Equitable Enrollment Pilot Proposal
Chabot Elementary

October 28, 2020

Background - What you probably already know - what's on the surface:

- Located in Rockridge - in an affluent, mostly white neighborhood
- Outlier in OUSD - Have one of the highest concentrations of white and middle class (or above) student populations in the District
- Very active parent community (PTA) - raises a lot of $
- High test scores overall; high ratings on sites like "Great Schools"
- The lowest "Environmental Stress Factor" in OUSD

Background - What you may not know:

- One of the largest elementary schools in Oakland (580 students K-5) - unique position bc we can easily serve all of the neighborhood families and many others from all over Oakland
- 40% of our students do NOT live in Chabot's neighborhood
- Led by our SSC, there is a large and growing group of staff and parents who are extremely committed to doing the long term, hard work, of making Chabot truly inclusive, equitable and responsive to the needs of every student at our school
- Our community is also very invested in working with OUSD and other schools to support high quality schools for every child throughout OUSD

Goals of Equitable Enrollment Pilot

- To increase socioeconomic and racial diversity at Chabot

- To stay true to our school's Vision and Mission

- Vision: Through meaningful relationships, intentional inclusivity, and responsive instruction Chabot Elementary interrupts inequitable practices and challenges biases. We uncover and remove the predictability of success and failure that correlates to any social or cultural factor. As a community, we discover and cultivate the unique gifts, talents, and interests of every human being.

- Mission: Chabot students are valued and empowered so that they are able to take academic risks, problem solve, make connections, and use evidence to think critically. Students develop empathy, awareness, and perspective-taking in order to support each other, celebrate differences, and be agents of change.

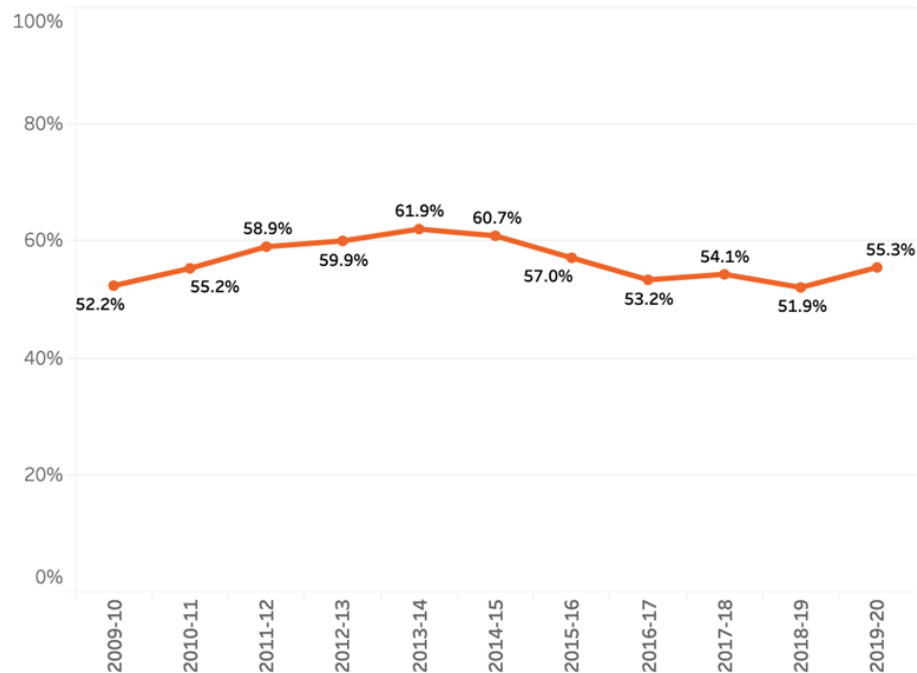- To increase our capacity to really serve every student and family in our community

Rationale

Studies consistently show that attending schools that are economically and racially integrated improves educational and life outcomes for all students, with the greatest benefit going to those from historically-marginalized groups.

If historical enrollment patterns hold, Chabot has the capacity to increase diversity without making changes to the district-wide policy of giving neighborhood families enrollment priority.

Historically, about 40% of our students come from outside "our neighborhood" - noticing/wondering - why that 40% is still not at all reflective of Oakland as a city - in terms of race, language, or socio-economic status (outlier in OUSD)

Chabot has consistently filled only ~50-60% of seats with students who live in the Attendance Area
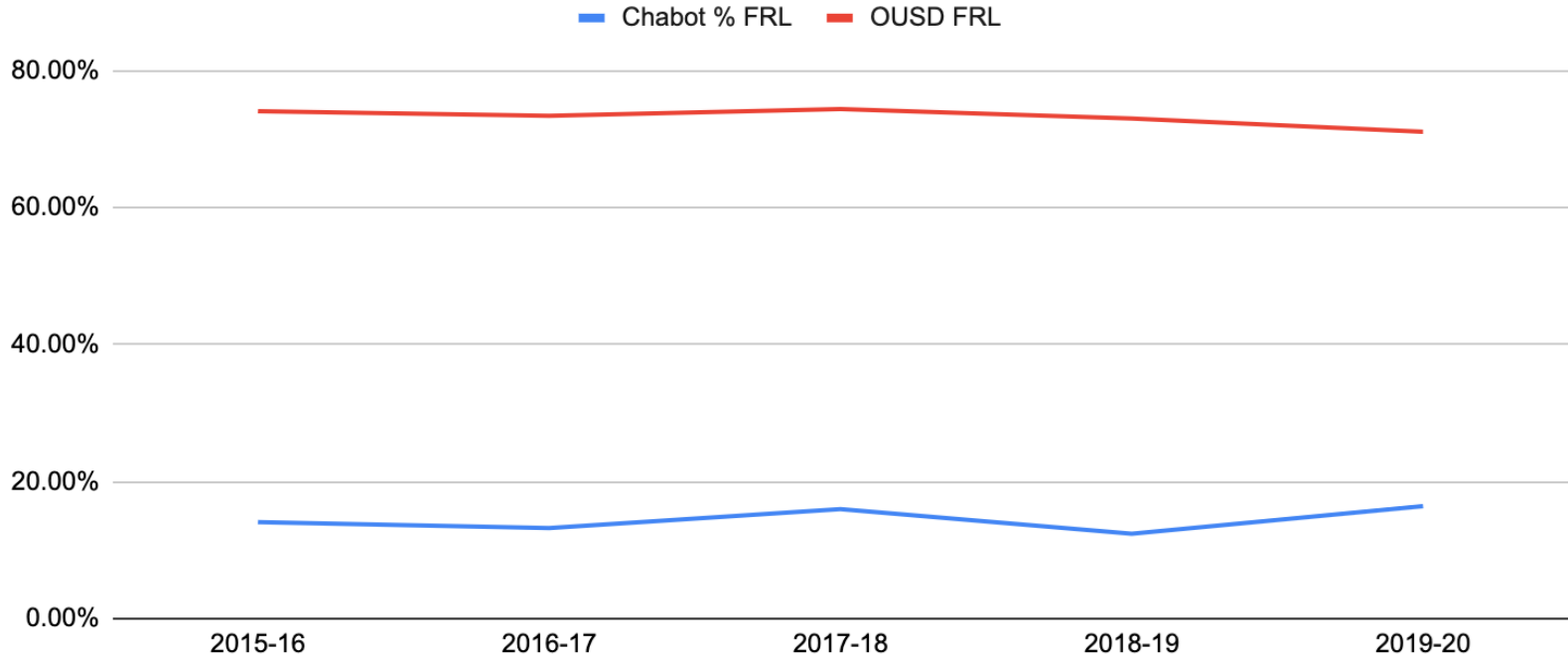
		Total # Students Go to School	# Students Go to school/Live in Attendance Area	% Students Go to school/Live in Attendance Area
Chabot	2009-10	523	273	52.2%
	2010-11	562	310	55.2%
	2011-12	569	335	58.9%
	2012-13	578	346	59.9%
	2013-14	593	367	61.9%
	2014-15	573	348	60.7%
	2015-16	567	323	57.0%
	2016-17	562	299	53.2%
	2017-18	567	307	54.1%
	2018-19	580	301	51.9%
	2019-20	573	317	55.3%

*Current year data is as of **October 2, 2019**. Prior year data as of **October census day** (1st Wednesday in October) of selected year.
Live/Go history not shown for schools that do not align with a geographic attendance area, including charter, alternative and other district wide schools.

Chabot's community does not reflect the broader OUSD community

FRL population: Chabot vs. OUSD

Legend: Chabot % FRL (blue), OUSD FRL (red)

	2015-16	2016-17	2017-18	2018-19	2019-20
OUSD FRL (red)	~74%	~73%	~74%	~72%	~71%
Chabot % FRL (blue)	~14%	~13%	~16%	~12%	~16%

Y-axis: 0.00%, 20.00%, 40.00%, 60.00%, 80.00%

Proposal

Add a priority after neighborhood for families living in low-income areas*.
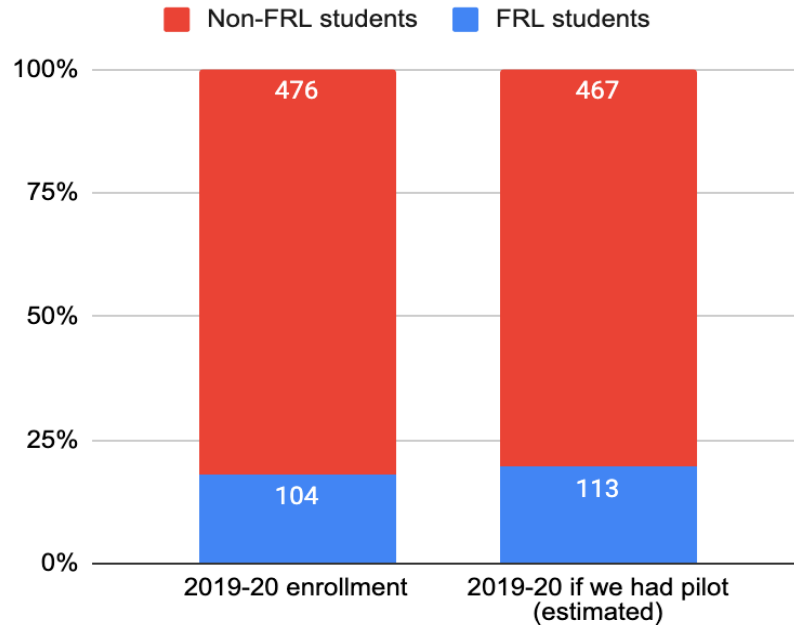**New proposed priority structure would be as follows:**

1. Siblings
2. Opportunity Ticket - up to 50% of available seats (n/a for incoming grades K, 6, 9)
3. Neighborhood Families
4. Children of School Staff
5. Families living in low-income neighborhoods
6. All other Oakland residents
7. Non-Oakland residents

Priorities would be in place for a 3-year pilot, with the plan to re-evaluate annually for impact.
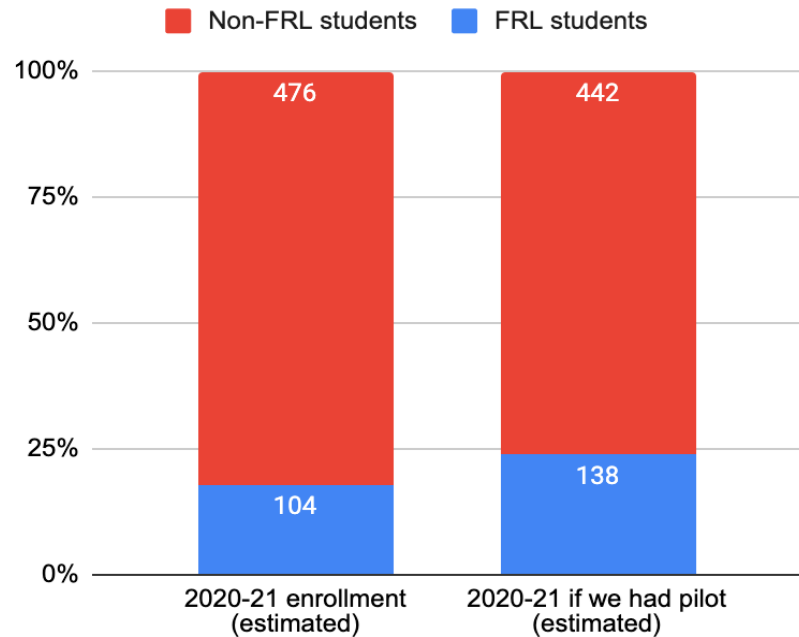
*For initial year of pilot, this would be identified using Census block group data.

Estimated Impact

2019-20 Pilot Impact (Estimated)

Legend: Non-FRL students (red), FRL students (blue)

	2019-20 enrollment	2019-20 if we had pilot (estimated)
Non-FRL students	476	467
FRL students	104	113

2020-21 Pilot Impact (Estimated)

Legend: Non-FRL students (red), FRL students (blue)

	2020-21 enrollment (estimated)	2020-21 if we had pilot (estimated)
Non-FRL students	476	442
FRL students	104	138

2019 - 9 additional students out of 580 from this demographic;
(18% Free and reduced lunch = 104 students with 9 more, we would be at 19.4% - assumes all students on priority would qualify)
2020 - 34 additional students out of 580 from this demographic (assuming still 18% w/o pilot - would increase to 138 or 23.7%

Community Engagement and Feedback

- There is widespread community support for this idea. We solicited feedback from the community in the following ways:
  - Staff meeting discussion
  - School Site Council and PTA Board meeting discussions
  - All-school community meeting on zoom
  - Online surveys - one for families, one for staff
- All feedback was enthusiastic about this plan. The primary consideration raised by all stakeholders was, What can we do to make sure all families feel welcome at Chabot?

Considerations

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

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

- We looked at historical data to see which schools Chabot might draw students away from, and it does not appear that this would impact any one school by more than a handful of students. But it's something we would want to track, to make sure that this does not negatively impact nearby schools.

- Chabot's "neighborhood" was recently expanded to include the former Kaiser catchment. Will this larger catchment area result in more in-neighborhood applications for seats, effectively blunting the impact of this pilot?

Creating a Welcoming School- Climate/ Culture

The most important thing that we need to be right now is a welcoming school for all our students. Chabot has strong leadership, staff and parent groups that are <u>working towards a shared vision</u> of Equity each and every day within our classroom and throughout our community. We believe in honoring diverse lived experiences with an asset-based approach

- ○ We are investing in building relationships that promote and celebrate caring for all
- ○ Our Equity and Leadership Team are collectively focused on modeling the behaviors, engagement strategies and classroom structures and routines we value using inquiry, positive behavior incentives and systems, and social emotional sensitivity
- ○ We are leveraging parent partnerships and engagement to build capacity and deconstruct inequitable systems
- ○ We are creating safe spaces to share multiple perspectives and have "uncomfortable" conversations so that we can continue to learn from one another

Appendix

IMPACT - Demographics of Entering Students

	# New Students (Total #)	# Seats for Non-Neighborhood, Non-sibling	# of New Students Eligible for Priority	# Remaining on Waitlist Eligible for Priority	If pilot had been in place - Maximum Possible Impact
2019 Grade K	91- actual	12	3	36 (of 175 on WL)	12/91 instead of 3/91 13% vs 3.2%
2019 Grades 1-5	23 (491)	8	5	21 (of 104 on WL)	8/23 instead of 5/23 35% vs 23% of new **(1.6% vs 1% of all)**
2020 Grade K	90 actual	32 (Covid High)	9	26 (of 125 on WL)	32/90 instead of 9/90 35% vs 10%
2020 Grades 1-5	43 (490)	29	10	44 (of 175 on WL)	29 instead of 10 67% vs 23% of new **(5.9% vs 2% of all)**

2019 - 9 additional students out of 580 from this demographic;
(18% Free and reduced lunch = 104 students with 9 more, we would be at 19.4% - assumes all students on priority would qualify)
2020 - 34 additional students out of 580 from this demographic (assuming still 18% w/o pilot - would increase to 138 or 23.7%

Creating a Welcoming School- The Whole Child

- Focus on Social Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS) = Social skills, mental health, academics=Huge in deconstructing inequitable Systems
- Restorative Justice Practices- Office, classroom, yard
- Acknowledge importance of representation- Peers, staff, Teachers, Admin
- Strong Coordination of Services Team (COST)- School-wide PBIS tier-based intervention system - Aware that systemically Black & Latinx students are over referred to office for discipline or SPED
- Student Success Team Meetings- Value Partnerships w/ Families to learn more and direct supports- Monitor progress and goals

Creating a Welcoming School- Data & Target Support

- Inquiry Cycles- Analyze data to direct Instruction
  - Differentiate
  - Small Group Targeted Instruction
- Small Group Intervention Staff- More targeted support
  - Gives teacher more flexibility for small group instruction
- Promote a variety opportunities for ALL Students and families to actively engage in our school community
  - Parent/ Teacher Conferences
  - Volunteer opportunities
  - Assemblies/ Cultural Events
  - Surveys

Creating a Welcoming School- Parent Engagement

- School Site Council (SSC)- Focus on Equity: Create a safe space for family members to share personal experiences, diverse perspectives, and learn how to listen to each other in order to target systems and structures that need to change.
  - Intentional Invitations and partnerships
  - Focus on Equitable practices, engagement & outcomes for All
- Equity & Inclusion Committee: Created a budget to fund work over past 5+ years to support Chabot's Vision- PD for teachers, SEL training for teachers/staff, academic intervention programs, diverse books in classrooms, Supplies for students in our Inclusion program, supporting families experiencing hardships
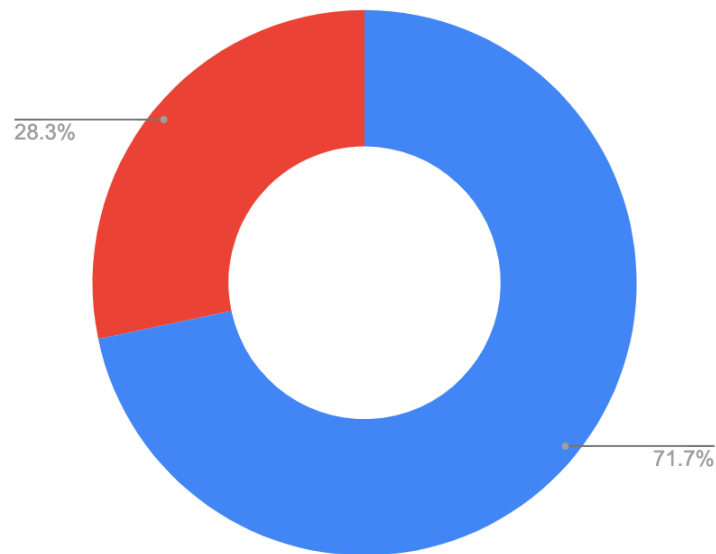
Creating a Welcoming School- We are Always Learning

- Continue trainings for staff and parent workshops: Culturally Responive Pedagogy, Implicit bias, Equity/Incusion, Anti-Racist
- Working with staff to develop Anti-Racist curriculum
- Strong Teacher Retention= Leadership and Equity Focus expanding
- Guide PTA Focus and funding to align with Chabot Vision
  - Building an Inclusive Community
  - Enrichments /Interventions
  - Community events
  - Fundraising
  - Strengthening our ability to engage in "uncomfortable" conversations to move our community forward

Chabot community is not reflective of the broader OUSD community