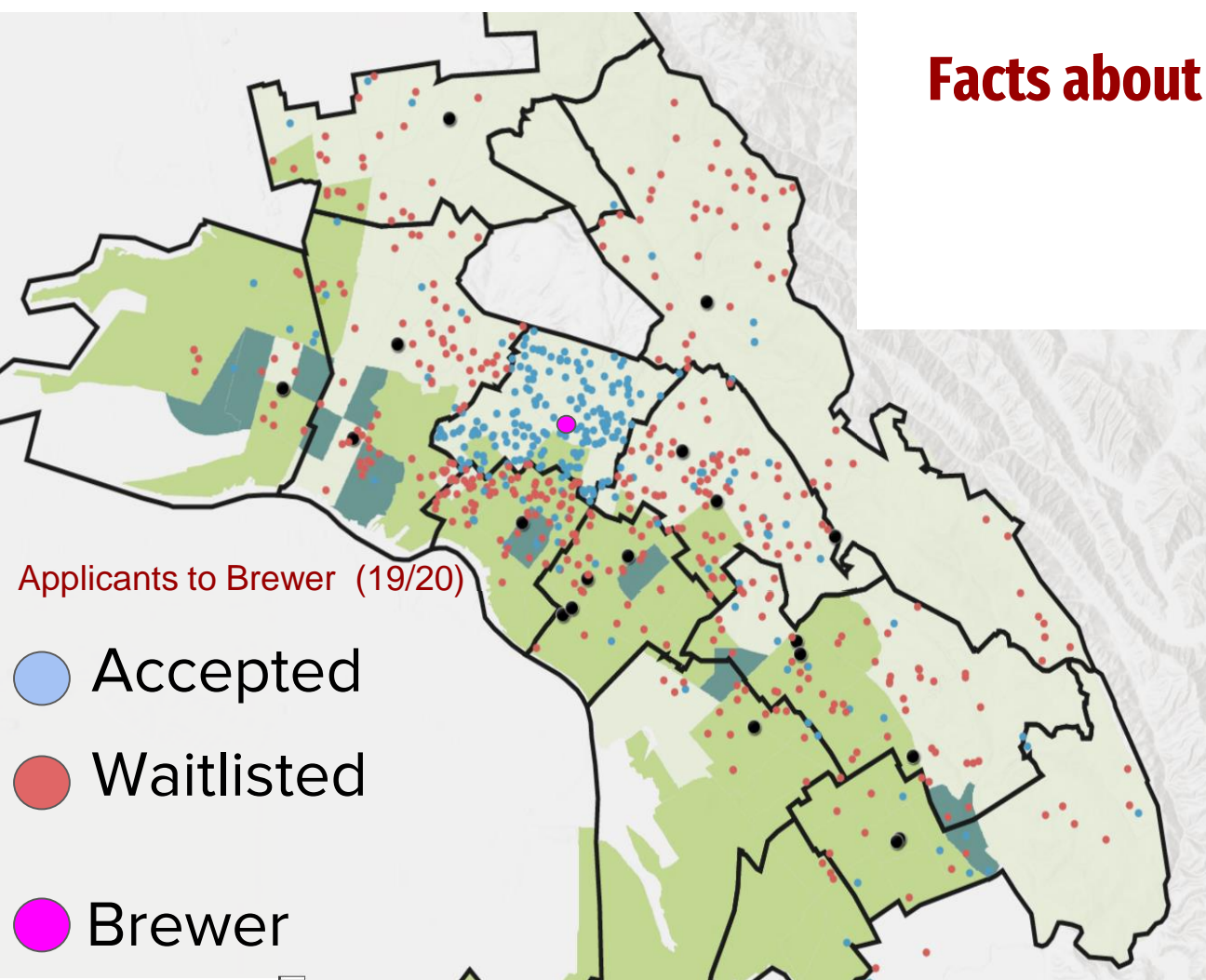
# Background: Brewer is a racially and socioeconomically diverse Middle school



- Edna Brewer is a diverse and inclusive school community
- EBMS' racial and socioeconomic diversity make it a unique school in Oakland
- Access for students to programs such as:
  - Music
  - RJ
  - Art
  - Math Compression

<b>2019-20 Enrollment</b>	812
<b>FRPL Eligible</b>	51.6%
<b>English Lang Learners</b>	7.1%
<b>Special Ed</b>	17.6%

## Facts about EBMS Enrollment



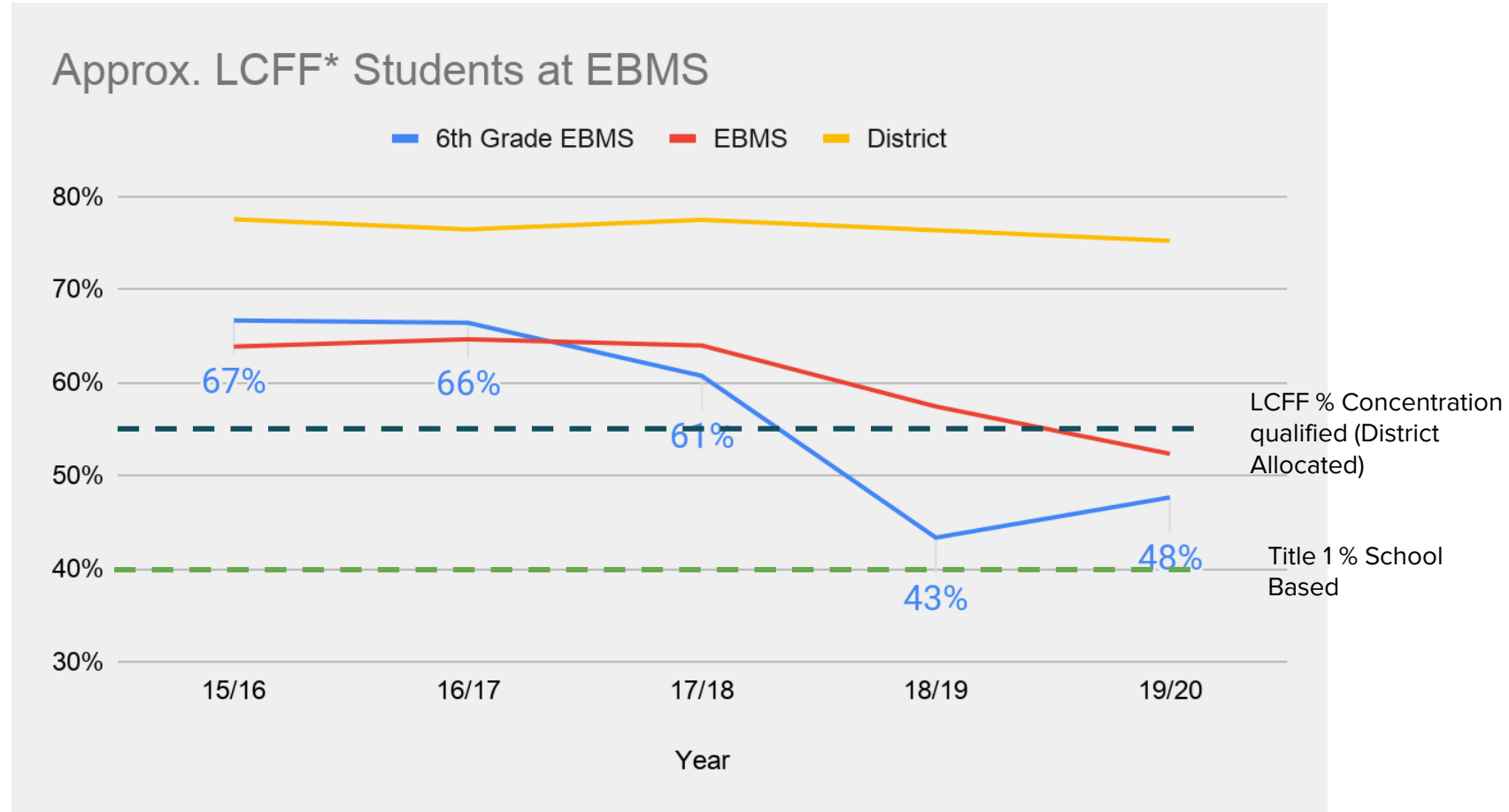
- We have a waiting list of over 500 students coming from all around the district
- Currently all applying neighborhood families get accepted.
- Neighborhood families make up 50.6% of 2020-21 incoming class

# The goal of the EBMS equitable enrollment pilot is to maintain existing socio-economic and racial diversity at Edna Brewer

## Research shows that diversity in schools results in:

- Elevated cognitive skills, including critical-thinking and problem-solving skills for all kids
- Greater academic and life-time outcomes for low-income students
- Opportunities to address implicit biases related to racial, ethnic, and cultural differences.
- Critical life skills related to interacting in a multicultural society

# Rationale: Trends in enrollment



\*LCFF Eligible includes English Language Learners, Foster Students and Low-Income Students

# Proposal

## Community Agreed Upon Language

### *Starting in the 2021-2022 school year,*

This proposal reflects our desire to balance the goal of preserving our school's diversity and ensuring access for neighborhood families. Based on a review of existing data and enrollment trends, we are proposing a three-year pilot with the following characteristics:

- a) The creation of a floor of 50% low-income students for Round 1 offers for the incoming 6th grade class
- b) A guarantee of slots to neighborhood families who live in the catchment area, attend an Oakland public school in the 5th grade, and apply on-time for the Round 1 lottery.
- With an agreement to monitor application data on a yearly basis and adjust the floor (a) if conditions in (b) are not met.

## Final Language Approved by OUSD Legal

### *Starting in the 2021-2022 school year,*

**Prioritize 50% of seats for families living in low-income areas\*, while preserving neighborhood preference.**

**New proposed priority structure would be as follows:**

1. Siblings
2. Opportunity Ticket - up to 50% of available seats (n/a for incoming grades K, 6, 9)
3. Neighborhood Families
4. Children of School Staff
5. Families living in low-income neighborhoods - up to 50% of total seats
6. All Oakland residents
7. Non-Oakland residents

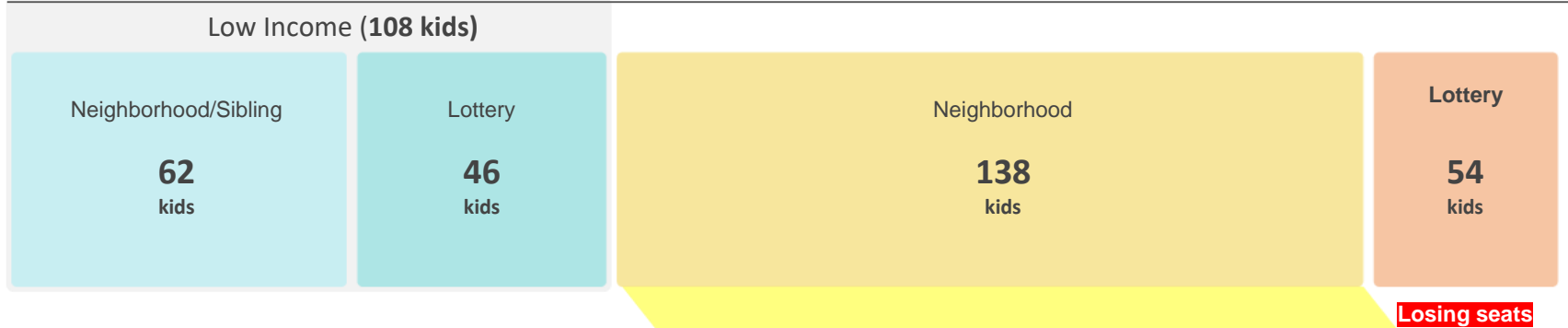
**Priorities would be in place for a 3-year pilot, with the plan to re-evaluate annually for impact.**

\*For initial year of pilot, this would be identified using Census block group data.

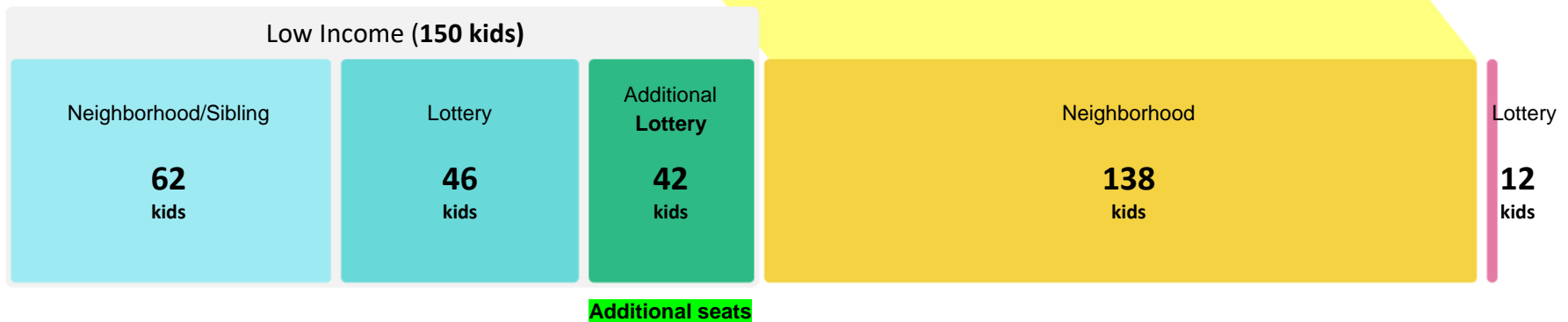
# Estimated Impact: Modelling the impact of Proposed Changes on Round 1 Offers

## Using 2019-2020 Data

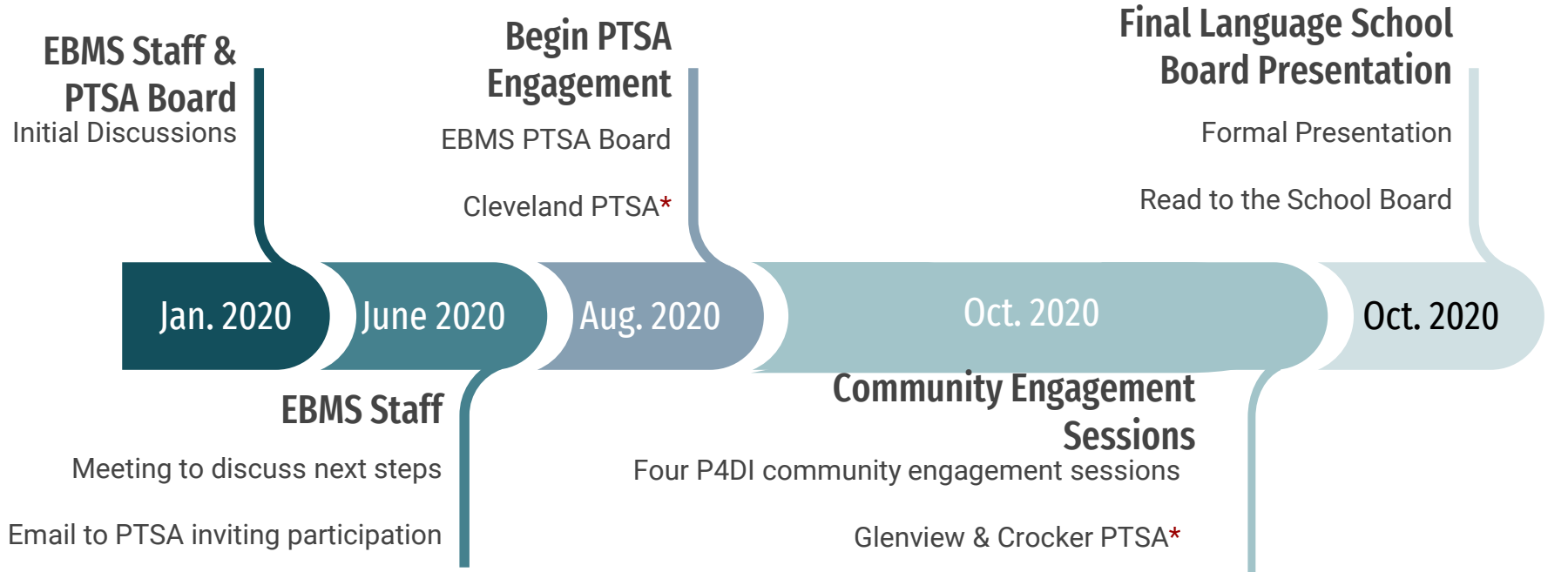
### Actual 2019-20 Class



### With Proposed Changes



# The Process: Community & Feeder School Engagement



\*We sent information on the process to the community schools manager at Bella Vista and offered to do a session with their families.



# Community Engagement and Feedback

- Teachers, staff, families, and community value and want to preserve diversity at EBMS.
- The community engaged in challenging conversations on how to balance the diversity AND prioritize neighborhood families.
- Our final proposal language addresses these concerns and has broad buy-in from our community--including those who initially expressed concerns.

## *Letter of Support*

- 39 teachers & staff
- 91 diverse guardians from EBMS & feeder schools
- 67 community members including alums

# Considerations

- We want to build this work so that it supports district wide middle school enrollment.
  - Encouraging and marketing other middle schools, working with Oakland in the Middle.
- Community engagement needs to continue through the piloting process to build support for next steps after the 3-year pilot.
- Process changes also needed to reduce uncertainty and burden on schools:
  - Limiting the number of initial offers to 300.
  - Not allowing family to hold offers from both charters and OUSD district schools beyond 2 weeks.
- Monitor and track the impact of % “floor” policy on existing priorities to inform long-term enrollment changes at EBMS.
  - On a yearly basis, model our pilot, standard enrollment process, and just a % floor.

## CRP as Big Rock

Culturally Responsive Pedagogy

## Facing History and Ourselves

PD w/ Facing History and Ourselves led by Milton Reynolds

## Emory Douglas

Emory Douglas evening presentation on his artwork and community service in Oakland

## “Culturally Responsive Teaching and the Brain”

PD using Zaretta Hammond’s Book

## Race & Equity Talks

Dr. Jamal Cooks Leads evening talks at EBMS for staff and families.

## Differentiation and Inclusion

SPED-led PD on differentiation and inclusion best practices.

# Edna Brewer Staff & A Welcoming Environment

Over the last few years Brewer staff have engaged in several professional developments on CRP, CRT, Race & Equity, and social justice. All this work has led the staff to value the diversity of our school. Therefore, we value preserving access to EBMS for our most vulnerable students and we want to guarantee it.

Mr. Layne has committed to continuing to offer PD’s on race and equity. He also prioritizes hiring a diverse staff to match our student population.

# Edna Brewer Community & A Welcoming Environment

Our PTSA has also committed to equity and inclusion at all levels. They have been working on outreach to traditionally underrepresented groups in their general membership and in PTSA Board roles.

## PTSA Diversity Agenda

[Link](#)

### Family Engagement Specialist

Developing specific engagement events focused on low-income families.

### Coordination w/SSC

Non-voting PTSA representation on SSC to align agendas

### Diversity Equity and Inclusion Committee

Replacing Diversity Position in PTSA

### Use of Funds

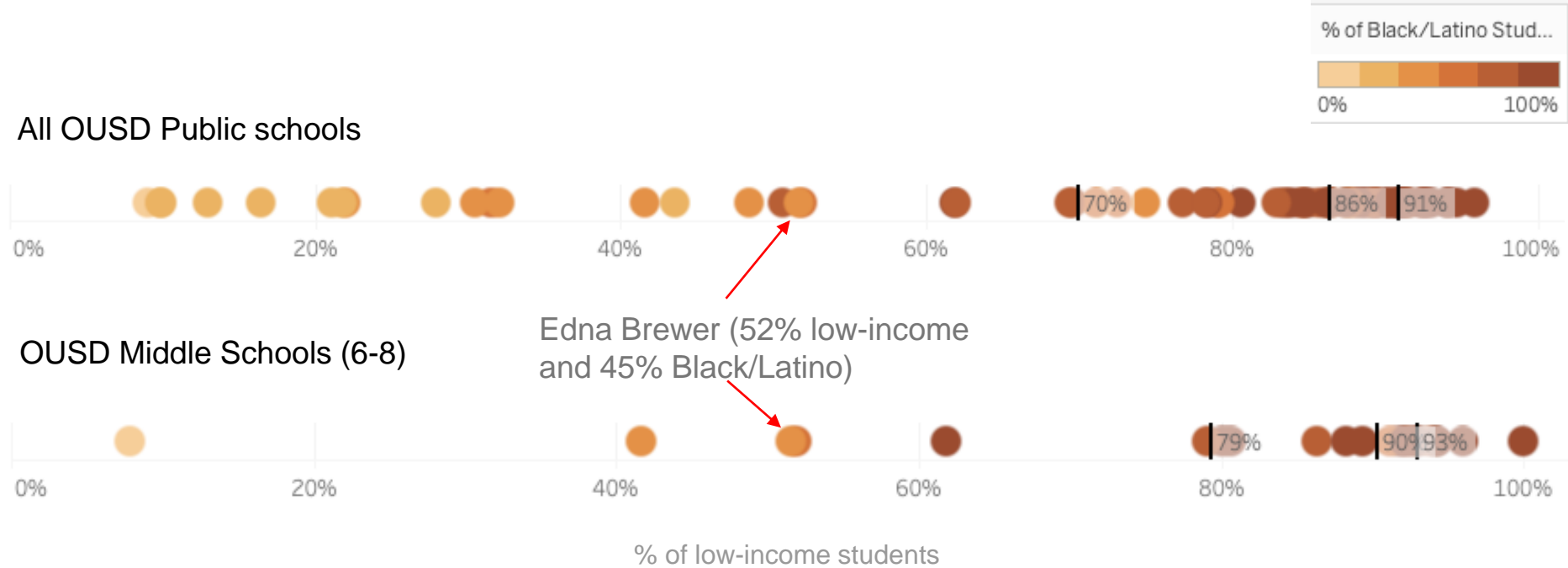
Emergency funds for staff and families.  
Fund sharing with other schools  
Scholarships

### PTSA Board

Expanded and diversified PTSA board

# Appendix

# How Brewer's socioeconomic and racial makeup compares



# What does the district data tell us?

	2018-19 Actuals	50% FRL Floor
Possible NBHD Offers*	181	193
# Sibling	12	12
# Not low income	119	131
# Low income	50	50
# NBHD Offers ACPT	127	127
% NBHD Offers ACPT	70%	66%

Leaning toward  
this proposal



## Summary.

- **At a 50% floor, 12 additional NBHD offers could be made (if needed).**
- **There are 207 total 5<sup>th</sup> graders in the neighborhood. ~40% of these students are FRL-eligible.**
- **Currently only about 70% of neighborhood families accept offers to Brewer**

NBHD = “neighborhood”

ACPT = “accepted”

# Percent of kids from neighborhood schools coming to Brewer

- Percent of incoming class coming from feeder schools fluctuates but has been relatively stable (45% in 2017-18, 54% in 2018-19, 49% in 2019-20)
- Percent of families going from feeders to Brewer also fluctuates but is remaining stable.
- Feeder school and catchment areas are not entirely congruent. ~~Glenview is completely in the catchment, other schools are only~~

Start Year	Glenview			Crocker			Bella Vista			Cleveland		
	#	% outgoing	% incoming	#	% outgoing	% incoming	#	% outgoing	% incoming	#	% outgoing	% incoming
17/18	37	58%	13%	34	47%	12%	26	36%	9%	32	52%	11%
18/19	43	61%	16%	38	49%	14%	38	49%	14%	28	44%	10%
19/20	43	57%	16%	38	45%	14%	24	38%	9%	28	38%	10%



# Racial Diversity at EBMS

