

Board Office Use: Legislative File Info.	
File ID Number	22-0882
Introduction Date	4/13/22
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Curtiss Sarkey, Chief of Staff
Geoff Vu, Enrollment Stabilization

Meeting Date April 13, 2022

Subject Update on Enrollment Stabilization Policy

Ask of the Board For information purposes and discussion

Background The Enrollment Stabilization Board Policy (BP 5115) was approved by the Board on April 28, 2021. The policy asks for a staff update to be brought to the Board at least once per year.

Discussion This is an update on actions taken since this new policy was passed in late April. No Board action is required at this time.

Fiscal Impact The overall policy has been budgeted \$1.5 million for the 2021-22 school year, from AB 1840 funds. To date, we have spent \$844,460
For information purposes and discussion

Attachment(s)

- Presentation
- Policy
- Investments Breakdown
- Enrollment Rubric and Toolkit
- Example Enrollment SPSA

OAKLAND UNIFIED SCHOOL DISTRICT
Board Policy
Students

Board Policy 5115
Enrollment Stabilization

Rationale

Enrollment is chief driver of revenue for the District. Declining enrollment has been a lead driver of OUSD's budget difficulties over the last twenty years, leading to the need for budget cuts, layoffs, and school closures. This policy affirms that enrollment stabilization and growth is a top priority for OUSD and that all OUSD employees and officials are expected to make every effort to stabilize and grow enrollment in OUSD-operated schools.

District Office Supports for Schools

The Superintendent and her staff in the District Office are responsible for supporting schools in maintaining and growing their enrollment.

The Superintendent or designee shall include expenditures in the annual proposed budget, starting with the proposed budget for 2021-22 fiscal year, to help each school to stabilize and grow as appropriate, with both universal and targeted supports. These expenditures may include the cost of dedicated staff whose job duties are to support schools with:

- outreaching to families and non-OUSD feeder schools,
- marketing and community outreach,
- updating and maintaining school websites and social media accounts,
- creating videos and other marketing materials,
- creating, if needed, and supporting PTAs or booster organizations, and
- holding community events.

The expenditures may also include stipends for family members and/or staff to conduct outreach work at schools with predominantly low-income families.

Each August, all school principals shall be informed of supports available to assist them in their efforts to maintain and grow enrollment.

Responsibilities of Schools

Schools are critical partners in efforts to maintain and grow enrollment.

Each school's Single Plan for Student Achievement (SPSA) shall include an annual enrollment stabilization plan, which will detail the school's plans to maintain or grow its enrollment to a sustainable size, as applicable. These plans should include details regarding (i) the school's efforts to maintain and/or increase racial and ethnic diversity, (ii) the school's planned outreach events and efforts to share their programs and achievements, (iii) the school's strategies to identify and recruit prospective families (e.g., mailings, preschool visits, social media, tours, etc.), and (iv) a root cause analysis of their

enrollment success or struggle, as appropriate. The purpose of this exercise is to understand what is driving enrollment trends in order to identify the strategies the school can use to grow (or maintain) their enrollment.

The Superintendent or designee shall create a template and a toolkit to share with schools to support the development of the plans. The process and timeline for development and submission of the plans shall be determined by the Superintendent or designee.

The Superintendent or designee(s) shall be responsible for supporting schools in the creation and implementation of their plans, and shall help schools learn from the successes of other schools when it comes to developing and implementing the plan.

Shared Responsibility for Enrollment Stability

Board Members share responsibility for promoting the success of schools in their respective districts, and are expected to celebrate their schools publicly and share information regularly about school programs, academic growth, and other achievements.

All central departments shall be required to specify in their annual work plans or evaluations how they will support the stabilization and growth of District enrollment.

The Superintendent or designee shall implement systemwide efforts to learn from student exits from the District, through means to be determined by the Superintendent, and shall report to the Board of Education at least once per year on the reasons families provided for departing OUSD.

The Superintendent or designee is encouraged to continue the practice of reaching out to those non-OUSD schools in Oakland, whether charter or private, that close with information regarding in-District school options.

The Superintendent or designee shall review the District's policies and practices regarding interdistrict transfers and make recommendations to the Board of Education within 120 days regarding possible changes that would support District efforts to stabilize enrollment.

Making Enrollment More Accessible for Families

The Superintendent or designee shall conduct a review of OUSD's enrollment process to evaluate the recent improvements to the enrollment process and to explore and identify further ways to make the enrollment process easier for families. This may include (but is not limited to) the following:

- sending outreach materials to all families of rising TK and Kindergartners, 6th and 9th graders, inviting them to school tours for their neighborhood schools,
- improving response time and reducing wait times at the Student Welcome Center (SWC),
- increasing customer service training for SWC staff,
- improving language access for families seeking to enroll in OUSD,
- expanding in-person enrollment to additional schools and/or returning to a site-based enrollment system,
- offering SWC service at large District events or food distribution sites,

- creating a master list of all OUSD school tours so that all families can easily learn when tours are taking place,
- providing enrollment information with home delivered meals,
- training site-based staff to support families in using the online enrollment system,
- providing enrollment information to families participating in OUSD's Adult School classes,
- educating preschool, 5th, and 8th grade classroom teachers about OUSD school options,
- conducting targeted outreach to families that are not admitted to their first-choice school, and
- providing information on enrollment to all TK/K families in Oakland.

No Resources for Competing Systems

Acknowledging the fiscal and academic responsibilities of the District to its schools as well as the students enrolled in those schools, no OUSD resources shall be used to support the enrollment or marketing of competing schools, whether charter or private, unless required by law.

This prohibition applies (but is not limited) to OUSD's enrollment system, school maps, family guides and other enrollment materials, any OUSD website, OUSD facilities, enrollment fairs, and teacher recruitment events. Competing schools shall not be invited to participate in or be included in OUSD- or site-run recruitment fairs or OUSD- or site-run enrollment events or to recruit students on OUSD-operated campuses. If there is uncertainty regarding whether the prohibition applies to a particular activity, the General Counsel shall make such a determination and shall, subsequently, inform the Board of the determination in case the Board then deems it necessary to amend this policy to clarify its application.

Students shall not be referred to competing schools by staff of the SWC, or as a practice of any other OUSD staff member in the course of their responsibilities as District employees.

This policy does not prohibit OUSD staff from attending and participating in events that also include staff from competing schools, such as events sponsored by community groups or colleges and universities, nor does this policy prohibit data sharing with competing schools for purposes of improving system efficiency; provided that such collaboration and sharing is not financed through public dollars.

Implementation

The Superintendent or designee shall report on the work to stabilize enrollment in OUSD-operated schools at least twice per year in writing and at least once per year through a presentation at a public board meeting.

The Superintendent or her designee shall produce administrative regulations to guide the implementation of this policy, which shall be presented to the Board for their approval, within 120 days of the passage of this policy. Subsequent changes to the administrative regulations, which must be provided to the Board at least 60 calendar days before they take effect, need not receive approval by the Board.

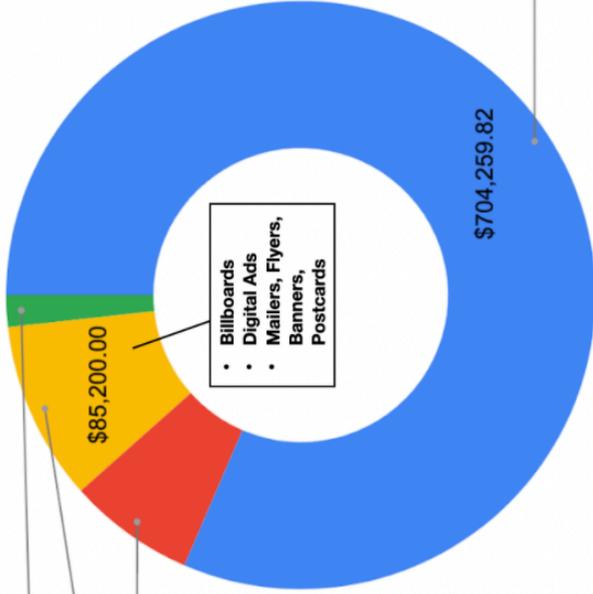
Appendix - Investments (as of 3.31)

Breakdown of Investments

Equipment	1.7%
Advertising & Ad Materials	9.9%
Consultants & Contracts	6.9%

- 510Media
- Focus Groups
- Grow with Us Campaign

Total Spending so far:
\$844,460



- Billboards
- Digital Ads
- Mailers, Flyers, Banners, Postcards

- PERSONNEL**
- Student Welcome Center
 - 3 Staff Members
 - Enrollment Marketing
 - 3 Members
 - Webmaster/(Shared with Comms)
 - 40%

Personnel
81.5%

Stages of Enrollment & Implementation, 2022-23 (DRAFT)

Essential Practices	1- Beginning Implementation	2- Consistent Implementation	3 - Skillful Implementation
<p>Team -----</p>	<p>A Site Enrollment Team is formed.</p>	<p>A team is formed.</p> <p>The team meets regularly.</p>	<p>A team is formed.</p> <p>The team has a structured progress monitoring system where they follow up on next steps AND use data to determine where they are with recruitment (e.g., how many engagements they have, how many families from each feeder school attended, how many students have marked the school as their top choice)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consists of principal and at least 2 others <input type="checkbox"/> Meets on a consistent (1x/month) basis <input type="checkbox"/> Has clear roles
<p>Communication -----</p> <p>Evidence: school documents, online presence, marketing assets</p>	<p>School implements 1-3 streams of digital/traditional Communication Methods. For example:</p> <ul style="list-style-type: none"> ● Website ● Social Media ● Traditional: Brochure, flyer, etc 	<p>School implements at least four streams of digital/traditional communication. For example:</p> <ul style="list-style-type: none"> ● Website ● Social Media ● Traditional: Brochure, flyer, etc ● Newsletter <p>Methods may be inconsistent in branding.</p> <p>Methods may not take into account requisite languages.</p> <p>Content not updated as frequently as needed. Review Communication Methods</p> <p>Methods take into account some, but not all audiences</p>	<p>School implements at least four streams of digital/traditional communication. For example:</p> <ul style="list-style-type: none"> ● Website ● Social Media ● Traditional: Brochure, flyer, etc ● Newsletter <p>Methods are consistent in branding.</p> <p>Methods take into account requisite languages.</p> <p>Content updated as frequently as needed. Communication Methods</p> <p>Methods take into account all audiences</p>
<p>Engagements -----</p> <p>Evidence: Calendar, sign-in sheets</p>	<p>Engagements and engagement types are limited and audiences are not clearly defined. 1 or fewer types are utilized.</p>	<p>Engagements occur regularly. Engagement types could be expanded.</p>	<p>School utilizes multiple engagement mediums with clear audience definition and programming</p>

Stages of Enrollment & Implementation, 2022-23 (DRAFT)

	Engagement & Recruitment Events	Engagement & Recruitment Events	
Processes & Systems ----- Evidence: tracker, roles and responsibilities	Projections Review: Strategic Calendar: Confirmations: Confirmations are completed by 0-1 people. There is no formal way of recording/reviewing applications with team	Projections Review: Strategic Calendar: Confirmations: There is a timeline and strategy for confirmations. Members of the team or staff take responsibility for outreach	Projections Review: Strategic Calendar: Confirmations: The confirmation process is supported by multiple members of a team There is an articulated script for contacting families and supporting them through the late application process.

Brand Ownership

1. **Define your value proposition. Consider: What is my competitive advantage? What are our bright spots or programs? What's your elevator pitch for a prospective family or student? Why should they choose your school?** Brand consistency allows us to anchor communication, marketing, and identity, and is the quickest way to mentally separate one program from another. Decision-making is often and firstly, emotional -- not logical.
 - a. This should be short, simple, and evergreen (doesn't need to be changed from year to year).
 - b. This is different from a mission/vision bc let's face it...most schools' share a similar mission/vision. To make it unique, think about location or something specific to your neighborhood.
2. **Examples**
 - a. Uber – The Smartest Way to Get Around. ...
 - b. Apple iPhone – The Experience IS the Product. ...
 - c. Slack – Be More Productive at Work with Less Effort. ...
 - d. Digit – Save Money Without Thinking About It.
 - e. Gotham Middle School - Growing a whole and healthy human to be a problem solver in Gotham City
 - f. Roosevelt Middle School - A complete middle school experience for the San Antonio Neighborhood
3. **Website**
 - a. Prominent name and value proposition
 - b. Enroll button and easy action
 - c. Pictures of happy students and staff
 - d. Mission/Vision
 - e. Academic Abstract
 - f. Means to connect
 - g. Calendar that shows you have things going on
 - h. Update at least 2x/month
4. **Social Media**
 - a. Pictures of happy students and staff
 - b. Short captions and descriptions
 - c. Post something at least 1-3x a week
 - d. Drive folks to the website, or to follow your social media page

Stages of Enrollment & Implementation, 2022-23 (DRAFT)

5. Google Search

- a. Claim your business on google and facebook
- b. Reach out to community to write positive reviews

6. Newsletters

- a. State your value proposition
- b. Include images of happy students and staff
- c. Review important happenings
- d. Call to action - upcoming event, check out your website, enroll now!
- e. Send to... Current families. Feeder schools - admin AND 5th/8th/pre-k teachers. Neighborhood programs. Public library. Parent boards and groups. Post to your facebook, website, instagram

7. Relationships

- a. Get to know your feeder or neighborhood influencers - 5th/8th/pre-k teachers
- b. Small business owners
- c. Pastors and community leaders
- d. Barbershops
- e. Laundramats
- f. Send them newsletters, holiday cards, etc
- g. Send them school swag
- h. Ask to put up a school poster

8. Swag - Only makes sense if highly visible

- a. Bumper stickers
- b. Business stickers
- c. T-shirts/hoodies
- d. Key chains
- e. Fanny packs

Stages of Enrollment & Implementation, 2022-23 (DRAFT)

Site Enrollment Team

Includes personnel who:

- Have access to schoolmint
- Creates a calendar of recruitment events
- Is designated as point person for central enrollment communications
- Reviews daily/weekly changes during application and confirmation window
- Coordinates welcome & confirmation of families

Communication Methods

- Newsletter (4x/year)
- Website (2x/month)
- Social Media (1x/week)
- Video Tour (1)
- Traditional Physical Advertising (2x/year)
- Calendar (1x/month)
- Family Interest Email List (regularly)

Engagement & Recruitment Events

- Tours/Open House/student shadow (2x/year)
- Neighborhood/community partnerships (2)
- Principal & teacher virtual Q&As (2x/year)
- Hosting neighborhood 5th grade teachers (1x/year)
- Student panel visits to neighborhood sites (2x/year)

SPSA - School Site Enrollment Plan

Directions: Please review the [Enrollment Strategy Rubric](#) to support your reflection and planning for your site's recruitment strategy. Below, review your projections for the upcoming year and consider your short term and long term goals around recruitment and sizing. Fill in **columns B, D, and F** for your appropriate grade levels.

Current Enrollment Projections <i>(Refer to your 22-23 projections email sent 12/3/21.)</i>		Optimal 2022-23 Enrollment Goals <i>(Does your projection reflect where you want your school/grade size to be?)</i>		3-5 Year Enrollment Goal <i>(If you have plans/wishes to grow your programming, where would you like to see it in 3-5 years?)</i>	
Grade	22-23 Projection	Grade	22-23 Goal	Grade	3-5 Year Goal
TK		TK		TK	
K		K		K	
Grade 1		Grade 1		Grade 1	
Grade 2		Grade 2		Grade 2	
Grade 3		Grade 3		Grade 3	
Grade 4		Grade 4		Grade 4	
Grade 5		Grade 5		Grade 5	
Grade 6	80	Grade 6	96	Grade 6	120
Grade 7	90	Grade 7	96	Grade 7	120
Grade 8	93	Grade 8	96	Grade 8	120
Grade 9		Grade 9		Grade 9	
Grade 10		Grade 10		Grade 10	
Grade 11		Grade 11		Grade 11	
Grade 12		Grade 12		Grade 12	
Total	263	Total	288	Total	360

Reflection on Enrollment Trends and/or Changes from Previous Year	Key Outreach & Engagement Activities for Upcoming Year <i>(List at least two with approximate dates)</i>	Qualitative/Narrative Enrollment Goals <i>Goals around any of these specific factors: Neighborhood, Demographics, Grade, SDC</i>	Enrollment Team Members
<i>Example:</i> - We are enrolling more: neighborhood students, students from "x" school - We lost a handful of students in 7th grade, maybe due to: - We could do better at reaching out to 5th grade teachers sooner and getting them excited about our programs	<i>Example:</i> - Student walking tour (November 1) - Virtual Family Tour (November 15th) - Open house (November 20, 24th)	<i>Example:</i> - We've noticed an increase of Arabic-speaking families in the neighborhood and want to make sure our enrollment reflects this. We plan to do some community walks to engage with store-owners and hope to build partnerships that will improve our awareness and service to this particular group	<i>Example:</i> - CSM Barbara Walters - AP Bruce Wayne
Response: With the close of EPIC, we received a handful of new students during the past year across all grade levels. We expect them to stay and understand even some siblings may be joining for the next year. Nonetheless, with the pandemic, we saw a significant decline at grade 6 and 8 and are not sure whether this will revert back to traditional patterns in the next year. We also participated in our first virtual tour	Response: - Tk open house every other Tuesday morning starting Nov 5 - Virtual Family Tour November 15	Response: - We've noticed an increase of Arabic-speaking families in the neighborhood and want to make sure our enrollment reflects this. We plan to do some community walks to engage with store-owners and hope to build partnerships that will improve our awareness and service to this particular group	Response: - CSM Alfred Pennyworth - AP Bruce Wayne