DEMYSTIFYING STUDENT ASSIGNMENT
STUDY SESSION
4/15/15

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

FINAL 4.15.15

TABLE OF CONTENTS

- Outcomes
- History
- Open Enrollment Policies, Administrative Regulations & Process
- LCFF Regulations, Class-size & Impacts
- **Case Studies**
- **Challenges**: Facility Capacity, Program Placement, Late Applicants or Newcomer Program Placements, & ECE
- **Recommendations:** Common Enrollment, Policy Considerations, Restructuring & Staffing

Outcomes

The Board of Education will understand:

- Student Assignment History
- Policy Implementation and Processes
- Case Studies & Scenario Experiences of the Assignment Process
- Challenges associated in the process for applicants and staff
- Policy Recommendations to improve service to families in OUSD and increase enrollment.

History

	Before 1997	1997 - 2007	2007 to present
Enrollment	School-based enrollment (decentralized)	School-based enrollment with Class-size reduction (CSR)	Central assignment
Challenges	- Schools filled when parents arrived (often at discretion of site staff) - Difficult for schools to plan for the number of students - Siblings not always together	- CSR exacerbated the situation - Schools could not plan for student enrollment - Secondary could not create a master schedule for late enrollees	- Late applicants often assigned to schools across the city - LCFF (TK-3) class-size reduction - High Demand Schools and site capacity limitations
Solutions	Category 1, 2, 3 schools for redirection purposes	Category 1, 2, 3 schools for redirection purposes	- Assignments are based on available space - Master schedules reviewed for program availability
Impact	Chaotic first week of school	- Budgetary implications - Chaotic for secondary	Schools know who has been assigned

Board Policy & Administrative Regulations

Board Policy BP 5116.1:
"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 **prioritizes** enrollment in schools as follows: (**Admin Reg 5116.1**)
1. Siblings
2. Neighbors
3. ~~Program Improvement~~ (CORE waiver in 2013-14)
4. General Lottery

OUSD Enrollment Process
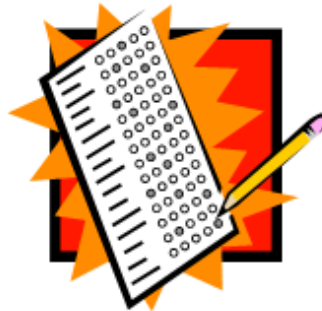
Enrollment Timeline -
Parent Experience (On-Time)

Nov – Jan
Explore: Tours, open houses

Dec – Jan
Choose: Families chose up to 6 schools

March 2-6:
Receive Assignment: Families receive assignment letter from SAC

Mar 2 – Apr 1
Confirm: Parents confirm with schools their intent to attend next year.

August
Register: Families complete required online registration and attend school orientation

August
Attend: Students attend school

Step 1: Enrollment Projections

WHAT: Number of students, based on a set methodology and data, who will attend a school by Day 20 next year.

WHEN: October - Mid-November

HOW:

- School Enrollment Trends - Past 5 Years
- City Enrollment Trends - Birth data, Newcomers
- Charter Enrollment Trends - Current and New Charters
- Class size targets - LCFF, OEA
- Program Placement/Changes - TK, PEC, Newcomers
- Facilities Capacity

RECENT PROCESS IMPROVEMENTS:

- Incorporated facilities utilization process

Step 2: Options Application (On-Time)
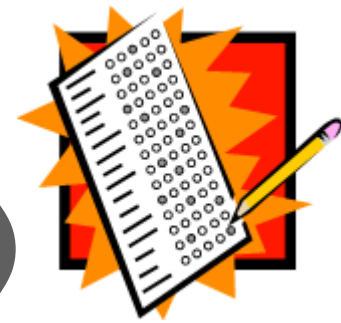
When: Early December to Late January

Who:

- All entering TK, Kindergarten, (6th) Middle and (9th) High School students
- New students, returning students or transfer students

How:

- OUSD schools and the SAC accept applications.
- Student Assignment trains all clerical staff regarding Options Process
- All rising ECE, 5th and 8th grade students receive pre-printed applications.

Special Education Assignments

- **RSP Students**: They fully participate in and are notified through the General Education Options Process managed by the SAC.

- **Special Designations**: PEC notifies the Student Assignment Center about special designations, capacity and placements. SAC notifies parent.

- **Special Day Class**: Programs for Exceptional Children places students based on IEP and program locations; PEC notifies parents.

Collaboration with Early Childhood Education

The Student Assignment Center recognizes the importance of creating a clear path for students in the ECE system to access the Options Process with ease.

- The ECE department extracts all pertinent information of it's TK and K aged students.
- Student Assignment in collaboration with the Technology Services Dept create custom pre-printed applications.
- Applications are then completed at ECE sites and returned to the Student Assignment Center for processing.

Step 3: Processing and Lottery

Approx. **11,000 on-time applications** are processed centrally in the **span of a month**.
This involves:

1. Creating records for new students
2. Updating data on current students
3. Verifying selections, address and sibling status
4. Enrollment Projections & capacity at school sites

Student Assignment runs the lottery based on:

- Continuing status
- Parent Choices
- Board policy priorities
- Default assignments- late applicants & space availability

Step 4: Notification of Assignment

1. The Student Assignment Center aims to notify parents of their assignment by the first to second week in March.

1. The printing, folding and mailing process are all done in-house at 900 High St.

1. Families are notified via US Postal Service of their assignment

1. Schools receive notification of which students they are assigned and which are leaving via online assignment tool.

Step 5: Assignment Confirmation

WHAT: The process, in March, by which parents accept or decline their child's school assignment directly with the assigned school site.

WHEN: March (initial) + ongoing

HOW: Parents call school to accept or decline assignment

RECENT PROCESS IMPROVEMENTS:
- Removed requirement to physically come to school to accept assignment
- Created a new online tool for schools to track assignment confirmation of students

Step 6: Late Applications

After the initial deadline in January, families may still apply.

Applications are accepted on a first come first serve basis while still taking Board priorities into account:

1. Space allocated after "on-time" applicants placed
2. Late parents notified in batches starting in late March/Early April
3. Late applications accepted all the way until August.

Step 7: Appeals & Waitlists

- Families who decline their assignment may appeal.
- **On-time applicants**:
  - Appeals for first round applicants are randomized within their Board priority group.

- **Late applicants**:
  - Late appeals will be considered on a first come first serve basis after the on time pool of applicants within their Board priority group.
- **Based on appeals**:
  - Students may be placed at a site with space available.
  - If no space is available a wait list is generated.
  - The waitlisted applicant will be notified if/when space is available.

Step 8: Registration

WHAT: The process by which parents complete required documents at the school sites.

WHEN: August 11-21

HOW: Starting Fall of 2015,
- Complete required paperwork online or by paper.
- Submit signed documents and authorizations at school site
- Receive and sign-off on Parent Guide

RECENT PROCESS IMPROVEMENTS:
- Delivered collated registration packets to schools (2014)
- On track to implement online registration in Fall
- Removed unnecessary/duplicate forms and requirements

LCFF Regulations & Impacts

LEAs shall <u>progress toward an average class enrollment of no more than 24</u> pupils in grades TK-3, <u>unless the LEA has collectively bargained an annual alternative average class</u> enrollment in those grades for each school site.

2014-15: OUSD reduced TK-3 class-size **average** by **<u>29.15%</u>**

2015-16: As a response to parent & OEA request, Superintendent accelerated the progress timeline to meet the LCFF requirement of TK-3 class-size average 24:1; additionally set class size maximums for all TK and K classes to 24

2015-16: State only requires TK-3 reduced class-size **average** to make progress of **<u>32.19%</u>**

LCFF Impacts

Impact:

- Reduction of TK-3 seats at high demand schools

- Reduction of K seats at high demand schools with large continuing classes in grades K-2 (ex. Peralta)- impacts to neighborhood applicants

- Increased number of students being redirected to other schools from choice list

- Schools with small bilingual K classes will be under-enrolled or need to create combination classes

Case Studies

	Peralta	Emerson	Laurel	Global Fam.	EOP
15-16 Total Projection	306	288	528	397	394
Total # of TK-3 students	211	216	384	312	266
15-16 K Projections	42	44	72	60	60
15-16 LCFF Avg.	24	24	24	24	24
# of TK-3 Classrooms	8	9	15	12	12
# of Gr 4-5 Classrooms	4	3	6	4	5
# of 1st Choice apps.	101	28	50	43	26
# of Assigned sibs	17	4	18	15	8
# of Assigned neighbors	17	36	35	25	16
Total Assigned K's (3/6/15)	34	60	80	69	30
15-16 LCFF Space Available	0	-5	-29	-1	40
Current # of K (4/8/15)	35	46	92	57	33
K Attrition (14-15)	-6	-37	-22	-21	-16

Challenges - Assignment Process

- **Late applicants** - finding space to assign students

- **Program changes** - Dual Immersion, newcomers, TK program changes

- **Facility capacity** - LCFF, Space Limitations & Financial Impacts to increased facilities capacity

- **Current projections are set for Day 20. Students enroll all year.** Currently for 2014 late arrivals there is:
  - no K space in West Oakland, East Oakland;
  - no 7th grade space in Central Oakland;
  - no 8th grade space in East and Central Oakland;
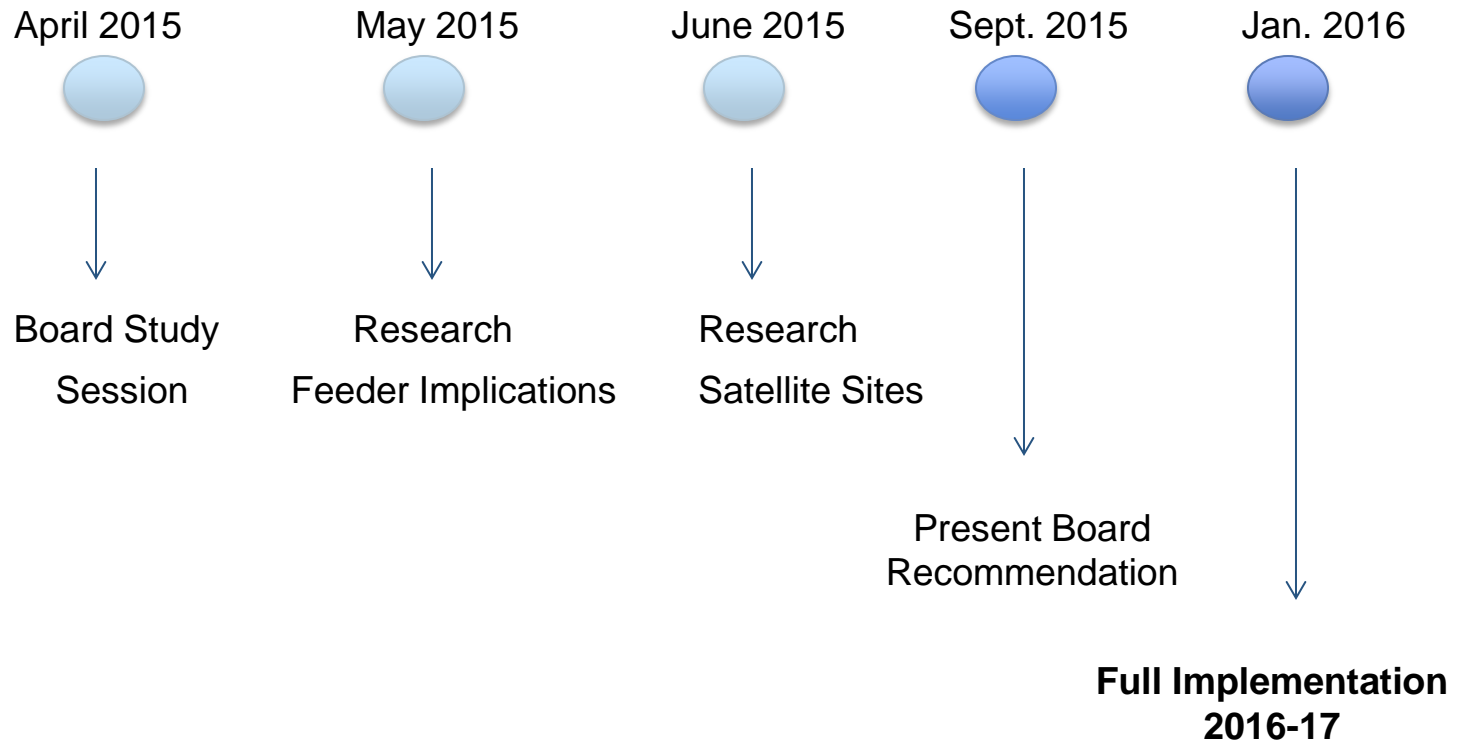 - no 9th grade in East and Central Oakland.

Challenges - Customer Service

- **Lack of adequate space** - Not enough waiting room space, no designated testing area, no private consultation room

- **Increased wait time for applicants-** Inadequate staffing during high volume periods - (Aug.Sept)

- **Volume** - SAC experiences approx. 23,000 transactions per year.
  - In August alone over 4,000 transactions

Policy Recommendations

Recommendation	Pros	Cons	What will it take
Satellite Student Assignment locations	Better accessibility for parents Increase on-time applicants	Increase in staffing cost and services	- Access to additional space - Additional funding for staffing - Training and communication
Add priority for feeder pattern to Board Policy	- Enhances neighborhood strategy -Students know each other - Already exists in some schools (K-8, 6-12, K-12)	- Hard to create equitable feeder patterns - Boundaries may split feeder patterns	Change in Board Policy Change in implementation Change in attendance boundaries Create feeder patterns for all schools
Regularly revisit attendance boundaries (per SRA and enrollment demands) Admin Reg 5116	Ensure parents are able to attend neighborhood schools Increase number of quality options in every neighborhood	Communication Re-establishing beliefs about neighborhood and associated areas	Board engagement on this topic on a regular basis (every X years) Using SRA to make strategic decisions about boundaries

Timeline for Policy Recommendation to the Board

April 2015	May 2015	June 2015	Sept. 2015	Jan. 2016

Board Study Session

Research Feeder Implications

Research Satellite Sites

Present Board Recommendation

Full Implementation 2016-17

Common Enrollment Engagements & Discovery

Board of Education Engagements 2:1 & 2:2

PARENT ADVISORY GROUP
- 15 parents from diverse areas of Oakland
- Meets roughly once per month
- Shares ideas, feedback, and insight about enrollment and school choices with Steering Committee

STEERING COMMITTEE
- 12 people representing various Oakland-area stakeholders (OUSD, charters, community)
- Meets roughly twice per month – 4 meetings thus far
- Considers input from Parent Advisory Group and makes recommendations to Executive Committee

EXECUTIVE COMMITTEE
- 4 leaders representing both OUSD and charter sector
- Meets roughly once per month – First meeting Early May
- Considers recommendations from Steering Committee and makes final decisions

Update on Common Enrollment

Current System	Impact	Common Enrollment System
Parents have to navigate **multiple applications, timelines, processes** (One for OUSD, one for each charter)	Confusion and frustration for parents	**One application process** for all families for ALL Oakland public schools (District and Charter)
Some parents get multiple offers and **hold multiple seats**. While others **remain on waitlists** until fall.	Favors families with time and knowledge Schools do not have accurate enrollment rosters until after the beginning of the school year	**Accurate enrollment rosters** for school leaders allowing schools to staff accordingly and engage with incoming students earlier More **transparent process** for families
District doesn't have a **common data set** of enrollment, choice, and transfers **for all Oakland public schools, including charters**	Difficult to make strategic decisions	**Transparent data set** on school demand, transfers and enrollment to inform strategic decisions

Q&A

Every Student Thrives!

Appendix

Enrollment Projections Methodology

Calculate BASE Enrollment Projection for Site

- BASE Enrollment Projection for entry grade based on trend data
- BASE Enrollment Projection for other grades based on Progression Ratios

Make Manual Adjustments

Elementary	Secondary
LCFF Class Size Target	Program Offerings
OEA Class Size Maximums	OEA Class Size Maximums
Program Changes	Program Changes
Facilities Capacity	Facilities Capacity
Charter School Enrollment	Charter School Enrollment

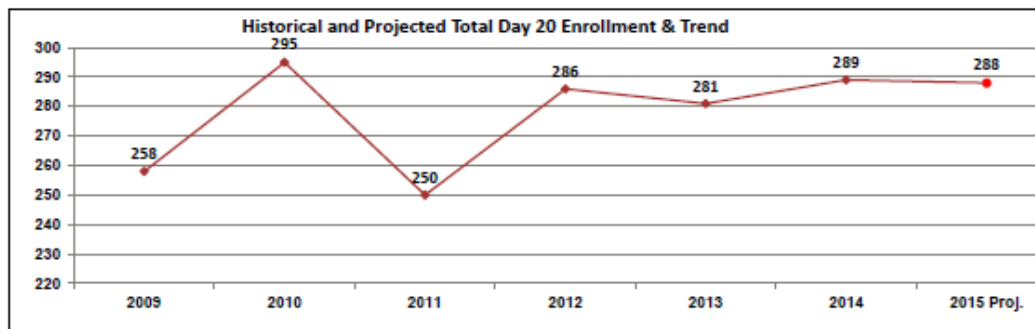Preliminary Enrollment Projections for Site

Enrollment Projections 1-Pagers

Emerson Elementary
2015-16 Enrollment Projections
As of: 11/17/2014 13:11

2015-16 Preliminary Projections (Non-SDC & Full Inclusion)								
	BASE Projection	Manual Adjustments to BASE Projections		TK	Preliminary Projection	Final Adjustments	TK	FINAL Projection
TK	10			TK	22		TK	22
K	44	Due to lack of TK programs in surrounding schools due to space, increasing TK base projection by 12.		K	44	None. The enrollment committee approved preliminary projections as final projections.	K	44
1	48			1	48		1	48
2	45			2	45		2	45
3	49			3	49		3	49
4	40			4	40		4	40
5	40			5	40		5	40
Total	276			Total	288		Total	288
Change from last year	-13			Change from last year	-1		Change from last year	-1
% Change	-4.5%			% Change	-0.3%		% Change	-0.3%

Historical Enrollment (Day 20)							
	2009	2010	2011	2012	2013	2014	2015 Proj.
TK				21	23	26	22
K	57	52	42	47	50	45	44
1	48	52	41	52	51	45	48
2	47	51	46	43	47	51	45
3	41	52	38	59	41	40	49
4	36	49	44	40	45	36	40
5	29	39	39	45	47	46	40
Total	258	295	250	286	281	289	288
% Change		14.3%	-15.3%	14.4%	-1.7%	2.8%	-0.3%

Historical and Projected Total Day 20 Enrollment & Trend

Sample Facilities Utilization 1-Pager

EMERSON

115 Emerson
4803 lawton avenue 94609
11/17/14

Total Classrooms — **General Education Classrooms** — **Required Program Classrooms** — **Flex Classrooms** — **Parent Resource Rooms** = **Available Classrooms**

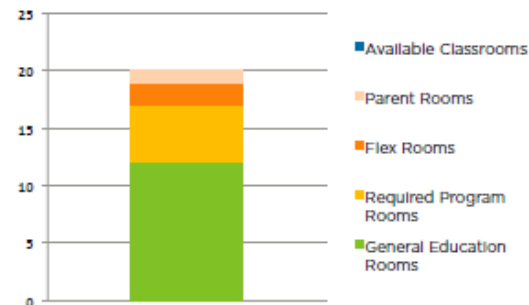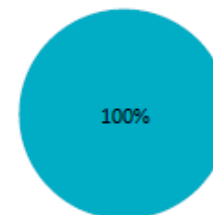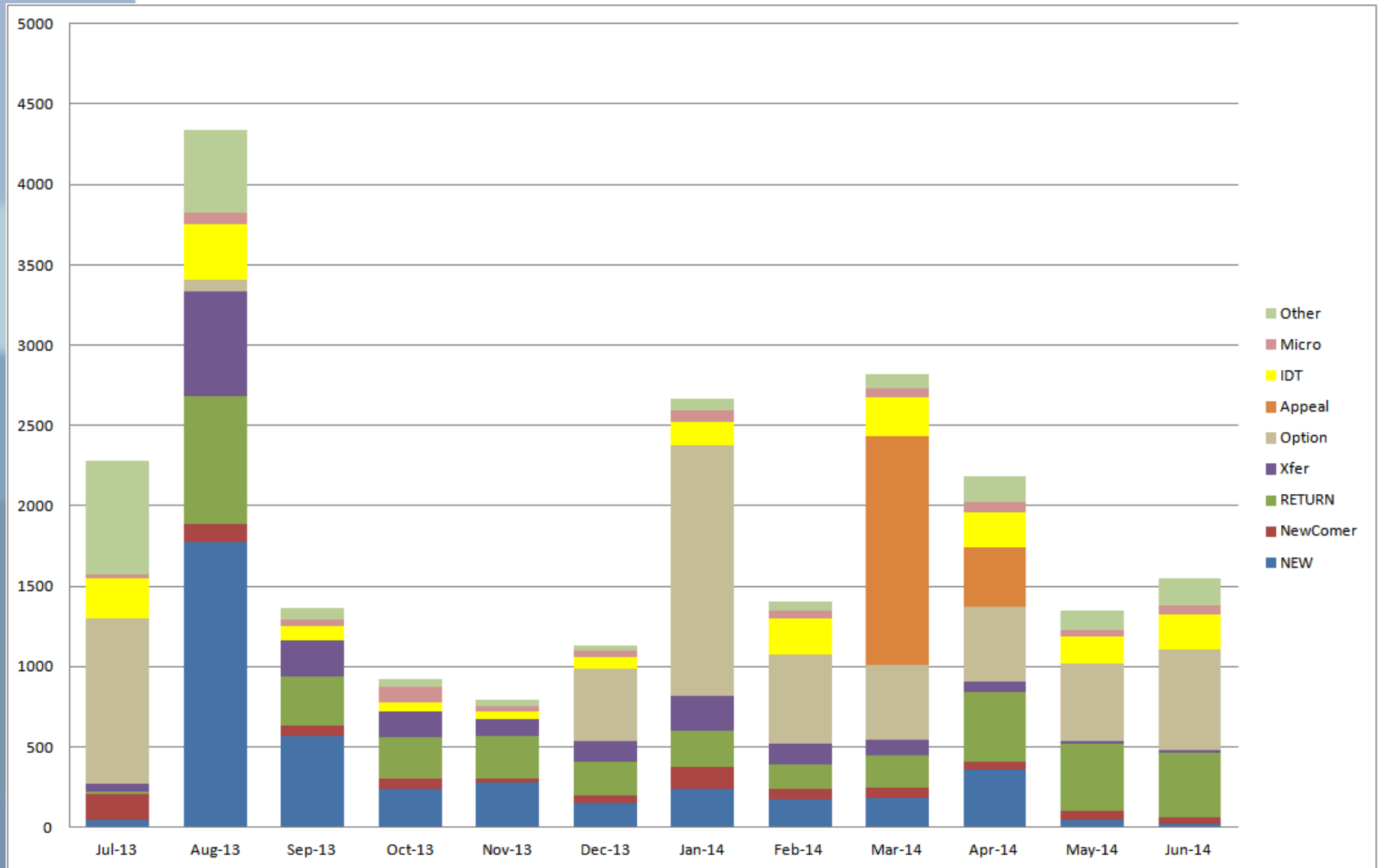|		
Total Classrooms	20	Rooms above 600 sq ft that are not used for libraries, multipurpose rooms, gymnasiums, auditoriums, etc.
General Education Rooms	12	Classrooms used for instruction of district-run TK-12 programs.
ES	12	
MS	0	
HS	0	
Required Program Rooms	5	Classrooms used for the delivery of classes for Programs for Exceptional Children, bilingual programs, newcomer programs, prekindergarten and early childhood education programs, and A through G programs at the high school level. Classrooms used for charter programs are also counted in this category.
ECE	0	
PEC	5	
Bilingual	0	
Newcomer	0	
A through G	0	
Flex Rooms	2	At the elementary level, flex rooms are calculated as 1/8 of general education classrooms. At the middle school level, flex rooms are calculated as 1/6 of general education classrooms. At the high school level, flex rooms are calculated as 1/10 of general education classrooms.
Flex %	10.0%	
Parent Rooms	1	Each school is allocated one parent resource room.
Total Utilized Classrooms	20	
Available Classrooms	0	The number of classrooms remaining after subtracting general education, required program, flex, and parent rooms from the total number of classrooms.
Utilization Rate	100.0%	

Utilization Rate

- Available Classrooms
- Parent Rooms
- Flex Rooms
- Required Program Rooms
- General Education Rooms

100%

SAC Volume: 2013-2014

Common Enrollment Committee Membership

Steering Committee:

Charles Wilson (OUSD)

Kathrene Hatzke (OUSD)

Yusef Carrillo (OUSD)

Farah Charania (OUSD)

Pete Cordero (AMethods - CMO)

Kimi Kean (Aspire - CMO)

1 member from CCSA

Mirella Rangel (GO Public Schools)

Brian Stanley (Oakland Ed Fund)

Anne Soto (Newschools Venture Fund)

Melia Franklin (PLAN Executive Director)

Shannon Fitzgerald (Consultant) - Project Manager

Neil Dorosin (Consultant IIPSC) - Committee Facilitator

Gaby Fighetti (Consultant IIPSC) - Committee Facilitator

Common Enrollment Committee Membership

Parent Advisory Committee:

Liliana Arreola, Skyline High School & Learning Without Limits

Mireya Chavarria, Edna Brewer Middle & Unity High School

Teresha Freckleton, North Oakland Community Charter

Guadalupe Gomez, Achieve Academy

David Guerra, Oakland School for the Arts

Luz Maria Lopez-Diaz, San Antonio CDC

Duc Nguyen, Skyline High School

Aurora Pedroza, Skyline High School

Kandie Randolph-Mercadel, Aspire Berkeley Maynard

Ana Renderos, Roosevelt Middle School

Tarya White, Unity High School, Aspire Triumph Tech Academy

Bee Miller, McClymonds High School

Cassandra Dunn

Hilda Garcia-Ramirez

Situ Li Liang

Chanda May