



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

Equitable Enrollment Working Group

Board Update



June 24, 2020

tinyurl.com/OUSDenrollmentequity

Outcomes

- Build public/Board understanding of what the working group has been discussing thus far
 - Highlights of community survey results
 - Other city case studies
- Compare Board pain points from retreat to community survey results and working group discussions
- Get Board feedback on pain points to prioritize
- Discuss timeline for next steps

Working group membership

Albert Olson Hong	Parent
Amanda Brown-Stevens	Parent
Andy Singer	Parent
Cynthia Bagby	Principal - Redwood Heights
David Byrd	Teacher - Oakland High; Parent
Jerome Gourdine	Office of Equity staff
Jason Joseph	Teacher - Futures Elementary
Jonathan Perry	KIPP Bay Area staff
Keta Brown	Oakland REACH; Parent
Luis Rodriguez	Oakland Enrolls staff
Michelle Gonzalez	Assistant Principal - Frick United
Nidya Baez	Assistant Principal - Fremont High
Rachel Latta	Equity Allies; Parent

Note: 5 original members were unable to remain participants for personal reasons.

Progress thus far

- 8 meetings
- Designed and distributed community survey, received over 4,500 responses
- 3 case studies from other cities about tackling equitable enrollment: Denver, Berkeley, Boston
- Materials regularly updated on our website:
<https://tinyurl.com/OUStenrollmentequity>
 - Can email us for feedback (enrollmentfeedback@ousd.org) and/or sign up on website to receive updates.

Summary of Key Survey Results

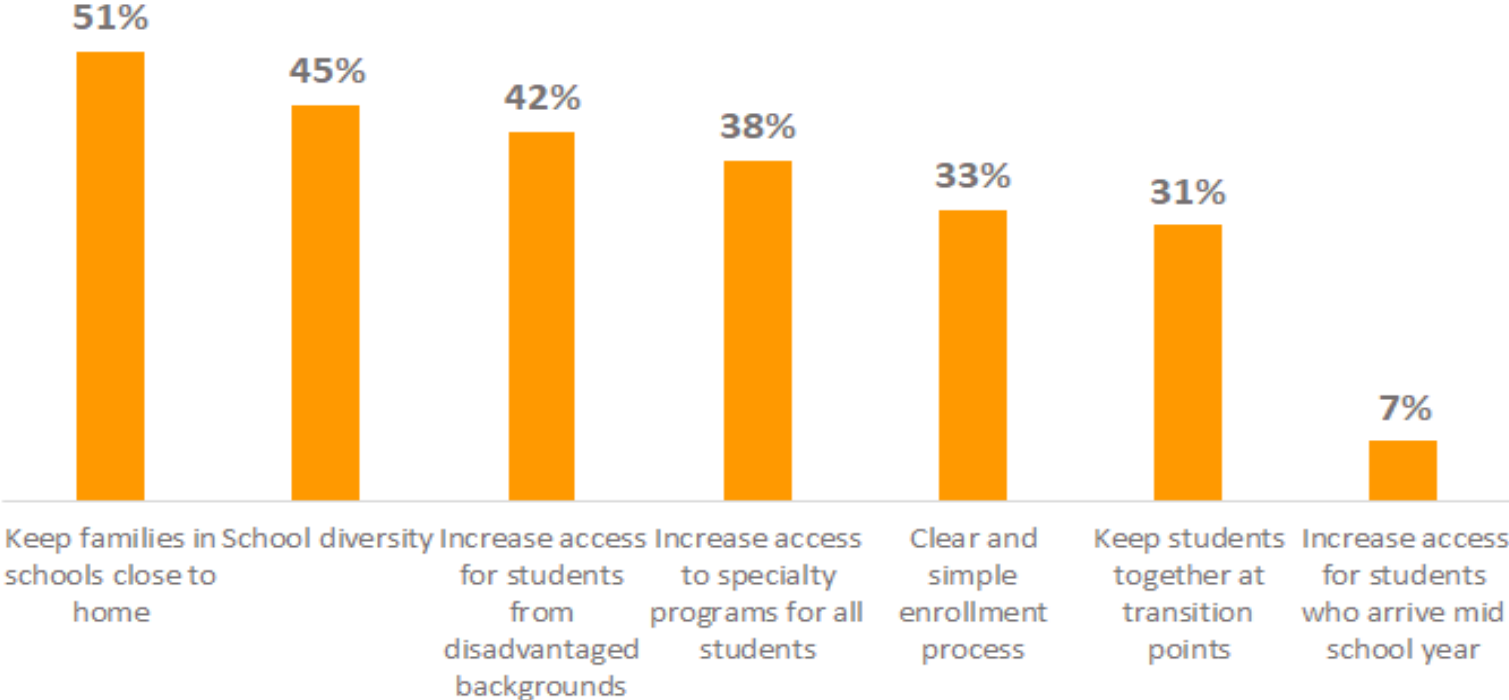
Participant Demographics

Race/Ethnicity	Respondents	Oakland Students
Asian	18%	12%
Black/African-American	18%	22%
Filipino	2%	1%
Latino/a	33%	48%
Middle Eastern	2%	n/a
Native American or Alaskan	2%	<1%
Pacific Islander	1%	1%
White	29%	10%
Prefer not to state	9%	2%

Top Residential Zip Codes vs Participant Zip Codes

Zip Code	% of Oakland students	% of survey respondents	Difference
94601	17%	13%	-4%
94621	13%	9%	-5%
94603	13%	8%	-5%
94605	10%	9%	-1%
94606	8%	8%	0%
94602	5%	9%	3%
94607	5%	3%	-2%
94619	5%	6%	1%

What values should the Oakland public school enrollment process promote?



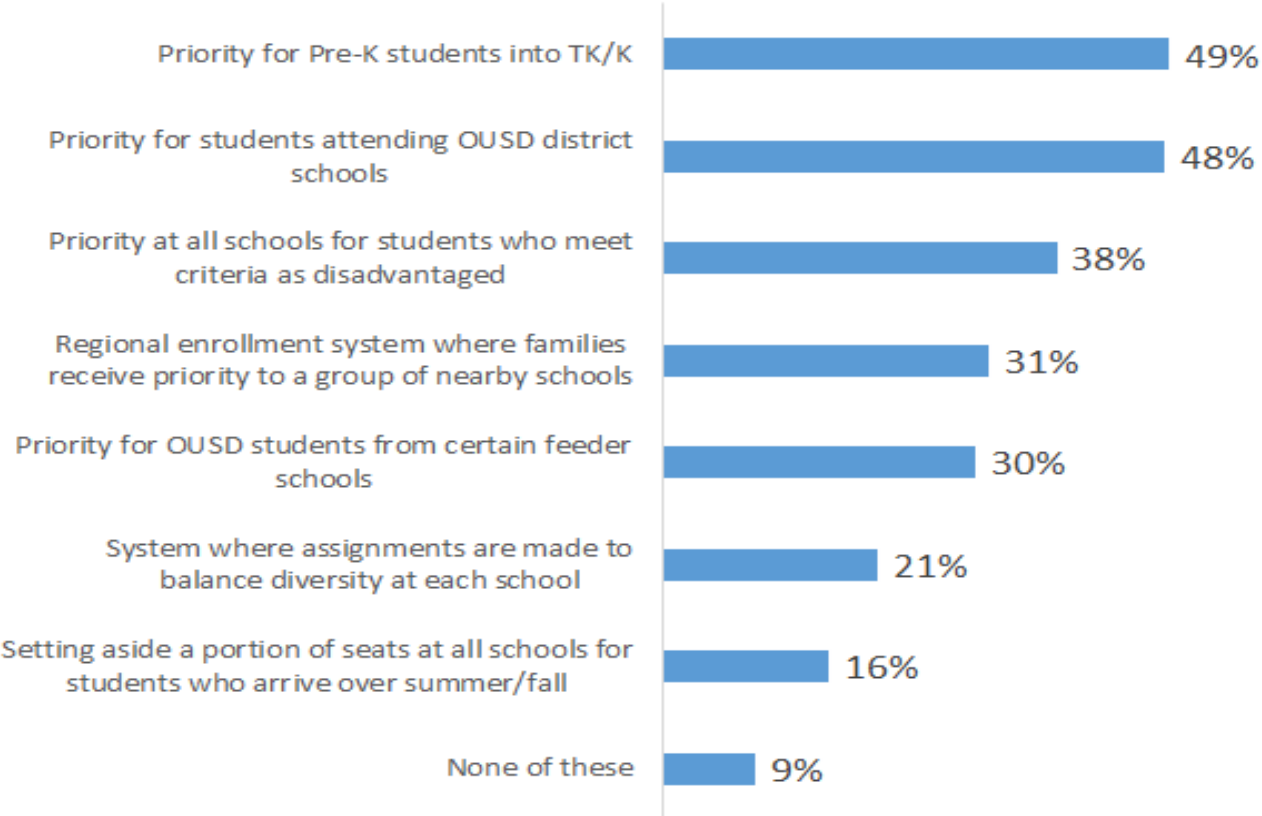
What do you think is working well with the enrollment system for Oakland public schools? *Themes with 50+ responses*

- **Ability to research and apply online** has improved the enrollment experience (211 responses)
- **Attending your closest school/neighborhood school** creates a sense of community and certainty in where your child will attend (141 responses)
- **Enrollment priority for siblings** is key for keeping families together (103 responses)
- **Online system is more transparent** in sharing enrollment information, including priorities, waitlist information, and deadlines (83 responses)
- **Ability to choose the best fit school** for your student's needs or a school in another area is key (81 responses)

What do you see as the biggest problems with the enrollment system? *Themes with 60+ responses*

- **General lack of quality citywide** creates high interest for a limited number of schools, resulting in not receiving assignment to a preferred option, and creates tensions in how to prioritize seats (181 responses)
- **Lack of quality options near many families, particularly lower income families**, limits the appeal of choosing schools in the neighborhood. And neighborhood priority limits the ability of other students to get in. (174 responses)
- **Information sharing and supports** for application process could be improved, particularly for non-native English-speaking families (140 responses)
- **Time needed to research/apply or difficulty with the online technology** was frequently cited by non-native English-speaking families (125 responses)
- **Questions about priorities, waitlist movement, or rumors** of assignment outside the system (82 responses)

Below are some enrollment policy changes that have been considered. Please select the ones you would support.



Synthesis of Pain Points

Synthesis of Pain Points

Pain Point	Who Raised It?
Families value (a) neighborhood schools, (b) diverse schools, and (c) choice, which can be in tension	Board, Survey, Working Group
Lack of access for low-income families to high-quality schools	Survey, Working Group
Differential ability of families to access more or less school choice	Working Group
School boundaries are not always nested, splitting up feeder patterns	Board, Survey
Need to limit choice to bring social capital back to flatland schools	Board
Should the system prioritize equity of access or integrated schools?	Working Group
No plan for equitably distributing high-needs students, incl. late-arrivers	Board, Survey (around Special Ed)
Lack of marketing support for schools	Board, Working Group
More support for non-native English speakers to navigate process	Survey

Considerations for Enrollment Process Changes

- No aligned definition of quality, and not clear there is a desire to define quality for families
- Cost, including potential loss of families to non-OUSD schools
- Lack of provided transportation
- Some changes require a board policy update, some do not
- Other factors affecting enrollment, not solely related to enrollment policy:
 - Perceived lack of academic quality broadly that limits demand for several schools
 - High teacher turnover
 - Desire for more specialized programming at schools (e.g., additional arts or dual language programs)

Discussion Questions for Board

- Which *pain points* are you interested in seeing us focus on?
- What are the *values* you believe our enrollment system should prioritize? In particular, how do you think about balancing the following tensions?
 - Neighborhood schools
 - Diverse schools
 - Access to choice for non-neighborhood schools perceived as higher-quality

Case Studies from Other Cities

Approaches from other cities - Denver

Pain Point	Approach	Considerations
School segregation; Lack of access for low-income families	Low-income student <i>priority</i> (after neighbors)	<ul style="list-style-type: none"> ● Less controversial, less impact
	Low-income student <i>minimum</i>	<ul style="list-style-type: none"> ● Some neighborhood families displaced
	Shared zones with equal priority to a group of schools	<ul style="list-style-type: none"> ● Can create “haves vs have-nots” if schools have performance gaps
Late arrivers concentrated in a few schools	Reserve percentage of seats for late-arriving students. <ul style="list-style-type: none"> ● Requires address change ● Reserved seats are “released” if unfilled 	<ul style="list-style-type: none"> ● Need to ensure parents don’t feel like they can or should “game” the system ● Community survey did not lift up this pain point

Approaches from other cities - Berkeley

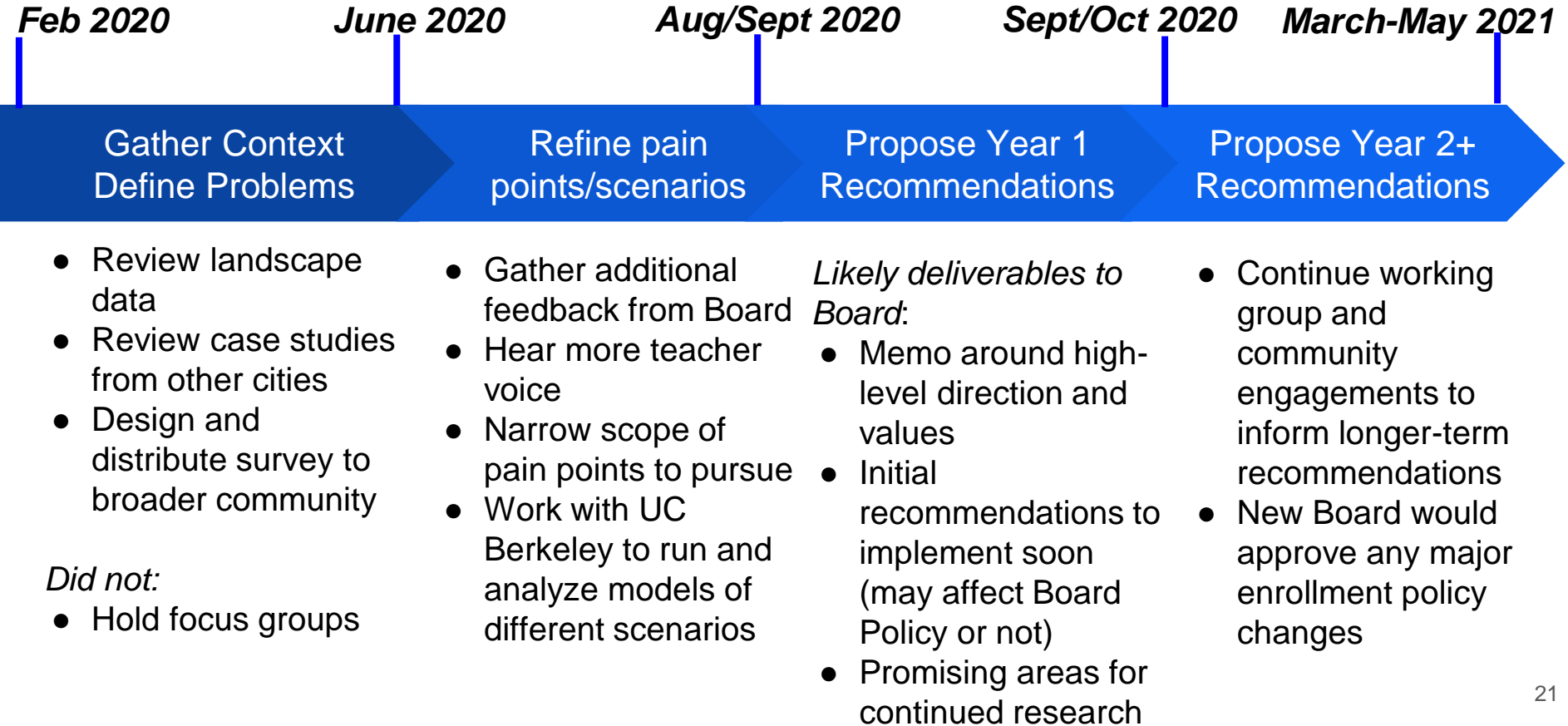
Pain Point	Approach	Considerations
School segregation	<p>Citywide controlled choice</p> <ul style="list-style-type: none">● Shared zones with equal priority to a group of schools● Student assignment based on maintaining equivalent percentages of need across all schools● Level of need for a student based on his/her address	<ul style="list-style-type: none">● Plan is quite successful and seen as a model across the country● Plan went through a court case appeal and was deemed legal● Berkeley provides transportation to students who request it, within their zone (~20% receive transportation)● Berkeley lost students when this was implemented and also lost some Title 1 funding● Berkeley is ~30% free/reduced-price lunch, compared to Oakland at ~70%● Berkeley is smaller than Oakland

Approaches from other cities - Boston

Pain Point	Approach	Considerations
<p>Families not attending close to home; Busing costs; Segregation</p>	<p>Citywide controlled choice: “home-based assignment”</p> <ul style="list-style-type: none"> ● Families receive a customized list of nearby schools to apply to, tiered by test score performance ● Cannot appl 	<ul style="list-style-type: none"> ● Responsive to family feedback that a neighborhood zoning plan didn’t include enough access to high-quality schools for low-income families ● Did improve busing costs ● Did not improve segregation due to uneven distribution of “quality” schools ● Limits choice for families
<p>Challenging for families to navigate charter app process</p>	<p>Common charter application</p> <ul style="list-style-type: none"> ● Includes all charters ● Provides a single best offer to families 	<p>In Oakland, we have a common charter application:</p> <ul style="list-style-type: none"> ● Includes most (not all) charters ● Does <i>not</i> produce a single best offer - can get multiple offers or no offer

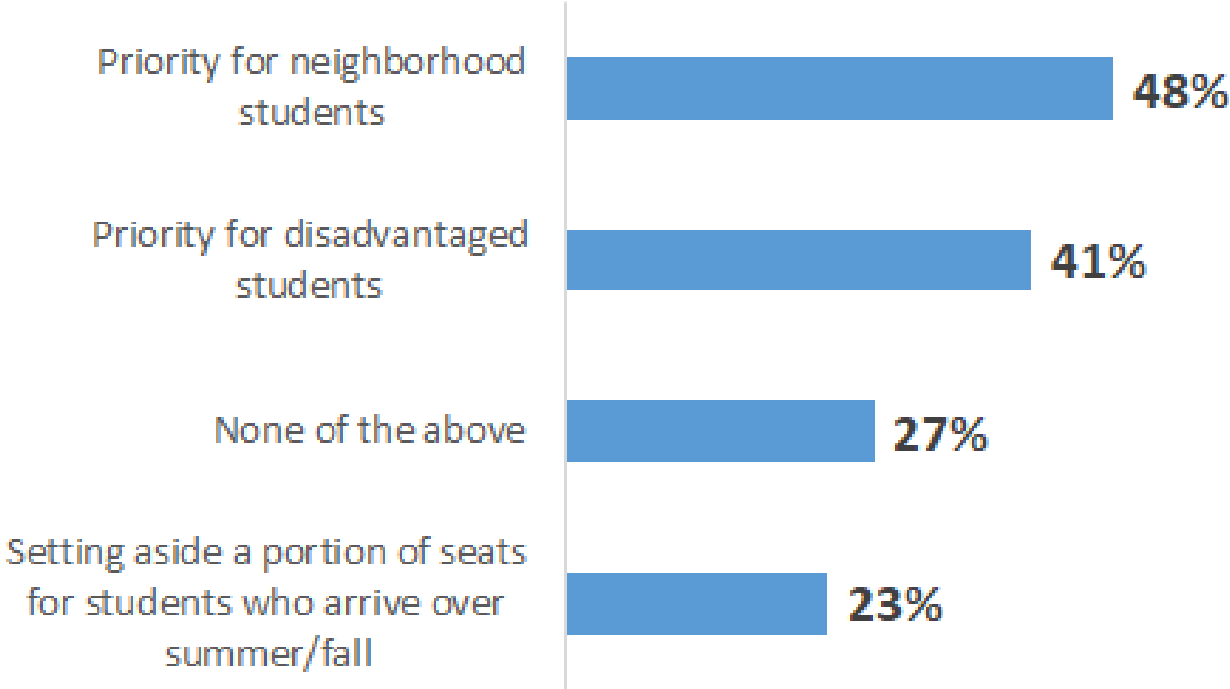
Next Steps

New Draft Timeline for Updating Policy



Appendix

Survey: Do you believe most or all charter schools should have any of the following enrollment priorities?



Pain Points from Board Members

- Lack of academic quality
- High teacher turnover
- Open enrollment policy has sucked social capital out of most D6 elementary schools, leaving concentrated need
- No plan for equitably distributing high needs students
- Lack of investment/capacity to market schools, especially in the flatlands
- D1 includes some schools with the highest demand rates, and some that are not as popular. Can we use the enrollment policy to help families attend schools closer to their home?
- Need to acknowledge that some families make the largest economic decision of their life when they purchase a home, often to be in a particular school attendance area
- Hillcrest attendance area is split for HS between Oakland Tech and Skyline

Pain Points from Working Group Conversations

- Discussion around whether the system should prioritize equity of access to quality schools or integrated schools.
- Families have more or less access to school choice because of their circumstances.
- Current lack of definition of quality can be problematic, and many people conflate high demand with high quality. Families care a lot about quality, but what does that mean?
- Schools need more supports to “market” themselves better and help families understand each school’s unique assets
- Lack of fully defined feeder patterns splits students up across the city

Connection to Citywide Plan: Key Strategy

Key Strategy 2: Update the existing Board Policy on Enrollment to

1. prioritize access to quality for students coming from school consolidations (Opportunity Ticket), and
2. revisit the priority ranking to ensure more equity in access to quality schools.

Current Enrollment Policy: Priority Ranking

- Continuing Student priority
- Sibling priority
- Opportunity Ticket priority
- Neighborhood School priority
- School Staff priority
- Oakland Resident priority

Recent Updates to Enrollment Board Policy

Timeline	Update
March 2019	Priority for Opportunity Ticket added
August 2018	Priority for students with IEPs added
August 2018	Dual Language policy created
August 2018	Priority for school staff added
October 2017	Priority for Oakland residents added

What are the problems we are trying to solve? Discussion Questions

Guiding principle	Does our system accomplish the following?
Quality	<ul style="list-style-type: none">● Improve academic outcomes across student groups● Provide specialized programs of interest to families
Equity	<ul style="list-style-type: none">● Reduce racial isolation within and between schools● Support students with different needs, including students with disabilities and English Learners● Provide tools for families to make informed choices
Sustainability	<ul style="list-style-type: none">● Promote fiscal sustainability and program viability within each school and across the district