



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Overview - OUSD Feeder Patterns: Where Social Justice Meets Enrollment



Presented by Devin Dillon, Interim Superintendent

Presented to Community and Board of Directors, OUSD

February 27, 2017

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### **Our Mission**

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

### **Our Vision**

OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

### **I Am Oakland Unified**

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success.



# Feeder patterns agenda for BOE Engagement (6:00-6:45 pm)

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- 1 Provide historical context on feeder patterns at OUSD
- 2 Learn about case studies: Edna Brewer and Roosevelt
- 3 Provide overview of Access Study

# Executive summary

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- Current OUSD enrollment priorities are sibling, neighborhood, and general lottery
- These enrollment policies reinforce residential segregation and offer inequitable access to quality schools
- Areas of poverty often overlap with attendance areas of lower-performing schools; in addition, affluent families are more likely to get their top choice school
- We will share data about the impact of our current enrollment policies and engage in a breakout session to discuss in more detail

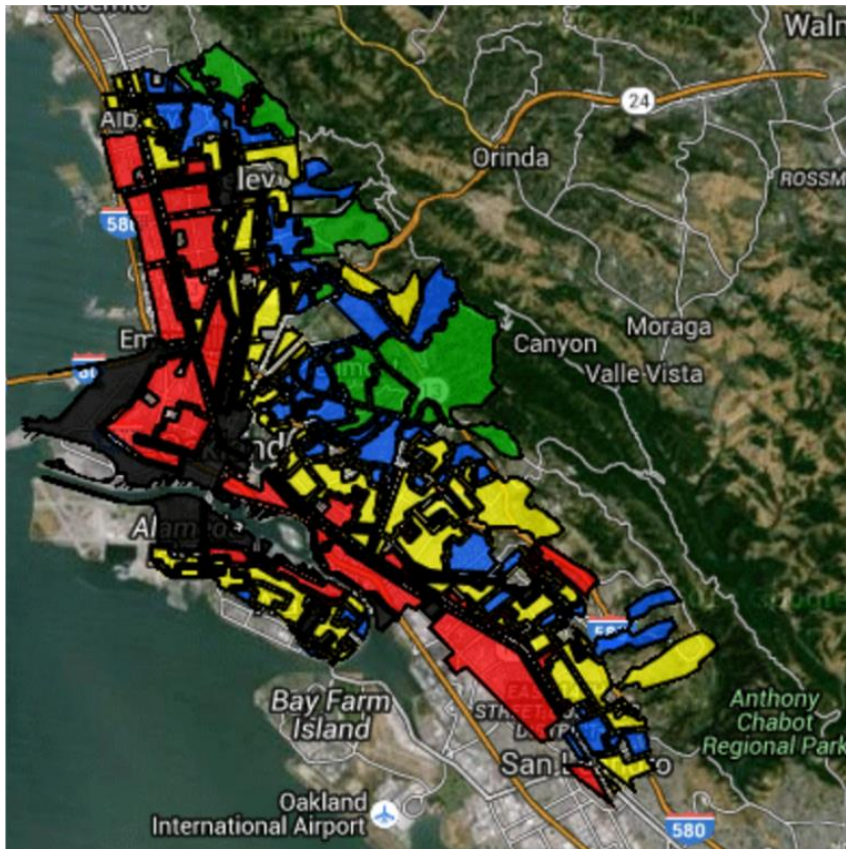
## Current OUSD priorities

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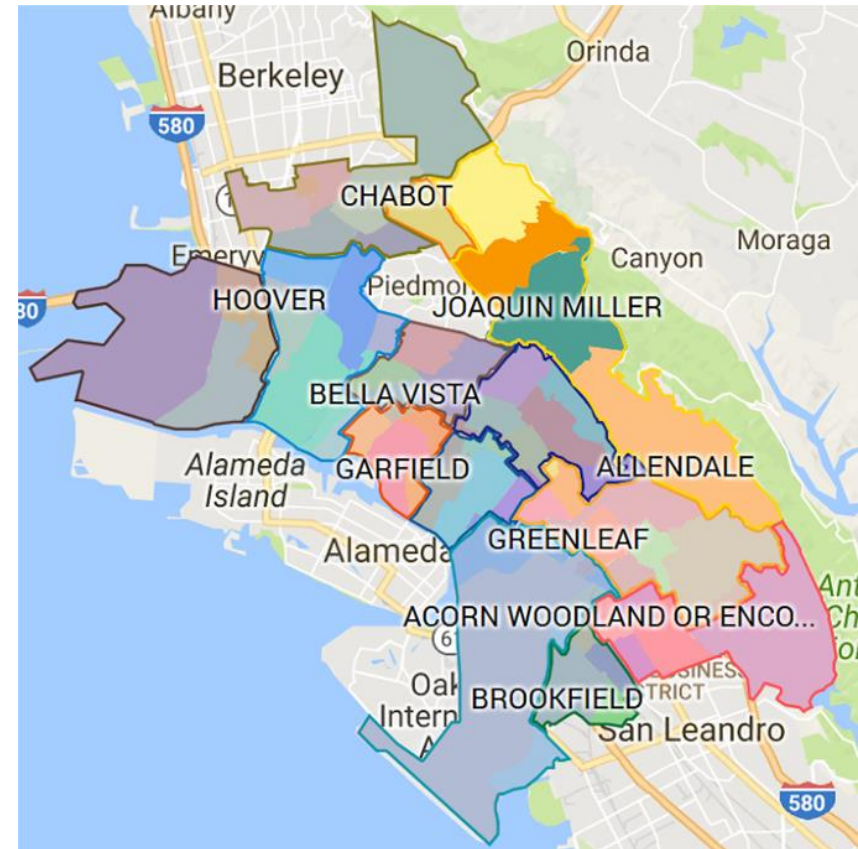
- If there are **more spaces** than applicants at a school and grade during the options lottery, all applicants will be accepted
- If there are **more applicants** than open spaces the following priority will be given to applicants during the options lottery:
  1. Sibling: have the same parent/guardian, live in the same address, and have an older child already attending (and will continue to attend) the first choice school
  2. Neighbor: students whose parents or guardians live within the neighborhood boundaries
  3. General lottery: all applicants residing outside the neighborhood boundary

As a result of these enrollment policies, Oakland Schools continue to be segregated similarly to historical redlining practices

## Redlining in Oakland, 1936-1939



## Current School boundaries, 2017



Source: OUSD Live Go data, 2016; Testbed for the Redlining Archives of California Exclusionary Spaces (T-RACES)



# Below is an example of housing descriptions in East Oakland

FORM-8

-26-37

## AREA DESCRIPTION

NAME OF CITY OAKLAND, CALIFORNIA SECURITY GRADE RED AREA NO. D-18

DESCRIPTION OF TERRAIN. Level

FAVORABLE INFLUENCES. Convenience to schools, local shopping districts, local and San Francisco transportation; proximity to industry increases demand for class of residences in this area.

DETRIMENTAL INFLUENCES. Infiltration of Negroes and Orientals (see below). Many cheap type cottages and old homes detract from otherwise generally fair appearance of area. Distance from Metropolitan center

### INHABITANTS:

a. Type Laborers, service workers, white-collar employees; b. Estimated annual family income \$ 1200-2250

c. Foreign-born Various; 5 %; d. Negro Yes; 2 %;  
(Nationality) (Yes or No)

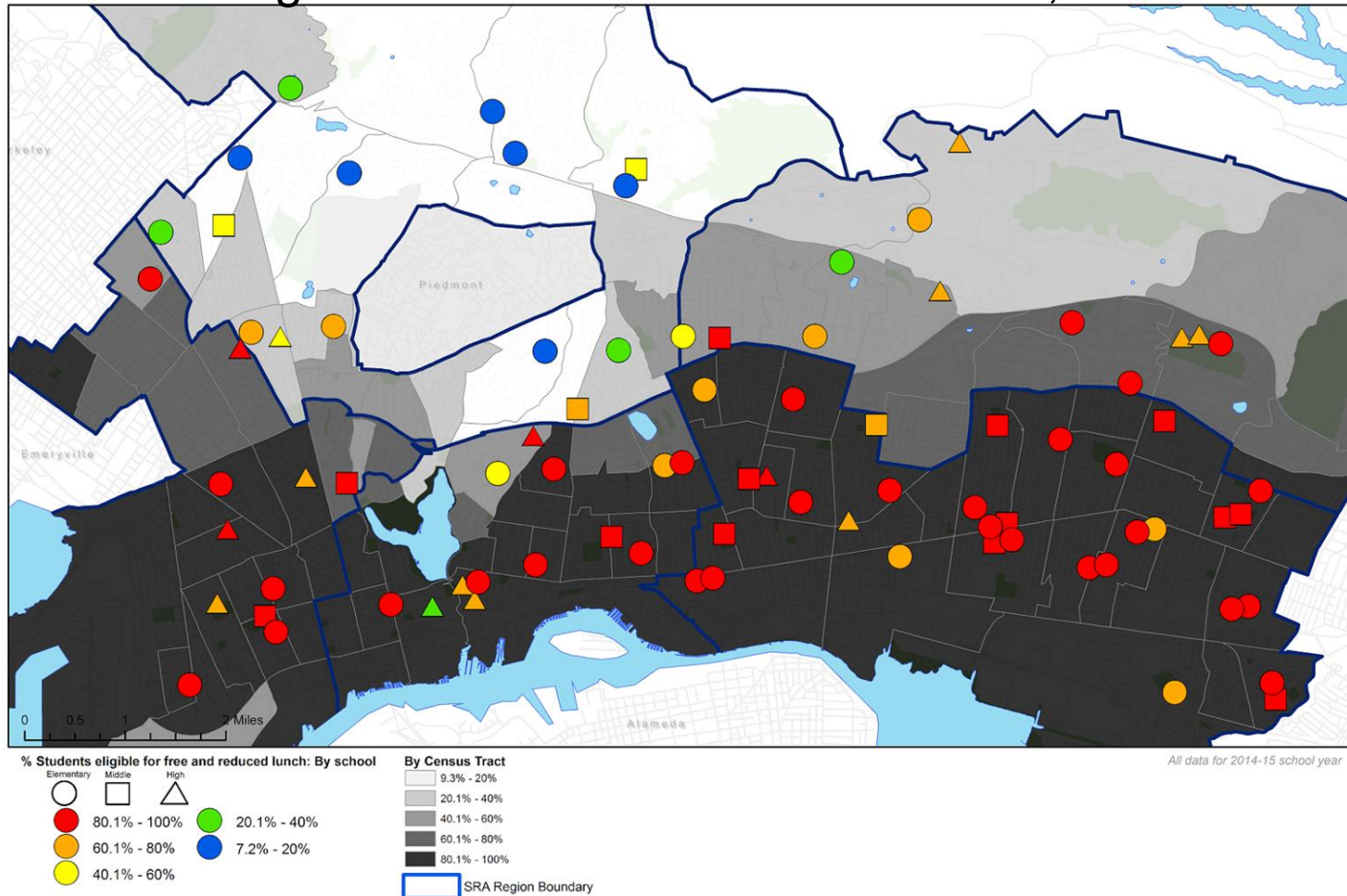
e. Infiltration of and lower class; f. Relief families Occasional;  
Oriental store-keepers.

g. Population is increasing Slowly; decreasing \_\_\_\_\_; static.

Source: Testbed for the Redlining Archives of California Exclusionary Spaces (T-RACES)

# Socioeconomic segregation is still evident across our city; free and reduced lunch concentrated in east and west Oakland

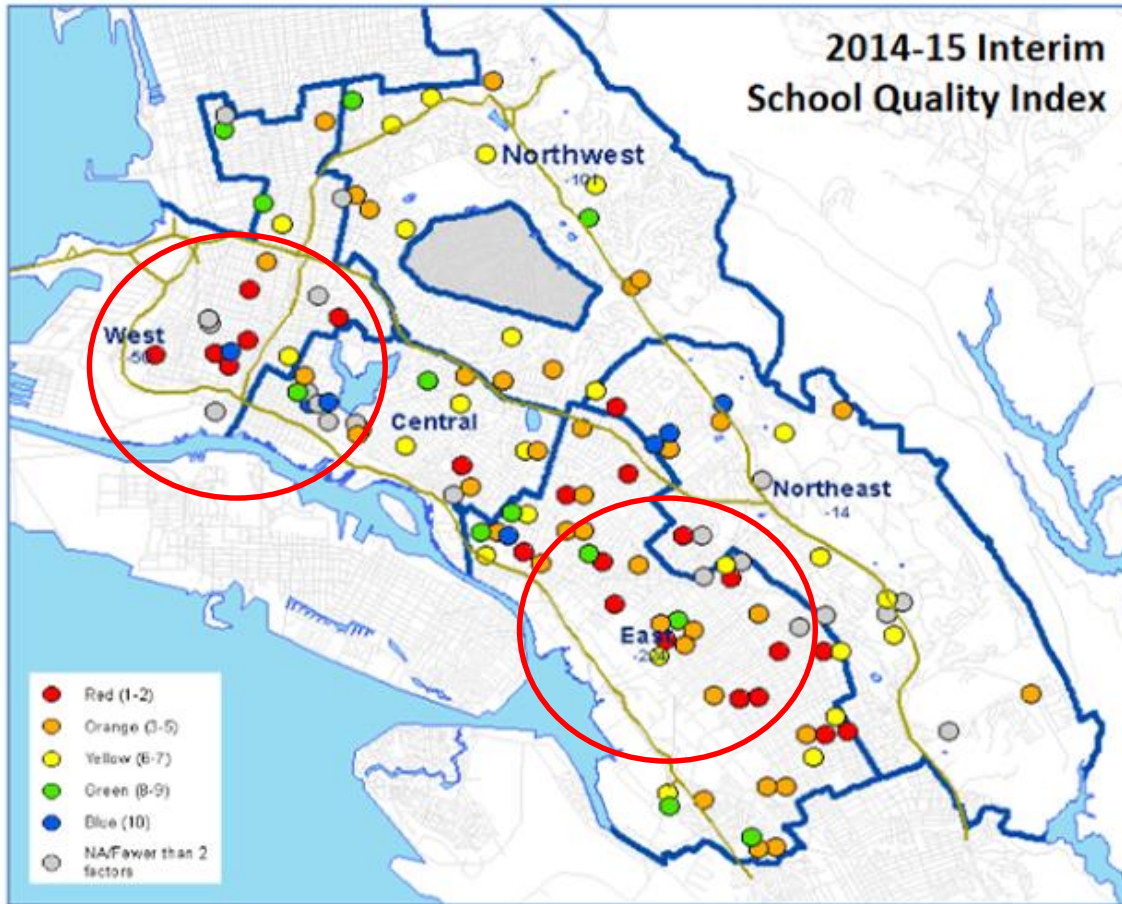
## Students Eligible for Free and Reduced Lunch, 2014-2015



Source: OUSD FRL data, 2014-2015



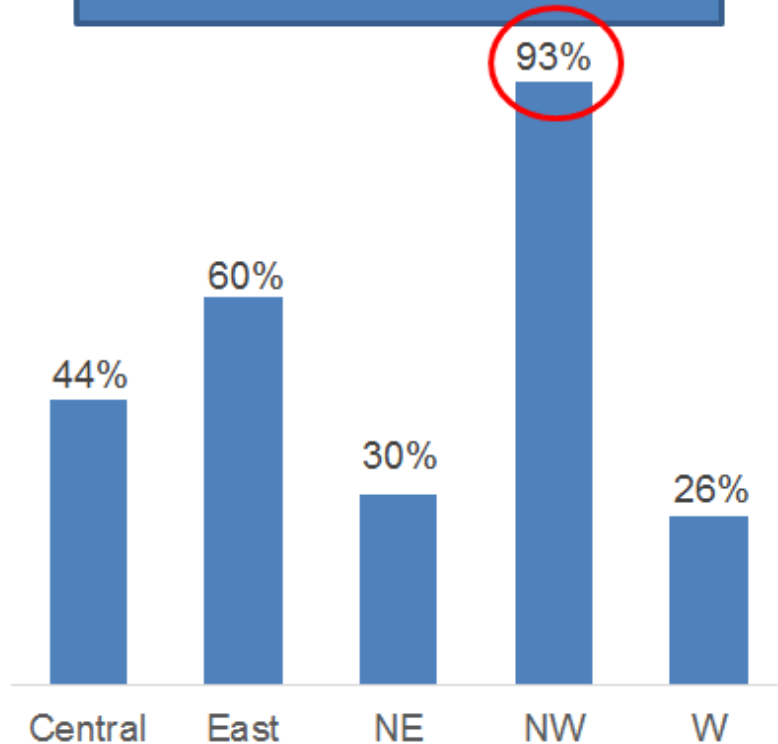
These areas of poverty often overlap with lower quality schools



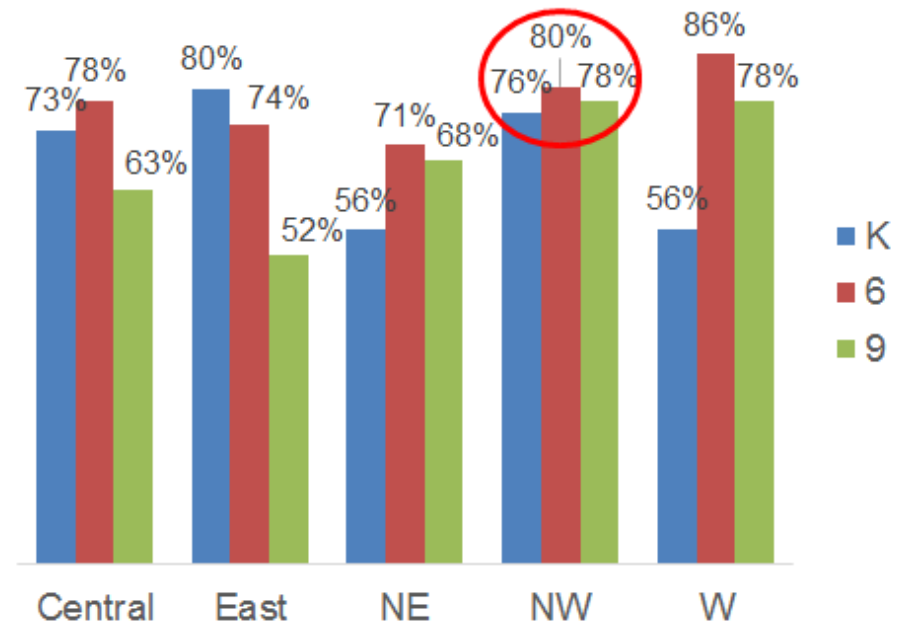
Source: OUSD Strategic Regional Analysis; Updated Strategic Regional Analysis will be published by March 2017

Access is not evenly distributed in our current enrollment system; families in NW tend to choose schools in their own neighborhood and most consistently receive their top choice

Families choosing a school in their own neighborhood as 1<sup>st</sup> Choice  
(Grades K, 6, and 9 combined)



Students assigned to their 1<sup>st</sup> choice  
by region  
(Grades K, 6, and 9)

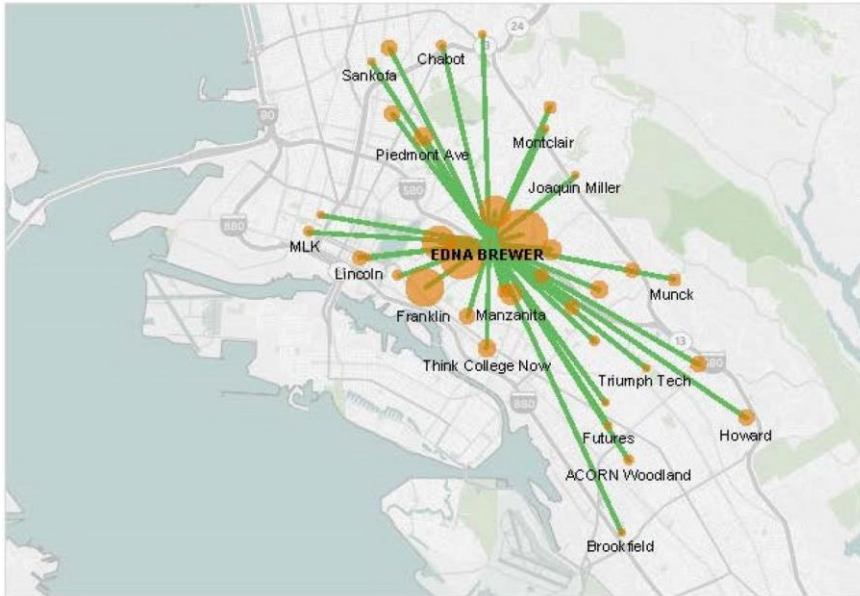


# Case study: Edna Brewer and Roosevelt

## Incoming Feeder Patterns

What schools did 2015-16 Grade 6 students at Edna Brewer come from in 2014-15?

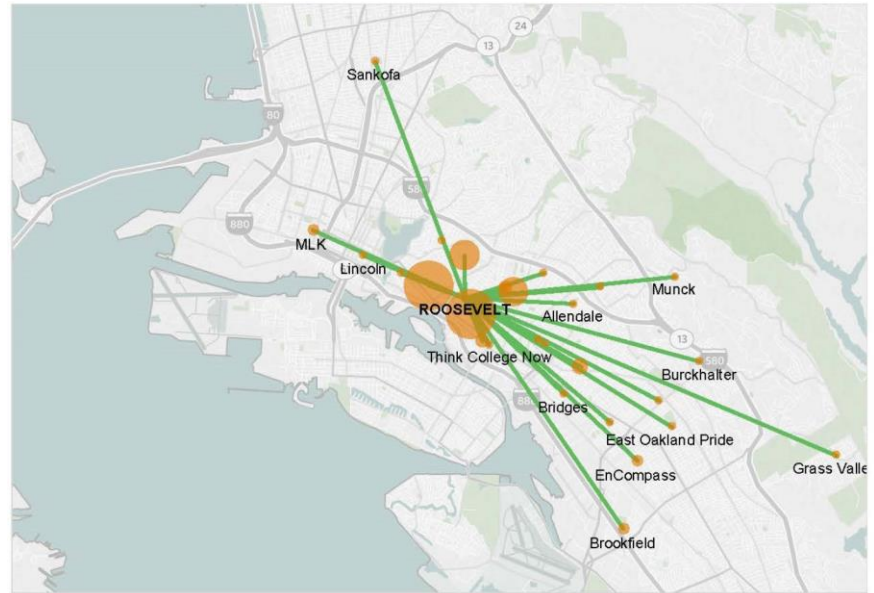
To School  
Edna Brewer



## Incoming Feeder Patterns

What schools did 2015-16 Grade 6 students at Roosevelt come from in 2014-15?

To School  
Roosevelt



*Key question:*

*How do they draw past their geographic attendance areas?*

## Edna Brewer and Roosevelt differ in racial, socioeconomic, and linguistic diversity

	Edna Brewer	Roosevelt
Race		
Asian	30%	40%
African American	26%	18%
Latino	20%	33%
White	15%	2%
Other	9%	7%
Free and Reduced Lunch		
FRL	64%	92%
Home Language		
English	59%	31%
Spanish	14%	28%
Chinese (Cantonese and Mandarin)	14%	8%
Other	13%	33%

# How do parents choose schools? How do they perceive their ability to choose schools?

## Access Study overview

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- Partnership with CRECE (Center for Research, Equity, and Collaborative Engagement)
  - Aligned to larger efforts to increase equity and access to quality schools for more students and families as part of the Enrollment Improvements efforts of the district
  - Three key parts to the access study:
    - 1) A broad survey of current and former OUSD families of the key factors they use(d) in selecting schools (launching this month!)
    - 2) a series of focus group sessions with some survey respondents to add more detail to their responses (launching in April/May 2017)
    - 3) a quantitative analysis of the factors behind student distribution and performance in OUSD (ongoing)
- [https://www.surveymonkey.com/r/OUSD\\_Survey](https://www.surveymonkey.com/r/OUSD_Survey)
- Survey Link for current OUSD families:



Discussion question for breakout groups

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*How do we build feeder patterns that respect the need for neighborhood schools while also allowing students **equitable access** to meaningful programs across the district?*