OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Equitable Enrollment Pilot Proposal
Sequoia Elementary

October 28, 2020

Background

3730 Lincoln Ave in the Dimond
TK-5
439 students

SPTO funded enrichments: Garden, Science, Art, Music/Drumming

Block Schedule: Enrichment happens at the same time 3x week
Grade-level teams meet during those times to:
- Plan curriculum and assessment
- Analyze data
- Participate in a formal Professional Learning Community
- Have individual prep time

PBIS School (Positive Behavior Intervention and Support)
- Active PBIS team leads the school in living our Core Values
- There are PBIS agreements for how we act in every space at school (halls, classroom, cafeteria, yard, bathrooms)
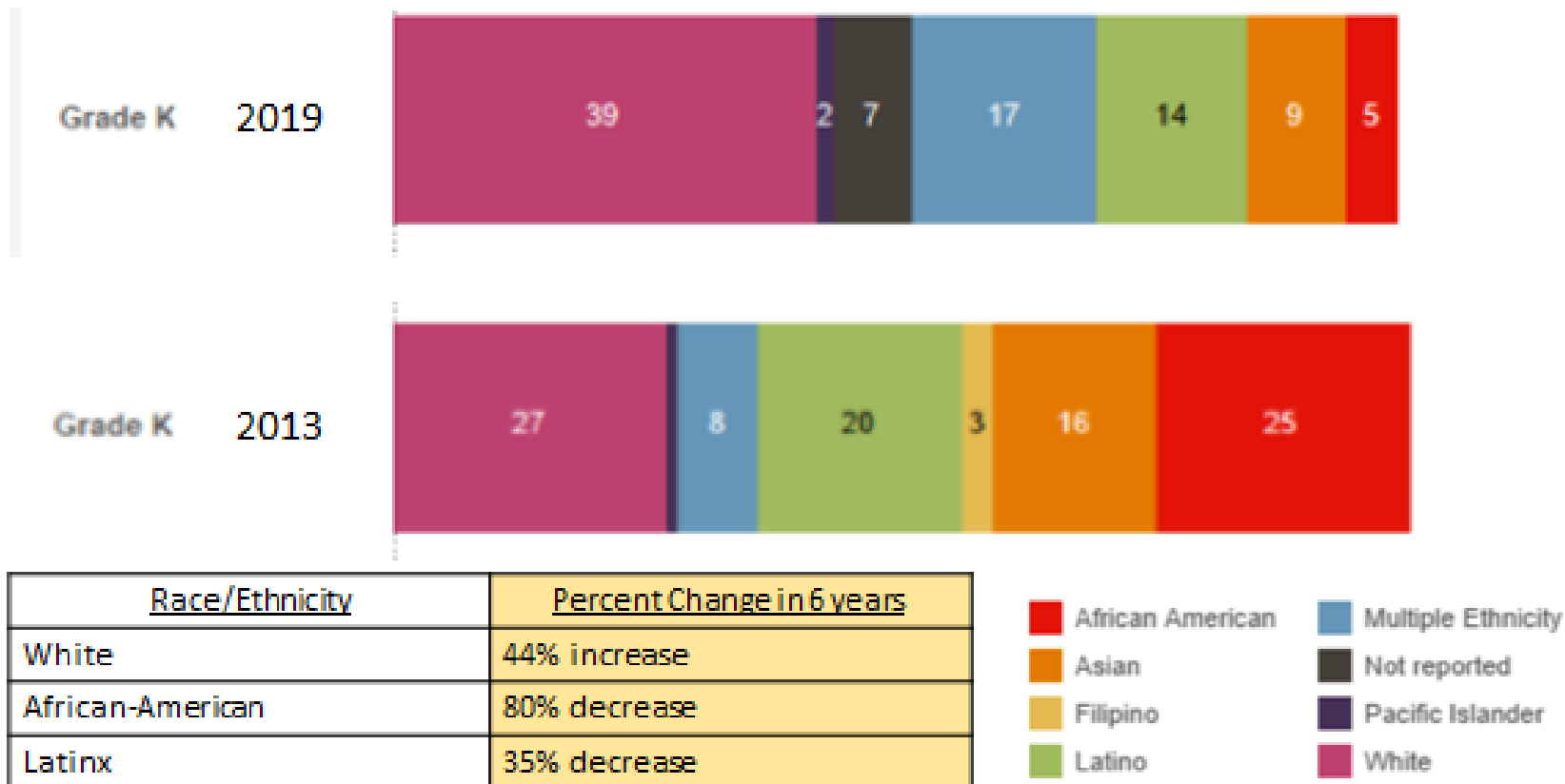- Each classroom has positive behavior system

Robust Coordination of Services Team (COST):
- brings together all support service providers at a school site.
- develops and monitors programs and resources that enhance prevention and intervention efforts contributing to student success, meeting every other week
- Staff uses an internal, electronic referral form to refer and track students
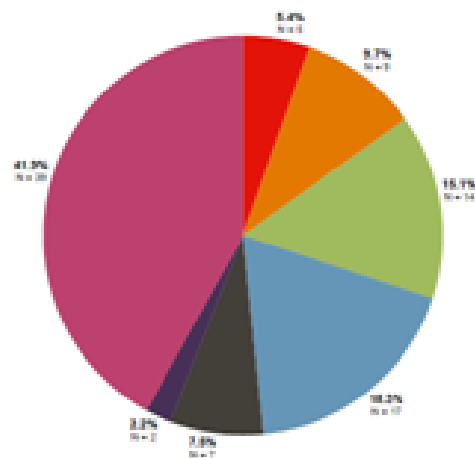
Goals of Equitable Enrollment Pilot

- Shift student demographics (race/ethnicity & socioeconomic status) to reflect historic levels at Sequoia Elementary

- Shift student demographics (race/ethnicity & socioeconomic status) to more closely reflect current levels in OUSD

- Create a pathway to access to a high-demand school for traditionally underserved populations.
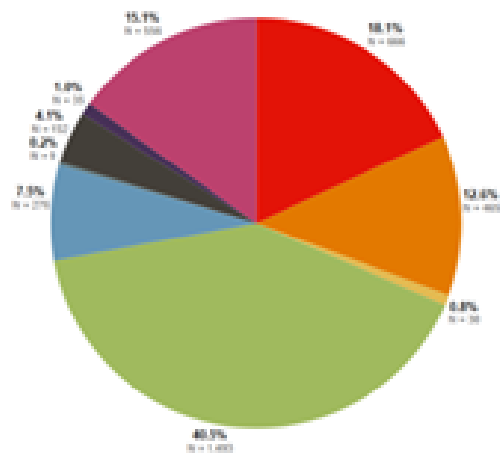
Rationale

Race/Ethnicity	Percent Change in 6 years
White	44% increase
African-American	80% decrease
Latinx	35% decrease

Sequoia TK/K 2019 — OUSD TK/K 2019

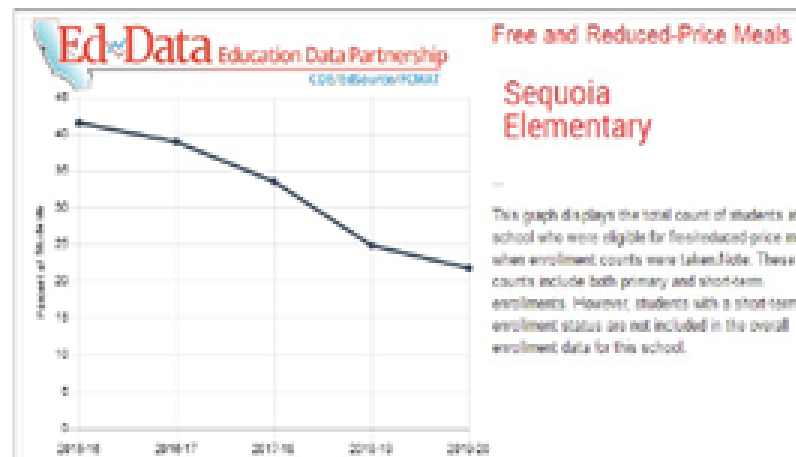| Disproportionality		
<u>Race/Ethnicity</u>	<u>2013-2014</u>	<u>2019-2020</u>
White	2 times over-represented	2.8 times over-represented
African-American	equal	3.4 times under-represented
Latinx	1.9 times under-represented	2.6 times under-represented

Ed~Data Education Data Partnership
CDE/EdSource/FCMAT

Free and Reduced-Price Meals

Sequoia Elementary

This graph displays the total count of students at school who were eligible for free/reduced-price me when enrollment counts were taken. Note: These counts include both primary and short-term enrollments. However, students with a short-term enrollment status are not included in the overall enrollment data for this school.

47% decrease in 4 years

Sequoia 2015-2019

OUSD 2015-2019
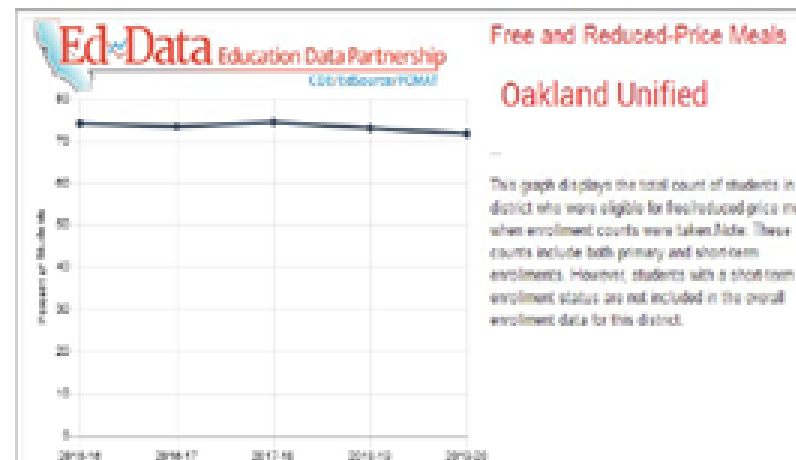
Disproportionality	
2015: Sequoia (41.1%) <—> OUSD (74.1%)	1.8 times under-represented
2019: Sequoia (21.7%) <—> OUSD (71.7%)	3.3 times under-represented
2019: Sequoia TK/K (15%) <-> OUSD (71.7%)	4.8 times under-represented

Proposal

**Add a priority after neighborhood for families living in low-income areas*.
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
6. All other 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

- Looking at enrollment data, Sequoia has had space for non-neighborhood families in Kindergarten for the past several years.

- Using Fall 2020 admissions data, the percent low-income of Kindergarten families receiving on-time offers is estimated to increase from 30% to 50%.

- Using Fall 2020 admissions data, the percent low-income of TK families receiving on-time offers is estimated to increase from 24% to 32%.

  - The estimated impact on TK is smaller, as there are typically only a few seats available (2-4 seats) after accepting siblings and neighborhood families.

Community Engagement and Feedback

- 6 family/staff/community meetings discussing various stages of the proposal.
- 80-97% support from community in 3 separate votes at various stages of proposal
- Support from each of Sequoia's family affinity groups
  - *African American, Latinx, Asian/Pacific Islander,Arabic/Middle Eastern, Mixed, White Accountability*
- SPTO 97% vote of endorsement
- Staff PD on 10/14, 100% voted in support.
- Faculty Meeting on 10/19, % voted in support.

Considerations

- Estimated impact was modeled based on recent years of data, which may or may not be a good predictor of what happens in future years.

- Enrollment priority does not guarantee diversity - need a more comprehensive plan addressing recruitment.

- From historical data, it does not appear that this would impact any one school by more than a handful of students. But need to monitor to make sure that this does not negatively impact nearby schools.

Creating a Welcoming School Climate/Culture

- Fostering Community series facilitated by Seneca
- Parent Affinity groups
- TK/Kinder playdates on campus throughout the summer
- A more authentic, deliberate approach to multicultural celebrations and heritage "months"
- Buddy families starting at Back to School Night
- Staff plan and prepare for a more inclusive school- in the classroom, out of the classroom, before, during and after school.
- SPTO keeps inclusivity at the center of *all* plans, even fundraising.