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Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Yvette Renteria, Deputy Chief of Innovation
Charles Wilson, Executive Director of Enrollment and Registration Management

Board Meeting Date February 27, 2019

Subject The Opportunity Ticket: Final Reading of proposed changes to Board Policy 5116.1 “Open Enrollment” and Administrative Regulations 5116.1 “Intradistrict Open Enrollment”

Action Final Read and Approval

Background It is the mission of OUSD to become 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. In doing so we are charged to implement a citywide plan that will eventually get us to a place where we have quality in every neighborhood, access and equity for all of our families, and can maintain fiscal sustainability.

During the next several years, we will undergo several changes to reduce our footprint in the city and increase academic achievement and excellence. As a result, there will be a need to consolidate, merge, and move programs and expand school sites and programs throughout the city. We must ensure throughout the process our students have a welcoming school equipped to support every child in attaining an excellent education. We know this will take time and we need to commit to keeping our students at the center, especially those who will be directly impacted.

We know we need to provide these most impacted families with an opportunity that prioritizes their placement at the schools they deem most suitable for their children.

Discussion

The open enrollment / choice process was designed to provide each student with more equitable access to schools throughout the District. Currently Prioritization is given to students in the following order:

1. The student is continuing at the same school
2. The student will have a sibling attending the same school in the coming year;
3. The student lives in the attendance boundary of the school;
4. The student is the child of an OUSD staff member working on the site of the school's campus;
5. The student is an Oakland resident

Most of OUSD's best-performing schools are, unsurprisingly, highly sought after by families who fall into each of these priority groups, resulting in a level of demand that far outstrips the availability of seats in any given enrollment season. This very frequently results in students who do not fall into the first three categories not receiving offers or top waitlist placements at any of their desired schools. Choice in OUSD is tightly bound to family relationships and residential location. However, Oakland's neighborhoods, like those in most urban areas in the United States, are highly segregated by socioeconomic status (Jargowsky, 2014). The socioeconomic status of a residential area, along with other factors, is highly associated with the performance of the schools that serve that residential area (Palardy, Rumberger, & Butler, 2015). Research indicates that school quality is a driving factor for families who can afford to choose their residential neighborhood (Lareau, 2014). When it comes to families currently served by schools that will be closed or relocated, there is a need to prioritize selection so that real choice is pragmatically possible.

Fiscal Impact

There is the potential for a negative fiscal impact if families choose to leave District schools.

Attachment

For a detailed discussion of this topic, please refer to the documents named below:

- Opportunity Ticket Theory and Proposal
- Opportunity Ticket Overview 3 2019
- Board Policy – BP 5116.1 – Open enrollment
- Administrative Regulation – AR 5116.1 IntraDistrict Open Enrollment

Opportunity Ticket Proposal

It is the mission of OUSD to become 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. In doing so we are charged to implement a citywide plan that will eventually get us to a place where we have quality in every neighborhood, access and equity for all of our families, and can maintain fiscal sustainability.

During the next several years, we will undergo several changes to reduce our footprint in the city and increase academic achievement and excellence. As a result, there will be a need to consolidate, merge, and move programs and expand school sites and programs throughout the city. We must ensure throughout the process our students have a welcoming school equipped to support every child in attaining an excellent education. We know this will take time and we need to commit to keeping our students at the center, especially those who will be directly impacted.

We know we need to provide these most impacted families with an opportunity that prioritizes their placement at the schools they deem most suitable for their children.

Problem	Prioritization in the enrollment process is limited to siblings and neighborhood residents. There is an absence in prioritization for families impacted by closing schools and schools where families will need to move to a new location.
Problem Etiology	<p>The open enrollment / choice process was designed to provide each student with more equitable access to schools throughout the District. Currently Prioritization is given to students is the following order:</p> <ol style="list-style-type: none"> 1. The student is continuing at the same school 2. The student will have a sibling attending the same school in the coming year; 3. The student lives in the attendance boundary of the school; 4. The student is the child of an OUSD staff member working on the site of the school's campus; 5. The student is an Oakland resident <p>Most of OUSD's best-performing schools are, unsurprisingly, highly sought after by families who fall into each of these priority groups, resulting in a level of demand that far outstrips the availability of seats in any given enrollment season. This very frequently results in students who do not fall into the first three categories not receiving offers or top waitlist placements at any of their desired schools. Choice in OUSD is tightly bound to family relationships and residential location. However, Oakland's neighborhoods, like those in most urban areas in the United States, are highly segregated by socioeconomic status (Jargowsky, 2014). The socioeconomic status of a residential area, along with other factors, is highly associated with the performance of the schools that serve that residential area (Palardy, Rumberger, & Butler, 2015). Research indicates that school quality is a driving factor for families who can afford to choose their residential neighborhood (Lareau, 2014). When it comes to families currently served by schools that will be closed or relocated, there is a need to prioritize selection so that real choice is pragmatically possible.</p>
Theory of	We need to address the following:

Change	<ul style="list-style-type: none"> ● We must ensure we follow our mission so that all of our students have a quality education ● There is a need to support families that are directly impacted by a closure or need to move school locations ● The enrollment process needs to account for district changes and prioritize those most impacted ● Placement as early as possible for impacted families assures they have a secure spot at a school of their choice and allows staff to provide a welcoming school environment.
Theory of Intervention	<ul style="list-style-type: none"> ❖ Gathering data to understand open seats for the next year ❖ Provide families that are impacted for the next year with options ❖ Families given a window of time to enrol ❖ Pre-enroll students before the general lottery. Unfilled seats will go into the general lotter.
Theory of Implementation	<p>Enrollment team will gather list of impacted families who:</p> <ol style="list-style-type: none"> 1. Have a child currently attending the school that is a planned closure or that will be merging to another location and would have sent their other children to that school on the sibling priority; 2. Live in the attendance area of the school that is a planned closure or that will be merging to another location and would have sent their children to that school on the neighborhood priority; 3. Have children currently attending the school that is a planned closure or that will be merging to another location and would have had their children continue attending that same school if it were not closed (e.g. 3rd grade students who would have moved to 4th at that same school). <p>Enrollment Support</p> <ol style="list-style-type: none"> 1. Families will be able to participate in pre-enrollment activities at their current school including counseling and other support services; 2. Families will be presented with options and support in making the right decision for their child, taking into account programs available at sites and sharing data of the district schools. <p>Enrollment Team will:</p> <ol style="list-style-type: none"> 1. Establish a new enrollment priority called “Opportunity Ticket” as a part of BP 5116.1 “Open Enrollment”; 2. Set aside a percentage of seats to accommodate the impacted students with Opportunity Ticket priority across all schools at the appropriate grade levels. Setting aside of these seats shall occur after all student applicants with sibling priority are offered seats. The percentage of seats set aside for opportunity tickets at any grade in a school shall not exceed 51% of the available seats, with the total number of students assigned to a school with an opportunity ticket not exceeding 10% of the total student enrollment at the school (see example test cases below); 3. Set up pre-enrollment activities for our impacted familie to include counseling on school selection, expedited completion of required documents, and personalized communication of lottery results.
Outcome	<p>Students will be at the center of the work and those impacted the most will be prioritized for school placements at schools deemed suitable by the students’ parents.</p>

Theory of Action

If	Then (outcomes)
If we provide families with a higher quality option,	then, we are fulfilling our vision to ensure quality schools for each of our families.
If engage families in the process of choosing a school,	then, we are bringing families into our community as an engaged stakeholder.
If we support families whose schools will be impacted by a change that causes them to relocate,	then, we keep families at the center of our work while we undergo changes.
If we are providing families with options prior to the lottery,	then, we are providing families with certainty in their choices that best support their children.
We will ...	
<ul style="list-style-type: none"> - Keep students, especially those that are directly impacted the most at the center of our work; - We will engage with families early and often to ensure they have time and resources to make the best decision for their family; - Work within our systems so we create efficiencies and structure to create a fluid process for families. 	

What (practices)	How (policy, pd, etc...)	Resources Needed (money, time, people)
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<ul style="list-style-type: none"> ● Engage leaders, staff and families in the process ● Gather data of those families impacted by a closure or families who will have a new location to attend school ● Identify school options and share details with families ● Set up a timeline that will meet the enrollment deadlines ● Notify families throughout the process 	<ul style="list-style-type: none"> ● Gather list of impacted families who: <ul style="list-style-type: none"> ○ Have a child in a school that is a planned closure while they are attending the school ○ Have a child in a school that will be merging to another location ● Enrollment Support <ul style="list-style-type: none"> ○ Families will be able to participate in pre-enrollment activities at their current school ○ Families will be presented with options and support in making the right decision for their child, taking into account programs available at sites and sharing data of the district schools ● Enrollment Team will: <ul style="list-style-type: none"> ○ Set aside a percentage of seats that accommodate the impacted students across all schools for the similar grade levels. The percentage will be determined by the amount of families impacted for the given school year. <i>Examples provided below</i> ○ Set up pre-enrollment for our impacted families ○ If ‘saved’ seats from pre-enrollment are not filled, seats will open for general lottery ● Notification <ul style="list-style-type: none"> ○ Enrollment office will notify families of their school before the general lottery takes place 	<ul style="list-style-type: none"> ● Enrollment team members are needed for a series of family engagements. This may result in stipend pay for extra hours ● Translation supports are needed to engage with families so we will see extra pay for translators ● A series of ongoing support for families that result in enrollment staff member engagement and notification
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Test Cases

<p>Test Case 1 51% / 10%</p>	<p>School A is being closed at the end of the current year and students currently attending in grades K through 4th grade will need to be relocated for the next year, so they would receive Opportunity Tickets (the current 5th grade students would need to apply for a middle school program for the next year even if School A were to remain open, so they would not be eligible for Opportunity Tickets). Additionally, Opportunity Tickets would be given to prospective</p>
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guidelines:

**Sample
allocation of
available
seats and
waitlist
placements**

Kindergarten students who live in School A's attendance boundary, as well as prospective Kindergarten students who would have had sibling priority to School A.

School B has been selected by many of the families at School A as a suitable school for their children. At School B, the projected enrollment for the next year is 454 students: Kindergarten = 76; 1st Grade = 75; 2nd Grade = 84; Third Grade = 71; Fourth Grade = 71; Fifth Grade = 77.

All of the Kindergarten seats are available to new students for next year; for other grades, trends in year-to-year attrition are used to estimate the number of seats that would be available to new students. The estimated available seats at each grade level are: Kindergarten = 76 seats; 1st Grade = 5 seats; 2nd Grade = 4 seats; 3rd Grade = 5 seats; 4th Grade = 7 seats; and 5th Grade = 8 seats.

The Opportunity Ticket priority would be sequenced with other enrollment priorities in the following order: 1) Continuing Student; 2) Sibling; 3) Opportunity Ticket; 4) Neighbor; 5) School Staff; 6) Oakland Resident; and, 7) Open enrollment from outside attendance area.

Following the policies outlined here, the percentage of seats set aside for Opportunity Tickets at any grade at School B would not exceed 51% of the available seats, with the total number of students assigned to the school with an opportunity ticket not exceeding 10% of the total student enrollment.

During the Enrollment Options process for next year, applications are received and assigned priorities as follows:

- Kindergarten: 37 siblings / 25 opportunity tickets / 68 neighbors
- 1st Grade: 0 siblings / 10 opportunity tickets / 3 neighbors
- 2nd Grade: 0 siblings / 7 opportunity tickets / 5 neighbors
- 3rd Grade: 1 sibling / 12 opportunity tickets / 4 neighbors
- 4th Grade: 0 siblings / 5 opportunity tickets / 6 neighbors
- 5th Grade: 0 siblings / 4 opportunity tickets / 2 neighbors

Offers would be made as follows:

- Kindergarten (76 open seats): All 37 siblings would receive offers, leaving 39 seats. 20 opportunity ticket holders would receive offers, with the remaining 5 opportunity ticket holders placed at the top of the waitlist. 19 neighbors would receive offers, with the remaining 49 neighbors assigned to the waitlist below the opportunity ticket holders;
- 1st Grade (5 open seats): 3 opportunity ticket holders would receive offers, with the remaining 7 opportunity ticket holders placed at the top of the waitlist. 2 neighbors would receive offers, with the remaining 1 neighbor assigned to the waitlist below the opportunity ticket holders;
- 2nd Grade (4 open seats): 2 opportunity ticket holders would receive offers, with the remaining 5 opportunity ticket holders placed at the top of the waitlist. 2 neighbors would receive offers, with the remaining 3 neighbors assigned to the waitlist below the opportunity ticket holders;
- 3rd Grade (5 open seats): The 1 sibling would receive an offer, leaving 4 seats. 2 opportunity ticket holders would receive offers, with the remaining 10 opportunity ticket holders placed at the top of the waitlist. 2 neighbors would receive offers, with the remaining 2 neighbors assigned to the waitlist below the opportunity ticket holders;
- 4th Grade (7 open seats): 4 opportunity ticket holders would receive offers, with the remaining 2 opportunity ticket holders placed at the top of the

	<p>waitlist. 3 neighbors would receive offers, with the remaining 3 neighbors assigned to the waitlist below the opportunity ticket holders;</p> <ul style="list-style-type: none"> ● 5th Grade (8 open seats): All 4 opportunity ticket holders would receive offers. Both neighbors would receive offers. There would be 2 open seats remaining for other priority groups on the waitlist. <p>If all of the offers made were to be accepted, the total number of opportunity ticket holders assigned to School B would be 32, or 7% of the total student enrollment. 13 more opportunity ticket holders could be admitted from the waitlists if seats became available (assuming that all previously admitted opportunity ticket holders kept their assignments). If the total number of opportunity ticket holders assigned to School B, including those students who are offered a seat from the waitlist, would exceed 10% of the total school population, then subsequent seat offers from the waitlist would be made to the next priority group (i.e. neighbors) on the waitlist.</p> <p>As late applications are received, their priority group determines the order in which they either offered open seats or placed on the waitlist. Based on the scenario above for Kindergarten and 5th Grade, late applications would be placed as follows:</p> <ul style="list-style-type: none"> ● Kindergarten: 10 late applications are received: 2 siblings, 5 opportunity ticket holders, and 4 neighbors. The 2 late siblings would be placed on the waitlist above the opportunity ticket holders already on the waitlist. The 5 late opportunity ticket holders would be placed on the waitlist below the opportunity ticket holders already on the waitlist. The 4 late neighbors would be placed on the waitlist below the neighbors already on the waitlist. ● 5th Grade: 4 late applications are received: 1 sibling, and 3 opportunity ticket holders. The 1 sibling would receive an offer, and 1 of the opportunity ticket holders would receive an offer. The remaining 2 opportunity ticket holders would be placed at the top of the waitlist.
<p>Test Case 2 Span schools and the Continuing Student priority</p>	<p>The Continuing Student priority is used for TK-8 and 6-12 span schools, many of which are in higher demand than many traditional schools. This test case examines what would happen if parents of opportunity ticket holders selected a school of this type as being suitable for their children. Currently, the first priority (i.e Continuing Student) is given to students who are continuing from a transition grade to the next grade at the school (e.g. 5th graders headed to 6th grade).</p> <p>At School C, there are 49 5th graders and 48 of them are applying for 6th grade for next year at the same school: all 48 have the continuing student priority. In addition, there are applications from 5 siblings new to the school, 20 applications from opportunity ticket holders, and 3 applications from new neighbors. However, based on the size of the facility, there will only be 32 6th grade seats. The offers for these 32 seats would be made as follows:</p> <ul style="list-style-type: none"> ● 32 of the continuing students would receive offers based on their sibling and neighbor priorities. The remaining 16 students from this group would be placed at the top of the waitlist; ● The 5 new applicants with sibling priority would be placed on the waitlist below the group of continuing students; ● The 20 opportunity ticket holders would be placed on the waitlist below the group of new applicants with sibling priority; ● The 3 new applicants with neighbor priority would be placed on the waitlist below the opportunity ticket holders.
<p>Test Case 3 Responding to an increased number of</p>	<p>The placement of the Opportunity Ticket priority above the neighborhood priority increases the possibility that neighbors of high-demand schools will not be able to attend the school that serves their attendance boundary. This would be a new experience for some families, but not all families in Oakland would be unfamiliar with this situation. Given the low enrollment and demand numbers at some OUSD schools, it is evident that families living in the neighborhood boundaries of these schools feel that they do not consider them a suitable option. They feel compelled to leave their neighborhoods, and some neighbors of high-demand schools would potentially be compelled to leave their neighborhoods.</p>

<p>neighborhood students who would need to attend other schools</p>	<p>If we return to the case of School A, outlined above in Test Case 1, we see that in Kindergarten, 49 neighbors of this school would be placed on the waitlist rather than receiving an offer at the school. If the Opportunity Ticket priority were not in place, 24 neighbors of School A would have been on the waitlist. The average attrition rate at School A for Kindergarten is 10 students, so it is reasonable to assume that 10 of these 24 students would have eventually received an offer, leaving 14 neighbors that would have needed to attend a school outside of their attendance area. However, with the Opportunity Ticket priority in place, it is likely that none of the 49 neighbors on the waitlist would receive an offer to School, given their placement below the Opportunity Ticket holders on the waitlist, and all of them would need to attend a school outside of their attendance area. These students would be in the same situation that many students in Oakland find themselves: unable to attend their desired school and with no priority at any other school. There would be sufficient space for these students at other schools, but the challenge of convincing these families to attend schools other than the one they most desire would, and is, currently a significant challenge.</p> <p>If we are to assume that School A is located in a middle to upper-middle income neighborhood, as are many of OUSD's highest-demand schools, these neighbors may be likely to choose schools outside of the traditional district-run schools (Altenhofen, Berends, & White, 2016; Rowe & Lubienski, 2017). To mitigate this risk, the District will need to continue on the path of the implementing its mission of OUSD to become 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.</p>
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Potential Risks:

- Opportunity ticket holders may not get their top choice if a large number of opportunity ticket holders request the same school; if this is the case, the opportunity ticket would drive their offers to one of their lower-ranked choices.
- Neighbors who are displaced at high demand schools due to opportunity ticket holders may leave the district rather than accepting offers of seats at one of their lower-ranked choices, resulting in potential revenue loss for the district due to enrollment loss.
- Welcoming schools may not be fully-prepared to take on opportunity ticket students if every year it is uncertain at which schools these opportunity ticket students will enroll; work on addressing the real needs of students not traditionally served by many of our schools will need to be universal so that all schools are better prepared to serve all students.
- Enrollment projections/staffing projections may be less accurate if it is uncertain where these opportunity ticket students will enroll, since the timeline for finalizing projections for budget development is prior to when the enrollment lottery is run; a clear sequence of events of announcing closures and relocations must be developed within the context of projections, enrollment options processes, and budget must be established and followed.
- Any or all of the potential risks named above can compound when more schools are closed and consolidated, especially if there are only a very limited number of schools that opportunity ticket holders might choose to attend.

Sources

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- Jargowsky, P. (2014). Segregation, neighborhoods, and schools. In A. Lareau & K. A. Goyette (Eds.), *Choosing homes, choosing schools* (pp. 97–136). New York: Russell Sage Foundation.
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- Palardy, G. J., Rumberger, R. W., & Butler, T. (2015). The Effect of High School Socioeconomic, Racial, and Linguistic Segregation on Academic Performance and School Behaviors. *Teachers College Record*, 117(12).
- Rowe, E. E., & Lubienski, C. (2017). Shopping for schools or shopping for peers: public schools and catchment area segregation. *Journal of Education Policy*, 32(3), 340–356. <https://doi.org/10.1080/02680939.2016.1263363>



Opportunity Ticket Impact Analysis



Presentation to the Board of Education
Charles Wilson
Nana Xu

Executive Summary

- The board is considering a **new enrollment priority called “Opportunity Ticket”** as a part of BP 5116.1 “Open Enrollment
- The opportunity ticket would allow **students of closed or consolidated schools to be prioritized** so those families impacted have a pathway to a higher, better-quality option
- For 2019/2020 lottery, special considerations will be granted to prospective 6th grade students at Roots and current 6th and 7th graders at Roots
- For 2020 and beyond, the percent of seats set aside for Opportunity Tickets at any grade would **not exceed 51% of the available seats**, with the total number of students assigned to the school **not exceeding 10% of the total enrollment**
- As we learn from implementation, opportunity ticket design **will be subject to further modifications by the Opportunity ticket working group**
- Preliminary analysis signal that opportunity ticket has the potential to **increase quality options for families of impacted schools**; however, it can also displace neighbors (particularly at **high demand schools, small schools, and schools with high percentages of siblings and neighbors**)



Opportunity ticket design

Rationale for Opportunity Ticket

- Blueprint for Quality Schools is centered around key principles of increasing quality, equity, access and fiscal Sustainability
- Currently, there is no enrollment prioritization for families impacted by closing schools and schools where families will need to move to a new location
- It is important for students of impacted schools to be prioritized so those families impacted have a pathway to a higher, better-quality option

Board timeline

What we are voting on today (2/27)

- Creation of Opportunity Ticket Priority & Superintendent's Opportunity Ticket Working Group & planning of Opportunity Ticket design for 2020-2021 & beyond
- Opportunity Ticket-inspired Pre-Lottery access for current Roots 6th & 7th for 2019-2020
- Extending Roots Sibling Priority to CCPA for 2019-2020

What we are voting on at a subsequent session

- Approval of Opportunity Ticket design for 2020-2021
- Consideration of feedback from Superintendent's Opportunity Ticket Working Group to inform planning & implementation of Opportunity Ticket in future years

Opportunity Ticket Enrollment Priority

The Opportunity Ticket was envisioned by parents and community leaders representing families most likely to be impacted by the changes that will occur as part of the Citywide Plan. The community would like a commitment from the Board to the concept of the Opportunity Ticket as a new Enrollment Priority in Board Policy 5116.1:

“Opportunity Ticket Priority: Previously, prioritization in the enrollment process was limited to siblings and neighborhood residents. There was an absence in prioritization for families impacted by closing schools and schools where families will need to move to a new location. The Opportunity Ticket will be granted enrollment priority in selecting a new school that they deem suitable for their children. Details regarding the implementation of the Opportunity Ticket can be found in Administrative Regulation 5116.1. Neighborhood School Priority (Neighborhood Priority).”

Roots/CCPA (2019-2020 lottery year)

Because the Board of Education voted to close Roots International Academy 14 days before the end of the on-time application period for the 2019 / 2020 placement lottery, special consideration will be made for:

Students attending Roots International Academy in 6th or 7th grades on or after 2/3/2019

Opportunity Ticket-inspired Pre-Lottery access for current Roots 6th & 7th for 2019-2020

- Available spaces determined based historical attrition data
- Personal choice counselling/selection of 6 schools
- Students will be assigned to new school based on ranking in the following priority:
 1. Students with siblings who will attend the school
 2. Students who live in the attendance area
 3. Students who are neither siblings or live in the attendance area

Prospective 6th grade students who live within CCPA attendance boundary or who are siblings of students enrolled at Roots on or after 2/3/2019

- CCPA available 6th grade seats increased to 128
- All students who live within the shared attendance boundary now will have increased access to seats at the 6th grade at CCPA
- **Students applying for the 6th grade at CCPA who would have had a sibling attending Roots will be given the sibling priority at CCPA**

Specific Policy Change to Enrollment Priority in BP 5116.1

Transit passes will be provided to impacted students; more information provided in Administrative Regulations

Current Opportunity Ticket design (2020-2021 Lottery Year-Beyond)

- **Families who meet the following criteria will be provided an opportunity ticket:**
 - Have a child currently attending the school that is a planned closure or that will be merging to another location
 - Live in the attendance area of the school that is a planned closure or that will be merging to another location and would have sent their child to the school that is closing or merging to another location
- The Opportunity Ticket would be **sequenced with other enrollment priorities in the following order:**
 - 1) Continuing Student; 2) Sibling; 3) Opportunity Ticket; 4) Neighbor; 5) School Staff; 6) Oakland Resident; and,
 - 7) Open enrollment
- The Superintendent shall organize an Opportunity Ticket Working Group to inform planning & implementation of Opportunity Ticket in future years. The working group shall include parents, students, community members, school site staff, and central office staff; this group shall be charged with proposing and designing the specific components of the Opportunity Ticket Enrollment Priority in the enrollment lottery for 2020-2021 and beyond.



Appendix

ROOTS/CCPA Impact Analysis

Roots Student Choices for 19/20 (General Ed. as of 2/21/19)

<u>School</u>	<u>6th to 7th transition</u>	<u>7th to 8th transition</u>
Bret Harte	1st Choice: 0 / 2nd Choice: 1 / 3rd Choice: 0	1st Choice: 3 / 2nd Choice: 3 / 3rd Choice: 0
CCPA	1st Choice: 21 / 2nd Choice: 10 / 3rd Choice: 8	1st Choice: 27 / 2nd Choice: 11 / 3rd Choice: 8
Claremont	1st Choice: 0 / 2nd Choice: 0 / 3rd Choice: 0	1st Choice: 1 / 2nd Choice: 1 / 3rd Choice: 0
Edna Brewer	1st Choice: 2 / 2nd Choice: 1 / 3rd Choice: 1	1st Choice: 5 / 2nd Choice: 2 / 3rd Choice: 2
Elmhurst	1st Choice: 11 / 2nd Choice: 6 / 3rd Choice: 5	1st Choice: 12 / 2nd Choice: 2 / 3rd Choice: 3
Frick	1st Choice: 7 / 2nd Choice: 6 / 3rd Choice: 2	1st Choice: 2 / 2nd Choice: 9 / 3rd Choice: 7
Greenleaf	1st Choice: 8 / 2nd Choice: 8 / 3rd Choice: 2	1st Choice: 5 / 2nd Choice: 6 / 3rd Choice: 1
La Escuelita	1st Choice: / 2nd Choice: / 3rd Choice: 0	1st Choice: 1 / 2nd Choice: 0 / 3rd Choice: 0
LIFE	1st Choice: 1 / 2nd Choice: 4 / 3rd Choice: 2	1st Choice: 1 / 2nd Choice: 3 / 3rd Choice: 2

Roots Student Choices for 19/20 (General Ed. as of 2/21/19)

<u>School</u>	<u>6th to 7th transition</u>	<u>7th to 8th transition</u>
Madison	1st Choice: 1 / 2nd Choice: 7 / 3rd Choice: 3	1st Choice: 2 / 2nd Choice: 4 / 3rd Choice: 2
Melrose	1st Choice: 1 / 2nd Choice: 1 / 3rd Choice: 0	1st Choice: 0 / 2nd Choice: 0 / 3rd Choice: 0
Montera	1st Choice: 0 / 2nd Choice: 1 / 3rd Choice: 1	1st Choice: 0 / 2nd Choice: 0 / 3rd Choice: 0
Parker	1st Choice: 2 / 2nd Choice: 0 / 3rd Choice: 2	1st Choice: 3 / 2nd Choice: 1 / 3rd Choice: 1
Roosevelt	1st Choice: 0 / 2nd Choice: 2 / 3rd Choice: 3	1st Choice: 6 / 2nd Choice: 2 / 3rd Choice: 2
SOL	1st Choice: 2 / 2nd Choice: 3 / 3rd Choice: 1	1st Choice: 3 / 2nd Choice: 4 / 3rd Choice: 11
UFSA	1st Choice: 0 / 2nd Choice: 0 / 3rd Choice: 5	1st Choice: 1 / 2nd Choice: 3 / 3rd Choice: 4
UPA	1st Choice: 2 / 2nd Choice: 1 / 3rd Choice: 0	1st Choice: 2 / 2nd Choice: 5 / 3rd Choice: 2
Westlake	1st Choice: 0 / 2nd Choice: 0 / 3rd Choice: 0	1st Choice: 0 / 2nd Choice: 0 / 3rd Choice: 0



Appendix

Opportunity ticket Impact Analysis (under current proposal)

Methodology

- This analysis sets out to answer how many seats would have been set aside district-wide **for opportunity ticket holders across all schools** if we ran a simulation on prior year's first round application data based on the current design without equity considerations
- It also allows us to determine **how many neighbors** would have been displaced if all opportunity ticket holders accepted their placement
- This initial analysis is limited to **entry grades** (K, 6, and 9); opportunity tickets are available at non-entry grades but seat availability is dependent on how many students choose to continue in their current school

Caveats

- **Historical outcomes can not determine future impact;** future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated
- This analysis is designed to assess the **maximum number of displaced neighbors**, but actual impact is likely to be less since not all opportunity ticket seats will be maxed out at every school
- Impact analysis conducted on current design; **implications will change depending on design of Opportunity Ticket working group and need to be reassessed after input is taken into consideration**
- Once the Opportunity Ticket working group decides on their proposed model, **impact analysis will be updated again**

Outcomes of simulation on 17/18 application data

School	Siblings who applied (A)	Total Entry Grade Seats (B)	Remaining seats for entry grade (C=B-A)	Opportunity tickets set aside at every OUSD school (D=51% *C)	Total student enrollment (E)	Opportunity tickets set aside at 10% of total student enrollment (F=10%*E)	Actual # of opportunity tickets set aside taking into account both criteria (G=Min of F&D)	Remaining seats for neighbors and general lottery (H=C-G)	Neighbors who applied (I)	Max # of displaced neighbors in 1 st round if all opportunity ticket holders apply and accept (compare H and I)
ACORN Woodland Elementary	16	45	29	14	291	29	14	15	18	3
Allendale Elementary	6	61	55	28	353	35	28	27	10	0
Bella Vista Elementary	10	64	54	27	420	42	27	27	8	0
Bridges Academy	7	71	64	32	433	43	32	32	11	0
Brookfield Elementary	5	39	34	17	246	25	17	17	11	0
Burckhalter Elementary	1	36	35	17	228	23	17	18	2	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Carl B. Munck Elementary	1	44	43	21	226	23	21	22	1	0
Chabot Elementary	43	94	51	26	567	57	26	25	54	29
Cleveland Elementary	21	65	44	22	411	41	22	22	27	5
Community United Elementary	7	56	49	24	364	36	24	25	15	0
Crocker Highlands Elementary	37	73	36	18	473	47	18	18	70	52
East Oakland Pride	9	55	46	23	326	33	23	23	7	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Emerson Elementary	3	50	47	23	293	29	23	24	7	0
EnCompass Academy Elementary	7	52	45	22	326	33	22	23	4	0
Esperanza Elementary	7	56	49	24	352	35	24	25	20	0
Franklin Elementary	19	93	74	37	680	68	37	37	17	0
Fred T. Korematsu Discovery Academy	4	46	42	21	317	32	21	21	4	0
Fruitvale Elementary	8	53	45	22	327	33	22	23	10	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Futures Elementary	6	41	35	17	293	29	17	18	2	0
Garfield Elementary	13	101	88	44	615	62	44	44	17	0
Glenview Elementary	13	73	60	30	449	45	30	30	23	0
Global Family	13	73	60	30	417	42	30	30	23	0
Grass Valley Elementary	3	28	25	12	202	20	12	13	2	0
Greenleaf Elementary	17	72	55	28	638	64	28	27	21	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Hillcrest Elementary	15	43	28	14	387	39	14	14	36	22
Hoover Elementary	4	50	46	23	278	28	23	23	2	0
Horace Mann Elementary	5	53	48	24	345	35	24	24	8	0
Howard Elementary	1	33	32	16	185	19	16	16	0	0
International Community	14	44	30	15	306	31	15	15	11	0
Joaquin Miller Elementary	29	66	37	18	422	42	18	19	28	9

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Kaiser Elementary	9	41	32	16	274	27	16	16	2	0
La Escuelita Elementary	5	56	51	26	408	41	26	25	4	0
La Escuelita Elementary	20	29	9	4	408	41	4	5	0	0
Lafayette Elementary	0	16	16	8	117	12	8	8	1	0
Laurel Elementary	8	77	69	35	510	51	35	34	12	0
Lincoln Elementary	28	125	97	49	744	74	49	48	39	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Madison Park Academy TK-5	2	50	48	24	304	30	24	24	2	0
Manzanita Community	7	66	59	30	399	40	30	29	7	0
Manzanita SEED	9	75	66	33	376	38	33	33	10	0
Markham Elementary	3	55	52	26	340	34	26	26	3	0
Martin Luther King, Jr.	1	52	51	26	255	26	26	25	6	0
Montclair	29	102	73	37	634	63	37	36	57	21

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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New Highland Academy	14	53	39	19	351	35	19	20	18	0
Parker Elementary	10	45	35	17	363	36	17	18	1	0
Peralta Elementary	23	49	26	13	329	33	13	13	41	28
Piedmont Avenue Elementary	5	53	48	24	318	32	24	24	11	0
PLACE	1	28	27	13	172	17	13	14	1	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Reach Academy	4	60	56	28	397	40	28	28	12	0
Redwood Heights Elementary	25	59	34	17	349	35	17	17	30	13
Rise Community	4	39	35	17	242	24	17	18	4	0
Sankofa Academy	1	43	42	21	168	17	17	25	3	0
Sequoia Elementary	15	75	60	30	429	43	30	30	30	0
Think College Now	12	38	26	13	296	30	13	13	9	0
Thornhill Elementary	13	60	47	23	390	39	23	24	24	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Alliance Academy	9	95	86	43	338	34	34	52	55	3
Bret Harte Middle	21	145	124	63	572	57	57	67	53	0
Claremont Middle	22	139	117	59	443	44	44	73	89	16
Coliseum College Prep Academy	33	68	35	17	475	48	17	18	56	38
Edna Brewer Middle	26	250	224	114	757	76	76	148	138	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Elmhurst Community Prep	12	121	109	55	359	36	36	73	54	0
Frick Middle	3	69	66	33	197	20	20	46	25	0
LIFE Academy	28	65	37	18	449	45	18	19	1	0
Madison Park Academy 6-12	48	126	78	39	758	76	39	39	75	36
Melrose Leadership Academy	15	74	59	30	508	51	30	29	1	0
Montera Middle	31	244	213	108	735	74	74	139	85	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Roosevelt Middle	18	154	136	69	498	50	50	86	93	7
ROOTS International Academy	7	115	108	55	295	30	30	78	55	0
United for Success Academy	12	108	96	48	349	35	35	61	30	0
Urban Promise Academy	15	117	102	52	369	37	37	65	67	2
West Oakland Middle	8	43	35	17	193	19	17	18	36	18
Westlake Middle	11	79	68	34	317	32	32	36	36	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

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Castlemont High	20	235	215	109	825	83	83	132	99	0
Fremont High	12	193	181	92	791	79	79	102	36	0
McClymonds High	1	103	102	52	370	37	37	65	11	0
Oakland High	42	415	373	190	1488	149	149	224	92	0
Oakland Technical High	107	487	380	193	1882	188	188	192	174	0
Skyline High	63	471	408	208	1700	170	170	238	74	0
MetWest High	6	41	35	17	174	17	17	18	0	0

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

High demand schools, schools with high percentage of siblings, and small schools had greatest potential for the displacement of neighbors

16-17 Schools with highest number of potential neighbor displacement in 1st round lottery at entry grade

- Madison Park Academy 6-12 (Max: 58)
- Coliseum College Prep Academy (Max: 36)
- Hillcrest Elementary (Max: 27)
- Peralta Elementary (Max: 25)
- Crocker Highlands Elementary (Max: 23)
- Glenview Elementary (Max: 16)
- West Oakland Middle (Max: 15)
- Montclair Elementary (Max: 14)
- Oakland Technical High (Max: 14)
- Sequoia Elementary (Max: 12)
- Chabot Elementary (Max: 11)
- Urban Promise Academy (Max: 5)

17-18 Schools with highest number of potential neighbor displacement in 1st round lottery at entry grade

- Crocker Highlands (Max: 52)
- Coliseum College Prep Academy (Max: 38)
- Madison Park Academy (Max: 36)
- Chabot Elementary (Max: 29)
- Peralta Elementary (Max: 28)
- Hillcrest Elementary (Max: 22)
- Montclair Elementary (Max: 21)
- West Oakland Middle (Max: 18)
- Claremont Middle (Max: 16)
- Redwood Heights (Max: 13)
- Joaquin Miller (Max: 9)
- Roosevelt (Max: 7)
- Cleveland Elementary (Max: 5)

Note: Historical outcomes can not fully determine future impact; future impact is determined by a range of factors including how many siblings, neighbors, and opportunity ticket holders apply to each school as well as how many schools are closed or consolidated; the above analysis represents the maximum number of displaced neighbors if opportunity ticket holders are maxed out at each school and all opportunity ticket holders accept their placement; alternative schools excluded from above analysis

Financial Impact Analysis: Close Roots

	'18-19	YR 1 ('19-'20)	YR 2 ('20-'21)	YR 3 ('21-'22)	YR 4 ('22-'23)	YR 5 ('23-'24)
Cost savings						
TOTAL CERTIFICATED FTE's (teachers and administrators)		\$390,923	\$400,696	\$410,713	\$420,981	\$431,506
TOTAL CLASSIFIED FTE's (clerical)		\$109,580	\$112,320	\$115,128	\$118,006	\$120,956
TOTAL CENTRALLY PROVIDED FTE's (counselors, SSOs)		\$108,108	\$110,811	\$113,581	\$116,421	\$119,331
Per classroom costs		\$3,075	\$3,152	\$3,231	\$3,311	\$3,394
Total operational savings		\$611,686	\$626,979	\$642,653	\$658,719	\$675,187
Transportation cost		\$(30,000)	\$(30,000)			
Closure celebration funds	\$(5,000)					
Revenue loss from enrollment attrition		\$(273,899)	\$(280,736)	\$(287,754)	\$(294,948)	\$(302,322)
Total savings from closure	\$(5,000)	\$307,798	\$316,243	\$354,899	\$364,771	\$372,866

Data subject to change as additional information yields greater accuracy

Expand CCPA

	('18-19)	YR 1 ('19-'20)	YR 2 ('20-'21)	YR 3 ('21-'22)	YR 4 ('22-'23)	YR 5 ('23-'24)
Enrollment						
Incremental # of students from outside district run schools		0	21	42	63	84
Revenue						
Additional revenue from incremental students		\$0	\$259,381	\$531,731	\$817,536	\$1,117,299
Costs						
Overhead costs (state loan, central office, audit findings, maintenance)			\$(93,377)	\$(191,423)	\$(294,313)	\$(402,228)
Additional staffing costs (outside of staffing matrix)		\$(197,774)	\$(202,718)	\$(207,786)	\$(212,981)	\$(218,305)
Additional teachers (for incremental students)			\$(60,470)	\$(123,963)	\$(190,594)	\$(260,478)
Books and supplies (for incremental students)			\$(1,969)	\$(3,938)	\$(5,906)	\$(7,875)
Start up costs		(\$50,000)	\$0	\$0	\$0	\$0
Total fiscal impact of expansion		(\$247,774)	\$(99,153)	\$4,620	\$113,742	\$228,413

Total FISCAL IMPACT (CCPA AND ROOTS)	\$(5,000)	\$60,024	\$217,089	\$359,519	\$477,513
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\$601,278

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

Students

BP 5116.1

Open Enrollment

OPEN ENROLLMENT

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of District students and parents/guardians, while also maximizing the efficient use of District facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation. The Board shall annually review this policy.

(Education Code 35160.5, 48980)

The Superintendent or designee shall calculate each school's capacity in a non-arbitrary manner using student enrollment and available space. (Education Code 35160.5) In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for Open Enrollment shall be submitted timely within the District's Open Enrollment Options window which is typically between Fall and Late Winter of the school year preceding the school year for which the transfer is requested and can be found on the District's website at <https://www.ousd.org/enroll> or by calling the District's Welcome Center at 510-879-4600.

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

RESERVING SEATS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS (IEPS)

Every school year, seats shall be identified and set aside in each Strategic Regional Analysis Region (SRAR) for students with an Individual Education Plan. In consultation with staff from Programs for Exceptional Children, the number of reserved seats in each SRAR shall be determined prior to the fall lottery, so that the seat inventory accounts for and accommodates the needs of special education students.

SAFETY TRANSFERS

These priorities ensure that students may transfer out of their neighborhood school to a different District-school under the circumstances listed below. Although a family's school preferences will be considered in selecting a school, these priorities do not guarantee a particular school.

1. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous" (20 USC 7912; 5 CCR 11992) (cf. 0450 - Comprehensive Safety Plan)
2. Any student who is a victim of a violent crime while on school grounds (20 USC 7912)
3. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:
(Education Code 35160.5) (a.) A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, social worker, or a properly licensed or registered professional such as a psychiatrist, psychologist, or marriage and family therapist or (b.) A court order, including a temporary restraining order and injunction

ENROLLMENT PRIORITIES

The parents/guardians of any student who resides within District boundaries will be granted an enrollment priority in the lottery as described below, based on verification of residency documentation, regardless of which schools are identified as their "neighborhood schools" or the location of their residence within the district. (Education Code 35160.5) The Superintendent or designee shall grant priority to any District student to attend any District school as follows:

Dual Language Immersion Schools (Entrance Criteria): Placement at Dual Language Two Way Immersion Schools will be determined based on dual immersion entrance criteria, as defined in the OUSD BOE *AR Dual Language Schools* and through the open enrollment lottery process. Once entrance eligibility is determined appropriate priorities will be used in the lottery process as follows:

Continuing Student Priority: Priority is first given to continuing students who are currently enrolled at the school and who have not indicated plans to leave. A school exists under a defined CDS code.

Sibling Priority: In recognition of the Governing Board's stated policy goal of keeping families and siblings together, siblings of students who are enrolled in the school and who will be enrolled in the school concurrently with their sibling in the same school the following year will

be granted enrollment priority in the lottery process. (Education Code 35160.5)

Opportunity Ticket Priority: Previously, prioritization in the enrollment process was limited to siblings and neighborhood residents. There was an absence in prioritization for families impacted by closing schools and schools where families will need to move to a new location. The Opportunity Ticket will be granted enrollment priority in selecting a new school that they deem suitable for their children. Details regarding the implementation of the Opportunity Ticket can be found in Administrative Regulation 5116.1.

Neighborhood School Priority (Neighborhood Priority): Attendance boundaries are established by the Governing Board. A family's permanent residence falls within the geographic boundaries of an elementary, middle and high school within the District, and these schools are referred to as the "neighborhood schools" for that location. The neighborhood schools for a particular residential address can be found at: <https://oaklandfinder.schoolmint.net/school-chooser> or by calling the District's Welcome Center at 510-879-4600. The Superintendent or designee shall grant enrollment priority in the lottery to any Oakland resident to attend their neighborhood District school, except as stipulated in the *Intra-district Transfers Outside Neighborhood Schools* section of this policy.

No student shall be displaced from his or her neighborhood school by another student transferring from outside the neighborhood school/ attendance boundary area. (Education Code 35160.5) (cf. 5116 - School Attendance Boundaries), except as stipulated in the *Intra-district Transfers Outside Neighborhood Schools* section of this policy.

School Staff Priority: When a parent/guardian's primary place of employment is at a school site, their child will be granted enrollment priority, in the lottery process, to attend the school at which their parent/guardian works, a school physically adjacent to their parent/guardian's school site, or on the same campus as their parent/guardian's school site.

Prioritization in High-Demand Schools (Oakland Resident Priority): In some circumstances, the number of students seeking to enroll in a school will exceed the available space in the school. Students with a parent/guardian with a permanent residence within the City of Oakland will be granted enrollment priority over non-residents in the lottery process.

Intra-District Transfers Outside Neighborhood School: The parents/guardians of any student who resides within District boundaries may apply to enroll their child in any District school, regardless of which schools are identified as their "neighborhood schools" or the location of their residence within the district. (Education Code 35160.5) The Superintendent or designee shall grant priority to any District student to attend another District school outside of his/her attendance area as follows:

ASSIGNMENT LOTTERIES

For a discussion of the Open Enrollment Lottery and Late Enrollment Lottery processes, please see AR 5116.1

Legal Reference:

EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6311 State plans

7912 Transfers from persistently dangerous schools

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016

Unsafe School Choice Option, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

7/14/04; 8/9/06A; 6/25/08A; 10/11/17A; 8/22/18A

OAKLAND UNIFIED SCHOOL DISTRICT

Administrative Regulation

Students

AR 5116.1

Intradistrict Open Enrollment

School Grounds that becomes dangerous for a student

Within a reasonable amount of time that a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/ guardians the student's parents/guardians may request an option to transfer their child to an eligible school identified by the Superintendent or designee.. The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

After learning that a school has been designated by the California Department of Education as "persistently dangerous," within a reasonable amount of time, the Superintendent or designee shall notify parents/guardians of the school's designation and of their option to transfer. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference. Upon assignment, the transfer shall be completed as soon as possible. If parents/guardians decline the assigned school, the student may remain in his/her current school.

Enrollment Priorities

Families new to OUSD at any grade, as well as Pre-K, 5th grade, 8th grade students/families and those who wish to change schools at other grade levels complete applications during the Open Enrollment window. Our enrollment priorities are applied in the order listed below (if applicable to a specific school, language requirements will be used to determine eligible pools of applicants. See Board Policy on OUSD Dual Language 2-Way Immersion Enrollment)

1. CONTINUING STUDENT PRIORITY: Priority is first given to continuing students who are currently enrolled at the school and who have not indicated plans to leave. A school exists under a defined CDS code.

2. SIBLING PRIORITY: If there are more applicants than available seats, priority will then be granted first to siblings of neighborhood students who already attend the school and will continue to attend the school in the coming year, and then siblings of other continuing non-neighborhood students who are currently enrolled at the school and who will continue to attend the school in the coming year; both siblings in these cases will be concurrently enrolled in the same school the following year if there is space available.

3. OPPORTUNITY TICKET: Previously, prioritization in the enrollment process was limited to siblings and neighborhood residents. There was an absence in prioritization for families impacted by closing schools and schools where families will need to move to a new location to receive an education. These families will be granted enrollment priority in selecting a new school that they deem suitable for their children. Various elements of the Opportunity Ticket will be implemented in phases by student-placement lottery year:

- Lottery Year for 2019 / 2020:
 - Placement of students impacted by the closure of Roots International Academy: Because the Board of Education voted to close Roots International Academy 14 days before the end of the on-time application period for the 2019 / 2020 placement lottery, special considerations inspired by the Opportunity Ticket will be made for the following groups of students, :
 - Students attending Roots International Academy in 6th or 7th grades on or after February 3, 2019:
 1. Available spaces in 7th & 8th grades at all schools offering these grades will be determined based on an analysis of historical attrition data.
 2. All placements of these students in 7th & 8th grades will take place before the general placement lottery is conducted for all other students in mid-March 2019. These seats will then be unavailable for the general placement lottery because the impacted Roots students will have had first access to them.
 3. Parents / guardians of these students will be asked to select and rank up to six schools through a process of personal choice counselling.
 4. Once the ranked school selections are collected from parents / guardians, students will be assigned to the new school using the following methods, with placements made at those schools parents / guardians ranked as their first choice, and then at the second-ranked schools, and so on:
 - a. Students with siblings who will attend the school in 2019 / 2020 will receive first priority and will be placed by random selection from within this group. If the number of these students exceeds the number of anticipated available seats, the remaining students will be placed at the top of a waiting list in the order that they were randomly selected.

- b. Students who live within the attendance boundary of a school will receive second priority and will be placed by random selection from within this group. If the number of these students exceeds the number of anticipated available seats, the remaining students will be placed on the waiting list below the group of sibling applicants described above, in the order that they were randomly selected.
 - c. Students who are not siblings of students at a school, and who do not live in the attendance boundary of the school will receive third priority and will be placed by random selection from within this group. If the number of these students exceeds the number of anticipated available seats, the remaining students will be placed on the waiting list below the group of applicants who live within the attendance boundary of the school described above, in the order that they were randomly selected.
 - d. The remaining students who have not been placed through the process described above will be placed at the school ranked highest by the parents / guardians where there is available space. If this is not possible, parents / guardians will be informed of the schools with remaining space so they can select among those schools.
 - e. All of the students described above will receive public transit passes for the duration of their middle school careers if the use of public transit is required for the student to attend a school.
- ii. Prospective 6th grade students for 2019 / 2020 who live within the attendance boundary shared by Roots, Coliseum College Prep Academy, and Greenleaf Elementary or who are siblings of students enrolled at Roots International Academy on or after February 3, 2019:
1. The number of available seats at Coliseum College Prep has been increased to 128. This effectively doubles the school's capacity to accept 6th grade students who live within the attendance area. All students who live within the shared attendance boundary who would have had access to seats at the 6th grade at Roots International Academy now will have increased access to seats at the 6th grade at Coliseum College Prep Academy.
 2. Students applying for the 6th grade at Coliseum College Prep Academy who would have had a sibling attending Roots International Academy will be given the Sibling priority at

Coliseum College Prep Academy even if their sibling will not attend Coliseum College Prep Academy due to seat availability issues.

4. NEIGHBORHOOD: Next priority will be given to neighborhood students. Attendance boundaries are established by the Governing Board. A family's permanent residence falls within the geographic boundaries of an elementary, middle and high school within the District, and these schools are referred to as the "neighborhood schools" for that location. The neighborhood schools for a particular residential address can be found at <https://oaklandfinder.schoolmint.net/school-chooser> or by calling the District's Welcome Center at 510-879-4600. The Superintendent or designee shall grant enrollment priority in the lottery to any Oakland resident to attend their neighborhood District, except as stipulated in the *Intra-district Transfers Outside Neighborhood Schools* section of this policy.

5. SCHOOL STAFF PRIORITY: When a parent/guardian's primary place of employment is at a school site, their child will also be granted neighborhood priority to attend the school at which their parent/guardian works, a school physically adjacent to their parent/ guardian's school site, or on the same campus as their parent/guardian's school site. The enrollment department will refer to OUSD employment documentation to verify that the applicant is the child's parent or guardian.

6. OAKLAND RESIDENT (General Lottery): Any schools that have available space can receive students from outside of the neighborhood through the Intradistrict Open Enrollment process. **Residents who live within district boundaries will be prioritized first.**

Given the priorities above, the enrollment department will assign each child the highest-ranked priority or priorities for which they qualify. Priorities are determined at the time of the lottery and cannot be changed except in the case of error.

Other priorities may be given to students redirected from their schools that do not have sufficient seat capacity. Students who have moved out of the Oakland Unified School District and who return later may be permitted to enroll in the Oakland school formerly attended provided that there is space at the aforementioned school. If there is not space at the selected school, students will be redirected in accordance with the procedure described above.

With the continuing enrollment technology upgrades, to protect the economic interest of the district and educational well-being of students, the district shall have the ability to test and determine the impact of other priorities, based on place of residence, language proficiency, socioeconomic status, state Pre K status, environmental stress factors, feeder patterns, and other considerations. All proposed changes to enrollment policies will be tested in a "data sandbox" environment prior to making recommendations to the board.

Placement outside of the attendance area

The Superintendent or designee reserves the right to consider placement outside the school attendance area of residence. Before special placement is made for any of these students, the appropriate Network Superintendent for the school area shall be informed of the student's name and placement plan. Except for placements approved by the Executive Director of Programs for Exceptional Children, other completed transfers in the following categories shall be referred to the Network Superintendent and the Enrollment office for approval. These categories include, but are not limited to:

1. Students recommended by the school psychologist for emotional adjustment and psychosocial problems.
2. Students returning from institutions, probationers, parolees, foster home placements and specific agency requests for preventative and rehabilitative purposes.
3. Handicapped and exceptional students for whom the Department of Programs for Exceptional Children has screening, placement, and follow up responsibilities, with the recommendation and approval of the Programs for Exceptional Children.
4. Discipline Hearing Panel referrals.
5. Other individual cases requiring study or special consideration.

Open Enrollment Process:

Pursuant to Education Code 35160.5:

1. Families new to OUSD at any grade, as well as Pre-K, 5th grade, 8th grade students/ families and those who wish to change schools at other grade levels complete applications during the Open Enrollment window.
2. The Superintendent or designee shall identify those schools which may have space available for additional students for the following school year. A list of these schools and open enrollment applications shall be available online and at the Student Enrollment Welcome Centers during the Open Enrollment Window period.
3. If the number of applicants exceeds the number of available spaces, a lottery process from the eligible applicant pool shall determine enrollment in a school of choice. All applications received during the Open Enrollment time window will be placed in a lottery. The lottery will prioritize continuing students first, siblings second, neighborhood students third, children of site staff fourth, then remaining applicants. Within each of these categories, a lottery will determine both the order of potential offers for applicants as well as the order of placement on waitlists.

4. If no space is available, per the application of the lottery results, at any of the schools named on a specific application, an assignment will be made to the neighborhood school or another school nearby school.

5. The Superintendent or designee shall inform applicants their assignments from the lottery. The Student Enrollment Welcome Centers will manage the notification / waitlist process. Assigned applicants must confirm or reject the assignment by a specific date. Failure to complete the process will forfeit the assignment and allow placement of those active on the waitlist. Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district.(cf. 5145.6 - Parental Notifications) Such notification shall include all options for meeting residency requirements for school attendance, programmatic options offered within the local attendance areas, and any special programmatic options available on both an interdistrict and intradistrict basis. This notification component also shall include a description of all options, a description of the procedure for application for alternative attendance areas or programs, an application form from the school district for requesting a change of attendance, and a description of the appeals process available, if any, for a parent or guardian denied a change of attendance. The notification component also shall include an explanation of the existing statutory attendance options, including, but not limited to, those available under Section 35160.5, Chapter 5 (commencing with Section 46600) of Part 26, and subdivision (b) of Section 48204. (Education Code 35160.5, 48980.) Once enrolled, a student shall not be required to apply for readmission except for students in 5th and 8th grades.

6. Students receiving an offer at a school will have all of their applications to their lower-ranked schools cancelled. These students will automatically be placed on the waitlists for all of the schools they have ranked higher than the one to which they received an offer. This is the only means by which students may be placed on a waitlist during the on-time open enrollment process. For applicants placed on any waitlist(s) by the Open Enrollment deadline, the original lottery order is used to determine their placements on waitlists; late applicants are placed at the bottom of the list within their respective category on the basis of their assigned priorities. Students on waitlists will be offered seats at their desired school as space becomes available. After the 10th day of school, all waitlists are permanently dissolved.

7. Assigned applicants must confirm their enrollment by at their assigned school or with the Student Welcome Center within the published time frame. Failure to do so will forfeit their school assignment and waitlist assignments and allow placement of those active on the waitlists.

8. Applications received after the Open Enrollment deadline for the following year are placed during Late Enrollment application windows of time (specific dates to be determined and announced each year) based on a lottery using the same methods and priorities outlined above. Late enrollment applications will be placed automatically on waitlists at the bottom of their respective priority group.

9. Families that are dissatisfied with their enrollment offers from the Open Enrollment or Late Enrollment process may elect to have all of their offers and waitlist

placements invalidated and may submit a new application during the subsequent Late Enrollment application windows. These applications will be considered late and will be processed and prioritized as such.

(cf. 5145.6 - Parental Notifications)

12/6/07; 12/19/07A; 6/25/08A; 8/18/18A



3/5/19

Aimee Eng, President
Board of Education



3/5/19

Kyla Johnson-Trammell, Secretary
Board of Education