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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Preston Thomas, Chief Systems and Services Officer
Kilian Betlach, Executive Director, Student Enrollment Office

Meeting Date April 22, 2026

Subject BP 5115: Enrollment Stabilization Annual Report

Ask of the Board Receive annual update on implementation of BP 5115: Enrollment Stabilization

Background In April 2021, the Board approved BP 5115, which codified the District’s stance toward enrollment practices generally and described how the central office should provide a variety of improvements and supports in order to stabilize the declining enrollment in the district. This policy requires that the Board receive an annual report updating it on the implementation of the various provisions and larger goals of this policy.

The Board has approved strategic funding allocations in each of the following years out of one-time funds:

- 2021-22: \$1.5 M from AB 1840
- 2022-23: \$1.5 M from AB 1840
- 2023-24: \$1.5 M from AB 1840
- 2024-25: \$1.25M, including carryover from the previous year of AB 1840
- 2025-26: \$1 M from AMIM and AB1840
- 2026-27: *no investment*

Discussion Enrollment is the foundation for the revenue the District receives in both State and Federal funds. Declining enrollment has been the leading driver of OUSD’s budget difficulties over the last twenty years, necessitating budget cuts, layoffs, and school closures. The Enrollment Stabilization policy affirms that enrollment stabilization and growth are a top priority for OUSD and that all OUSD employees and officials are expected to make every effort to stabilize and grow enrollment in OUSD-operated schools.

These investments have yielded a demonstrated impact on OUSD’s enrollment, which had been projected to decline during the past 3 years. OUSD has increased its market share in specific neighborhoods and improved the Family Choice rate at historically under-enrolled schools. Sustained progress will require ongoing

support for core operations and strategic innovation. As currently stands, the Board Policy remains unfunded for the 2026-27 school year.

Over the past several years, the Board has approved a series of strategic investments using one-time funds to advance enrollment goals. These investments were intended to build system capacity, enhance data systems, and improve community engagement—all essential components in reversing declining enrollment trends. Strategic allocations have included support for marketing and outreach campaigns, improvements to application systems, and targeted efforts to increase demand at focal schools

Enrollment stabilization efforts have not only improved awareness of District programs among families but also accelerated broader District initiatives aligned with long-term sustainability. These efforts have increased competitive pressure on charter schools within District boundaries to provide high-quality options, while also informing and advancing key strategies, such as expanding Transitional Kindergarten (TK) programs, and supporting enrollment growth at our focal schools. As a result, enrollment stabilization is serving as a critical lever in advancing the District’s redesign efforts, ensuring stronger program alignment, more sustainable school sizes, and improved access to high-quality educational opportunities for Oakland families.

Future funding decisions should balance the need for fiscal sustainability with the continued urgency of reversing enrollment decline, particularly as the District considers redesign efforts that hinge on strong enrollment systems, while many competing entities, including surrounding districts, charter schools, and private schools, have also increased strategic investments in their enrollment strategies.

Fiscal Impact

While there is no immediate fiscal impact associated with receiving this report, enrollment has significant implications for the District’s financial stability, as declining enrollment directly reduces LCFF revenue and results in ongoing, compounding losses. Enrollment declines also contribute to structural fiscal challenges, as fixed costs remain while student enrollment decreases, leading to increased per-pupil costs and potential reductions in staffing, programs, or school sites. The District has made significant one-time investments to stabilize enrollment, and absent continued funding, there is a risk of losing momentum and diminishing the return on those investments, particularly as competing systems continue to invest in enrollment growth strategies.

Attachment(s)

- Annual Report: Enrollment Stabilization 25-26
- Board Policy 5115 - Enrollment Stabilization

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Annual Report: Enrollment Stabilization 2025-2026

Kilian Betlach
Executive Director, Enrollment



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

Overview

1. Overview of Enrollment Stabilization
2. Strategy I: *Improve Access*
3. Strategy II: *Increase visibility & brand awareness*
4. Strategy III: *Enrollment Focal Schools*
5. Challenges & Future Forward



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Overview of Enrollment Stabilization

BP 5115: Enrollment Stabilization

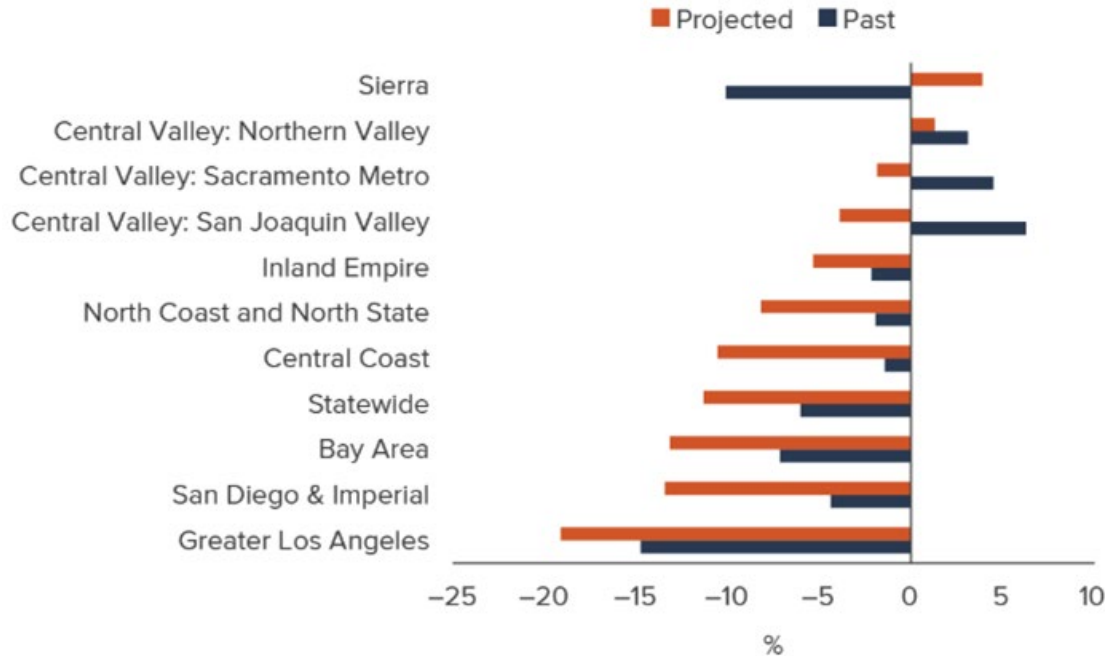
Adopted April 2021: "Enrollment is chief driver of revenue for the District. Declining enrollment has been a lead driver of OUSD's budget difficulties over the last twenty years, leading to the need for budget cuts, layoffs, and school closures. This policy affirms that enrollment stabilization and growth is a top priority for OUSD and that all OUSD employees and officials are expected to make every effort to stabilize and grow enrollment in OUSD-operated schools."

"The Superintendent or designee **shall** include expenditures in the annual proposed budget, starting with the proposed budget for 2021-22 fiscal year, to help each school to stabilize and grow as appropriate, with both universal and targeted supports."

Policy calls for:

- Collective responsibility for enrollment (central, site, Board)
- Direct central support for schools
- Increasing accessibility for families
- No resource for competing systems

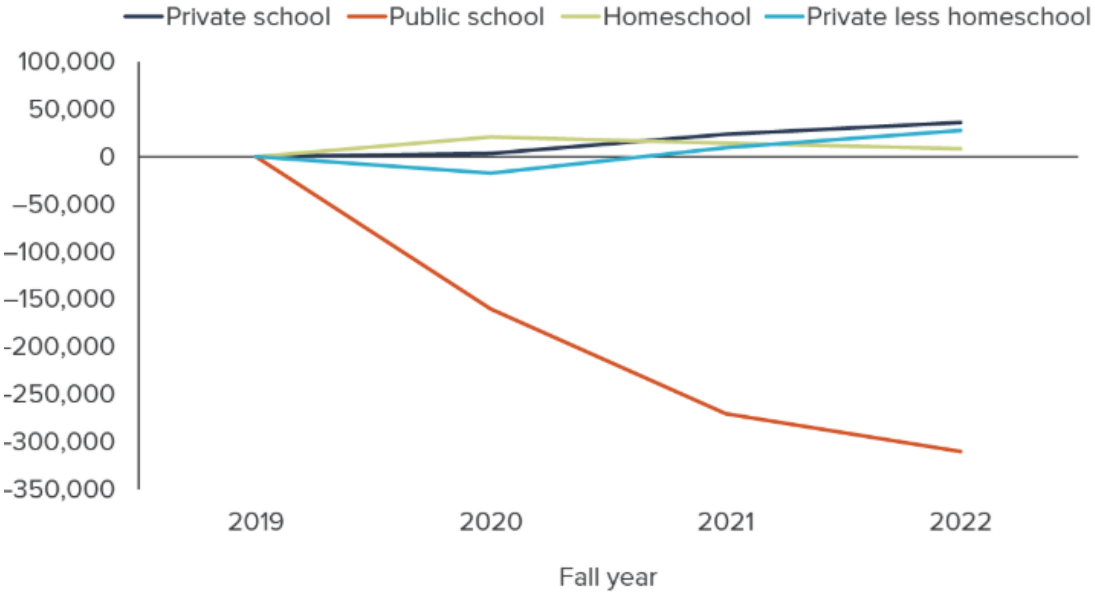
Declining enrollment projected in most regions statewide



The majority of California regions project a net enrollment decline, including many of the most populous counties. Alameda county is part of this trend.

SOURCE: California Department of Finance; authors' calculations.

Enrollment in public school is declining, private & homeschool are on the rise



Even inclusive of charter schools, non-private, non-homeschool enrollment has declined sharply statewide.

SOURCE: California Department of Education.

Ongoing enrollment pressure from competing systems for OUSD

- 1) **Charters:** While declining and closing, many of the remaining CMOs are stable and present enrollment competition to vulnerable schools
- 2) **Interdistrict Transfers (IDTs):** As neighboring districts address their own declining enrollment, they are actively recruiting Oakland residents
- 3) **Private & Homeschool:** These options continue to be attractive to many families

PIEDMONT
UNIFIED SCHOOL DISTRICT

SPACE AVAILABILITY IS EXPECTED IN TK-5, 6-8, AND 9TH GRADES

APPLICATIONS WILL BE ACCEPTED AND CONSIDERED AFTER MARCH 1, 2022

COMPREHENSIVE, RIGOROUS AND RELEVANT K-12 CURRICULUM

EXEMPLARY STAFF

CARING, EQUITABLE AND INCLUSIVE SCHOOL ENVIRONMENT

SMALL CLASSROOM SIZES

WELCOMES FAMILIES TO APPLY FOR INTER-DISTRICT TRANSFERS FOR THE 2022-23 SCHOOL YEAR.

To Learn More:
Visit the District Website for detailed information about the process:
<http://www.piedmont.k12.ca.us/district-info/enrollment/transfers/>
or Call Sylvia Flores Eggert at 510.594.2614 with any questions



PIEDMONT UNIFIED SCHOOL DISTRICT
760 Magnolia Avenue
Piedmont, CA 94611

Overview of Enrollment Stabilization

Enrollment Department

Three Teams

Student Welcome Center

Manages all TK-12 enrollment, including the creation of enrollment projections
Based at Lakeview and four satellite offices

26-27 = **9.2 FTE**

(Δ **-0.4**)

3-year change: **-1.75 FTE**

Strategic Outreach: Enrollment Marketing Team

Implements BP 5 115
Promotes district enrollment
Manages portfolio of focal schools
Develop mailers, social media, and school site campaigns.

26-27 FTE = **0.0 FTE**

(Δ **-2.0**)

3-year change: **-4.5 FTE**

ECE enrollment team

Manages PK enrollment
Supports PK recruitment and TK/K transition

Some full-time at Lakeview; others split between Lakeview & sites

26-27 = **14.5 FTE**

(Δ **--**)

3-year change: **+2.5 FTE**

Overview of Enrollment Stabilization

Current Census Day Enrollment

Grade Span	20-21	21-22	22-23	23-24	24-25	25-26	4/8/26
Elementary	18,537	17,794	17,766	17,660	17,690	17,721	17,761
Middle	6,973	6,868	6,742	6,888	6,675	6,684	6,686
High	9,902	9,769	9,630	9,620	9,424	9,454	9,168
TOTAL	35,412	34,431	34,138	33,968	33,789	33,859	33,615

While the 5-year change is net negative, **enrollment increased** year-over-year in 25-26. Elementary grades have increased for two straight years.

	5-year change	1-year change
Total	572	70
Percent	1.66%	0.21%

Overview of Enrollment Stabilization

Current Census Day Enrollment: TK expansion

Grade Span	20-21	21-22	22-23	23-24	24-25	25-26	4/8/26
TK only	524	584	757	1,025	1,241	1,413	1,468

OUSD has been a state-wide leader in TK expansion, and this has been an important driver of enrollment stabilization. However, because family interest in TK enrollment does not align with facility capacity, it is limiting our ability to expand.

Current hub plans partially address but do not fully ameliorate the need.

	5-year change	1-year change
Total	829	172
Percent	142%	13.86%

Strategy 1: *Improve Access*



Fostering an
attitude of YES

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Strategy 1: Improve Access

Fostering an attitude of YES

Many of our systems are designed around upper-middle class, English-dominant, tech-literate community members **What would it look like if we shifted and designed systems for the low -income, multi-lingual, tech -timid members of our community first?**

As a public school district, particularly a public school district facing declining enrollment and intense challenge from competing systems, we must abandon a gate-keeper mentality at every stage of the enrollment system.

Strategy 1: Improve Access

Key Actions

- 1) **Implement and revise Blenderbox's Enrollwise tool for as primary enrollment platform**
 - a) Revised tool to incorporate After School Program applications
- 2) **Establish four Satellite Offices**
 - a) Increase access to families from every neighborhood across the city
- 3) **Significantly increased training and communication**
- 4) **Remove arbitrary barriers that impede enrollment for many families**

Strategy 1: Improve Access



2025-2026 Satellite Office Hours



School Site

- Elmhurst
- Havenscourt
- Marcus Foster
- Urban Promise Academy



Day/s

- Monday/Friday
- Monday/Friday
- Tuesday/Thursday
- Tuesday/Thursday



Times

- 8:30 am to 3:30 pm
- 8:30 am to 3:30 pm
- 8:30 am to 3:30 pm
- 8:30 am to 3:30 pm



Location

- Family Resource Center
- Family Resource Center
- Main Lobby
- Family Resource Center

Satellite Offices Hours start December 8, 2025 and end May 15, 2026



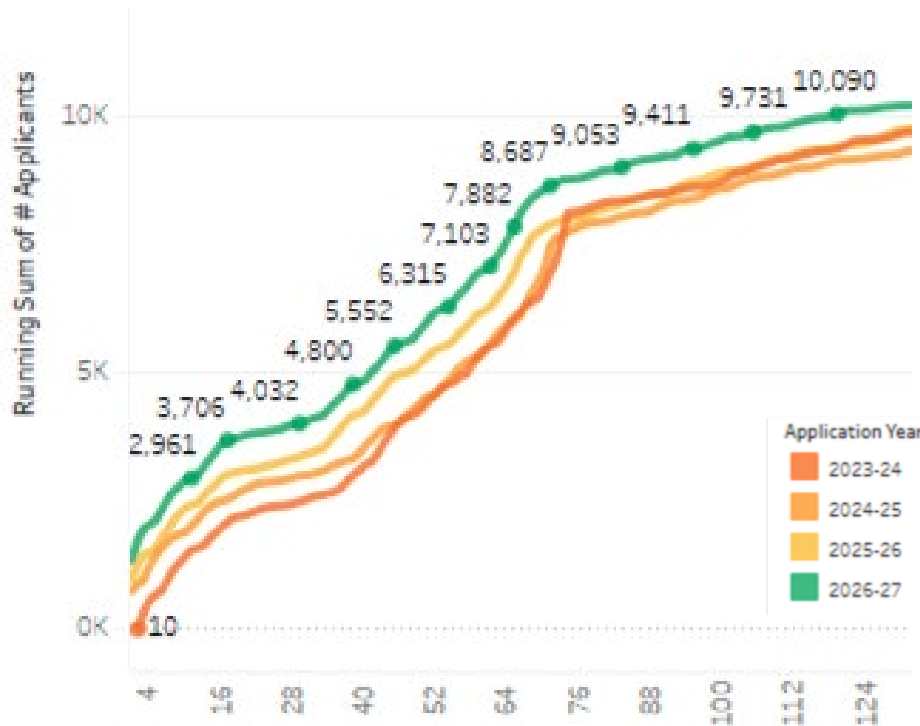
www.chooseousd.org



Strategy 1: Improve Access

OUSD applications continue to increase

IMPACT



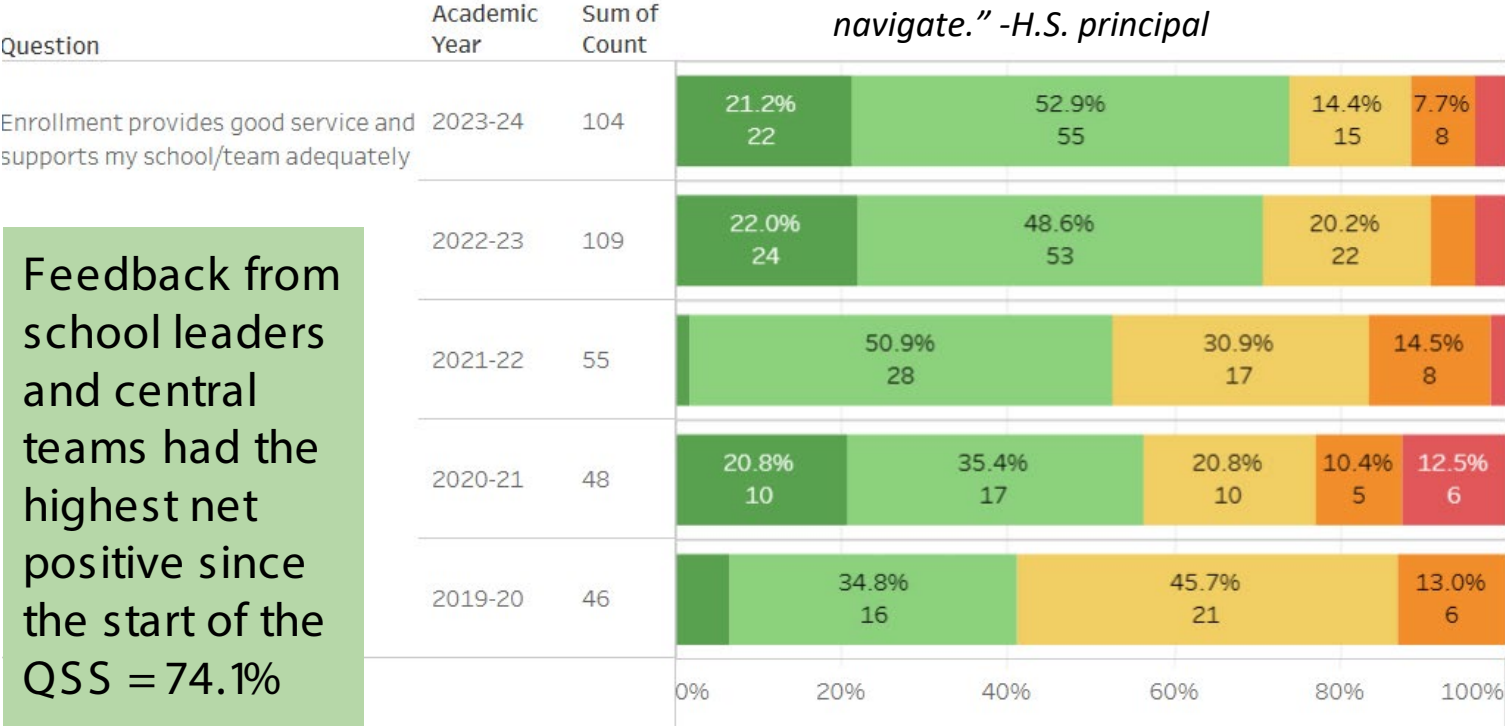
Through the first 132 days of the enrollment window, we are currently **422** applications **ahead** of 25-26, and **872** applications **ahead** of 23-24. Given the smaller Kinder and TK eligible birthrates, and the smaller size of 5th and 8th grade classes, this speaks to the success of our Enrollment Stabilization work.

Strategy 1: Improve Access

School leaders attest to improved process

IMPACT

“Vast improvement from previous years. Process is clearer, more responsive, and easier to navigate.” -H.S. principal



Feedback from school leaders and central teams had the highest net positive since the start of the QSS = 74.1%



Strategy 2: *Increase visibility & brand awareness*

OUSD is the first
thought; not an
afterthought.

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Strategy 2: Increase visibility & brand awareness

OUSD is the first thought; not an afterthought

As a district, we have many challenges, but we have an extensive home field advantage--**things we do literally better than anyone else!**

- Diverse and inclusive climate and culture
- Early literacy supports
- Dual language instruction
- Expanse of middle school opportunity
- College and career high school pathways

We have to tell our own stories.

When we tell our own stories, and stop attacking ourselves and apologizing for ourselves, and instead focus on what makes us great, we have the power to shift public perception of our district, and change patterns in the choices families make for the children's educational future.

Strategy 2: Increase visibility & brand awareness

Key Actions

- 1) **Broadly promote key enrollment timelines**
 - a) Print, digital, social, and promotional advertising and outreach
- 2) **Tabling at city -wide events**
- 3) **Establish three social media brands to tell the inside story of OUSD schools** (@TownSproutsOUSD: Elementary; @OakintheMiddle: Middle School; @TheLinkOUSD: High School)
- 4) **Create and disseminate a podcast to tell nuanced stories of OUSD's home field advantages:** (Grow With Us OUSD)
- 5) **Increase the use and effectiveness of direct mail**
 - a) Responsive and highly targeted

Strategy 2: Increase visibility & brand awareness

Promote Enrollment Timelines



Sample billboard promoting the open enrollment window.

Strategy 2: Increase visibility & brand awareness

Publish content on Grow With Us Podcast

Example: “*College on Campus: How OUSD students are using Dual Enrollment to get a jump on college.*”

- Promotes the success of OUSD’s Linked Learning methodology
- Celebrates one of our most successful post-secondary success initiatives
- Continues to position OUSD as a place of innovation and academic excellence



Strategy 2: Increase visibility & brand awareness

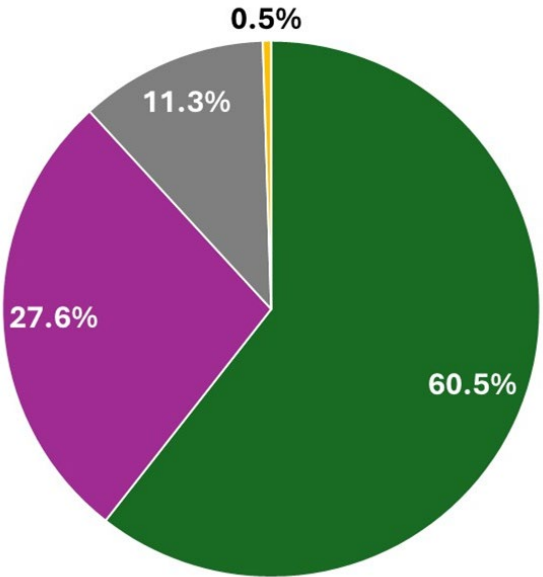
Increase use of direct mail

Example of targeted, multilingual direct mail to families of 2-, 3-, and 4-year-olds to promote preschool programs, with QR code to application website.



Strategy 2: Increase visibility & brand awareness

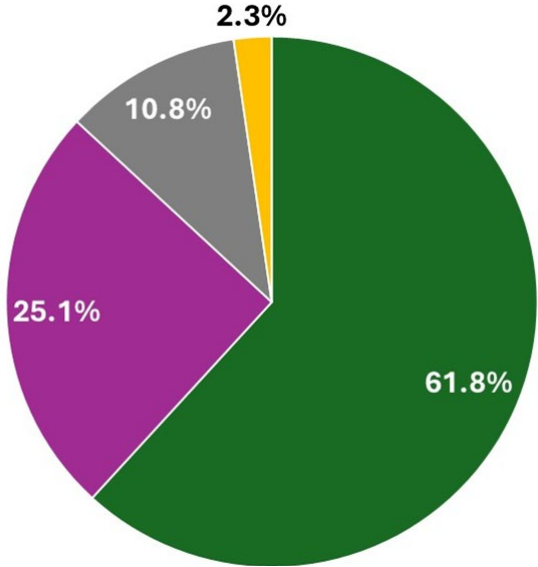
OUSD gains residential enrollment share



Share of Oakland enrollment by system 2020-2021
58,742 students

OUSD has gained 1.3 percentage points of residential enrollment market share, even as the total school-age population has declined.

Share of Oakland enrollment by system 2024-2025
54,844 students

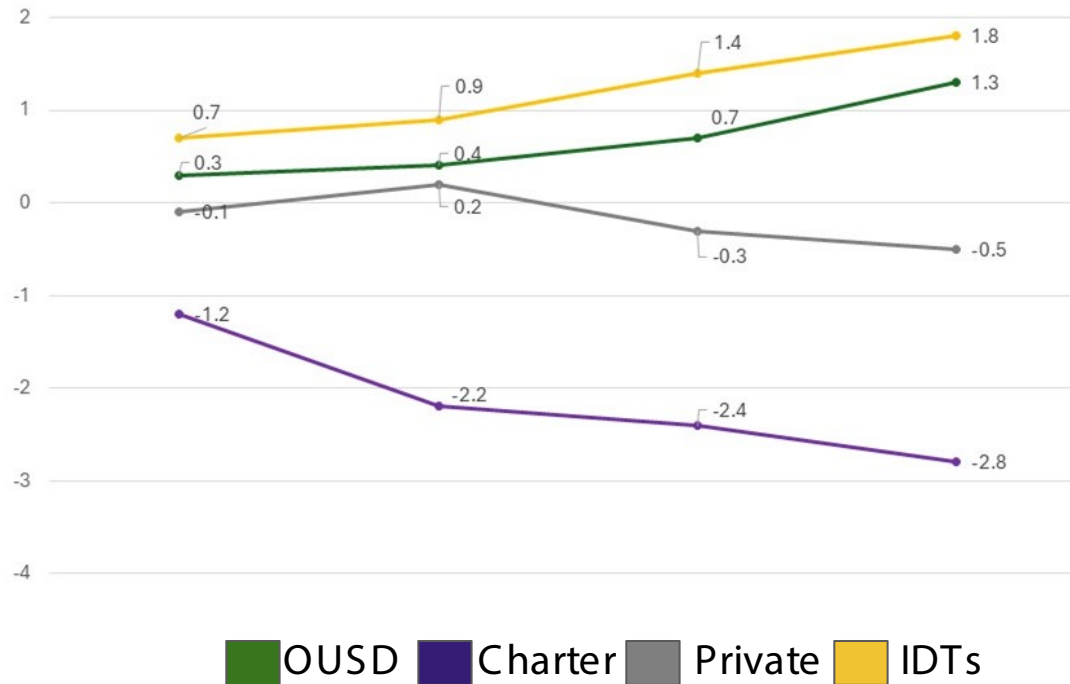


■ OUSD
 ■ Charter
 ■ Private
 ■ IDTs

Strategy 2: Increase visibility & brand awareness

OUSD gains residential enrollment share

IMPACT

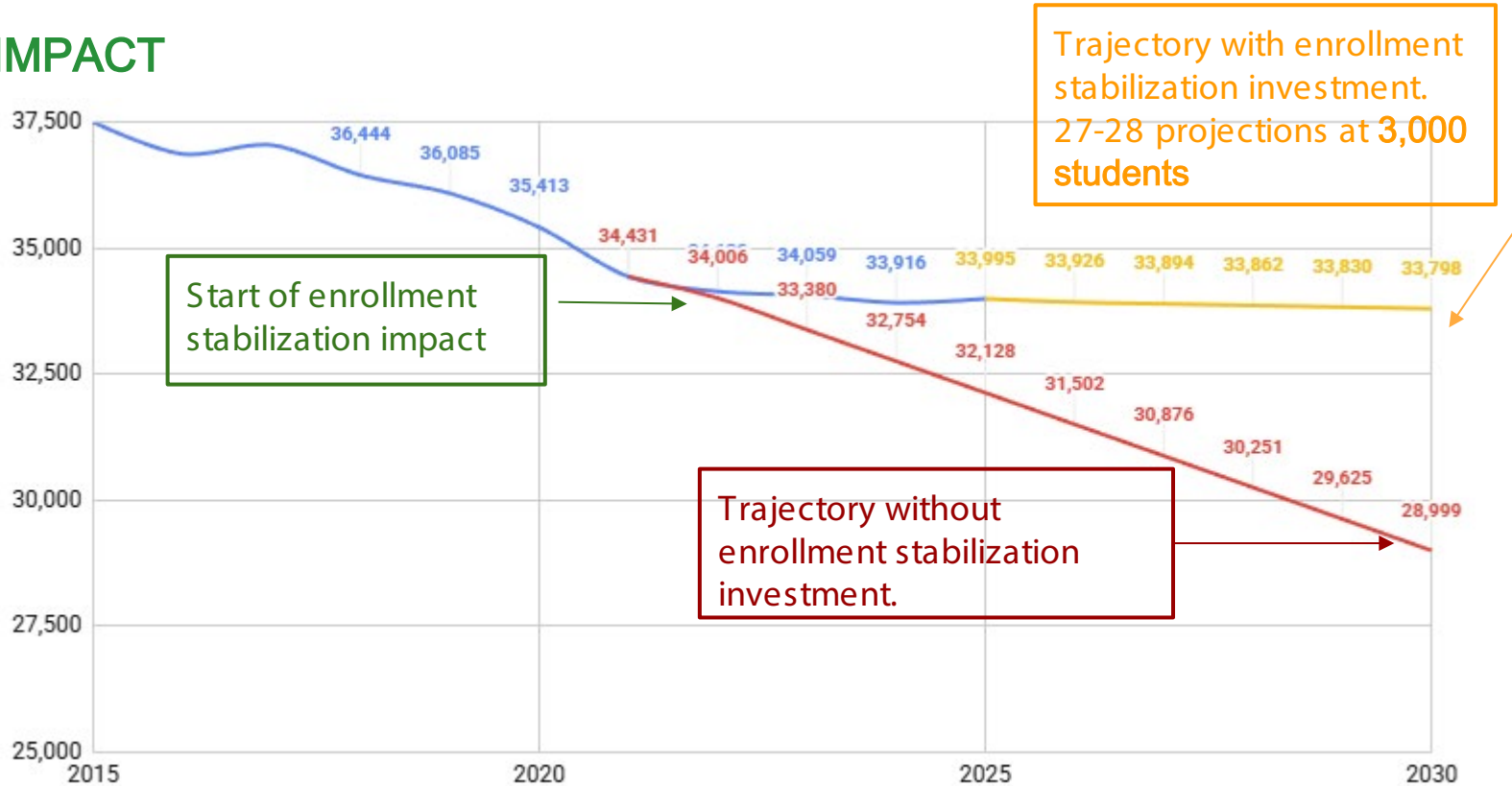


Cumulative change of the share of Oakland resident enrollment, by system shows IDTs and OUSD with positive net growth; private and charter sectors demonstrate declining enrollment during this time.

Strategy 2: Increase visibility & brand awareness

Enrollment Stabilization investments improve enrollment trajectory

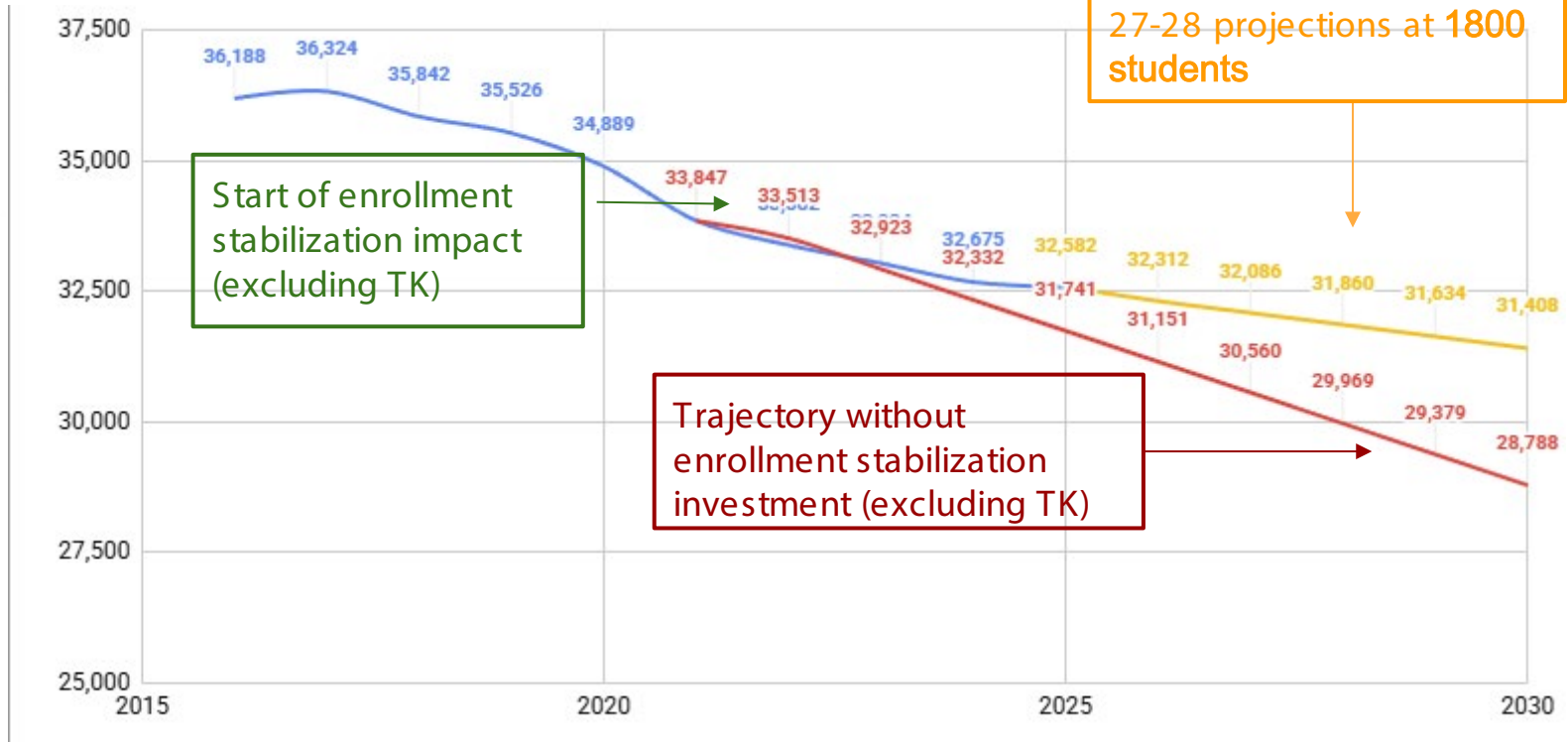
IMPACT



Strategy 2: Increase visibility & brand awareness

Enrollment Stabilization investments improve enrollment trajectory

IMPACT





Strategy 3: *Enrollment Focal Schools*

Our schools
are better than
most people
know.

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Strategy 3: Enrollment Focal Schools

Our schools are better than most people know

As our schools continue to build toward excellence, they may fall short of our expectations, and yet they almost **universally outperform the prevailing public perception.**

If we concentrate central support to a portfolio of enrollment focal schools selected not by hunch or politics, but by relevant data, we can drive a public perception of our schools that is based on reality, not rankings on a real estate website.

Inclusion in this group should not be permanent, but should be benchmarked against these data, allowing schools to move in and out of focal school status as determined by the data.

Strategy 3: Enrollment Focal Schools

Key actions

- 1) Use enrollment health dashboard to identify focal schools**
 - a) Incorporate a wide-variety of data to make objective decisions about school support
- 2) Provide enrollment assets**
 - a) Providing stickers, pens, lawn signs and so on
- 3) Provide technical support**
 - a) Differentiated Student Welcome Center outreach for focal schools
- 4) Provide adaptive support**
 - a) Thought partnership and strategic planning for leaders and enrollment teams

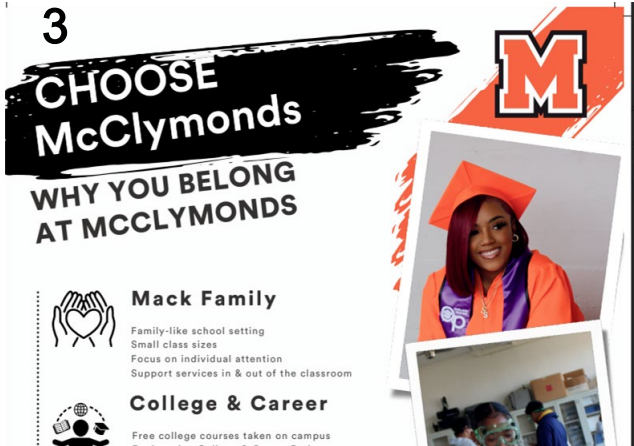
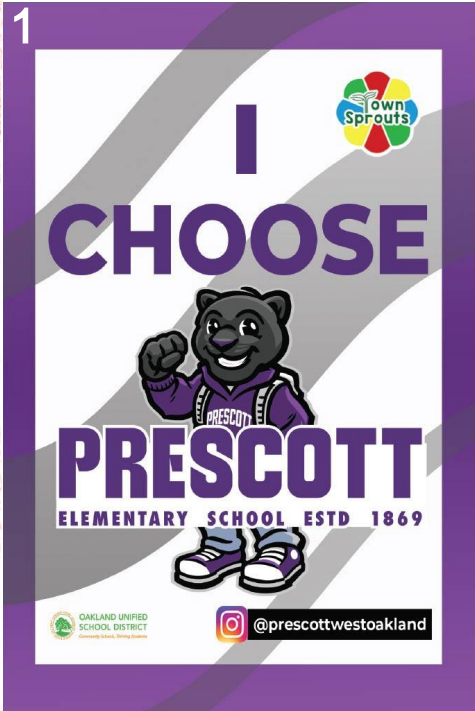
Strategy 3: Enrollment Focal Schools

Key actions

2025 -2026 Enrollment Focal Schools by Board Member District	
Elementary	Secondary
<p>District 1: Sankofa District 2: La Escuelita, Franklin (<i>new</i>), Garfield District 3: MLK, Prescott District 4: <i>none</i> District 5: Bridges, Manzanita Community (<i>new</i>) District 6: Burckhalter, OAK, Pride District 7: Grass Valley, KDA, Madison Primary</p>	<p>District 1: <i>none</i> District 2: Roosevelt District 3: McClymonds, WOMS, Westlake District 4: Bret Harte District 5: <i>none</i> District 6: Frick (<i>new</i>), Skyline District 7: Castlemont, MPA,</p>
<p>Exit: TCN, Hoover, Horace Mann</p>	<p>Exit: Elmhurst</p>

Strategy 3: Enrollment Focal Schools

Branded assets for schools



Examples of assets created for schools (left to right): 1) Car/refrigerator magnets sent to families who accept offers; 2) lawn/ window signs to promote neighborhood enrollment; 3) promotional flyers for outreach.

Strategy 3: Enrollment Focal Schools

IMPACT	1st Choice Rate Year Before Focal School work	1st Choice Rate After Inclusion in Focal School work	Growth
Horace Mann* (D5)	21%	65%	44 points
Reach* (D7)	75%	118%	43 points
Allendale* (D4)	46%	83%	37 points
Highland* (D7)	36%	67%	31 points
Castlemont (D7)	33%	63%	30 points
OAK (D6)	31%	53%	22 points
McClymonds (D3)	28%	49%	21 points
Hoover (D3)	65%	85%	20 points

The 1st choice demand rate for most focal schools improves immediately upon inclusion. The average year-1 growth is **eight** percentage points.

* denotes schools that have exited focal work



Reflections & Future Forward



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Internal Challenges: Sunset of Enrollment Stabilization Funding

Fiscal Year	Budget	FTE dedicated to BP5115 workflow
21-22	\$1,500,000	1.0
22-23	\$1,500,000	4.0
23-24	\$1,250,000	4.5
24-25	\$500,000 + Carryover *Board voted budget reduction	2.5
25-26	Carryover +1x Funding *No non-carry-over funds allocated	2
26-27	\$0	0

Internal Challenges:

Sunset of Enrollment Stabilization Funding

Ending

Enrollment focal school work
and differentiated support
PLC for site-based staff to do
website/ social work
Social media promotion and
outreach
Advertising and marketing:
both district-wide and
school-specific

Changing

Greatly reduced capacity to
support school teams
around enrollment strategy
Slightly reduced capacity in
Student Welcome Center to
support community

Internal Challenges:

Previous polling suggests that unstable district undermines enrollment

#2 Factor: School Funding, Budget, Finances

#3 Factor: Dysfunction, Mismanagement and Politics

The controversies, safety concerns, and work-stoppages of the past have undermined trust and confidence in the district

- Families cite these occurrences as reasons to leave an individual school, or leave OUSD as a whole

Constant budget reductions undermine community trust in school efficacy

Moving forward, one of the most powerful actions the Board, senior leadership, and labor partners can take for enrollment stabilization is contributing to a safe, stable district, typified by professional operations

Reflections & Next Steps

1. Enrollment Stabilization work was demonstrably successful on key metrics to support school based and district wide enrollment goals and does **NOT** have ongoing funding based on the practice of funding Board Policy 5 115 with one-time expiring funds.
2. Overall impact was lessened by lack of appropriate job descriptions/ positions aligned with the Board's directive.
 - a. Future initiatives requiring new work-flow should be accompanied by new job descriptions and not re-use outdated or misaligned roles
3. Contract with FM3 to for city-wide public polling on relevant enrollment topics to inform future enrollment work.
4. Implement revised strategic plan for remainder of 25-26 and into 26-27 reflecting reduced capacity
 - a. Reconceive department as a implementation-focused, rather than strategy-focused
 - b. Communicate changes to school leaders and teams
 - c. Provide school site with tool kits as a result of the decentralization of the enrollment work and minimize the impact on site enrollment

Appendix

Previous board reports

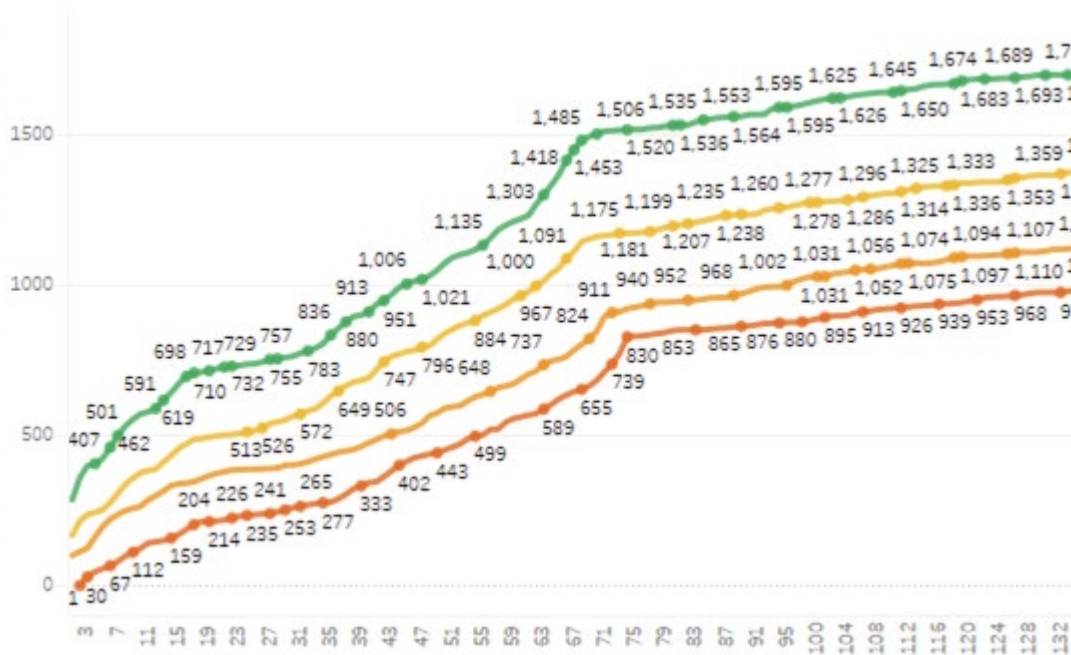
- 1) Enrollment Satabilization report 24-25:
https://docs.google.com/presentation/d/152G7r39mIU6NGaWe0OQmrU_VS5Ez5TIBJ9Ce-2P3JTY/edit?usp=drive_link
- 2) Annual Enrollment Report 25-26: https://docs.google.com/presentation/d/10-JSvbZ1bHd2NsO3ttJPummDCoQPdDul-WChCsK4Tqk/edit?usp=drive_link

Strategy #1: Improve Access

Sample of stakeholder driven Enrollwise upgrades

1. Changing school ranking interface to make it more user-friendly
2. Adding automated reminders to accept offers
3. Adding automated reminders to upload documents for unverified documents
4. Making unverified status visible to families
5. Automated reminders for missing documents
6. Refined log-in experience, including “student find”
7. Adding “expired” status to differentiate from applications that were declined manually versus those that weren’t responded
8. Increased transparency around same school errors and schools that do not have special education status
9. Option for students to upload immunizations, and reporting feature for staff
10. Option for new 10th-12th graders to upload transcripts, and reporting feature for staff
11. Upgrading childcare question interface for PK applications
12. Making application priorities visible for each school to reinforce the priority system
13. Consolidate K-8 and 6-12 schools so they function as a single school in the system

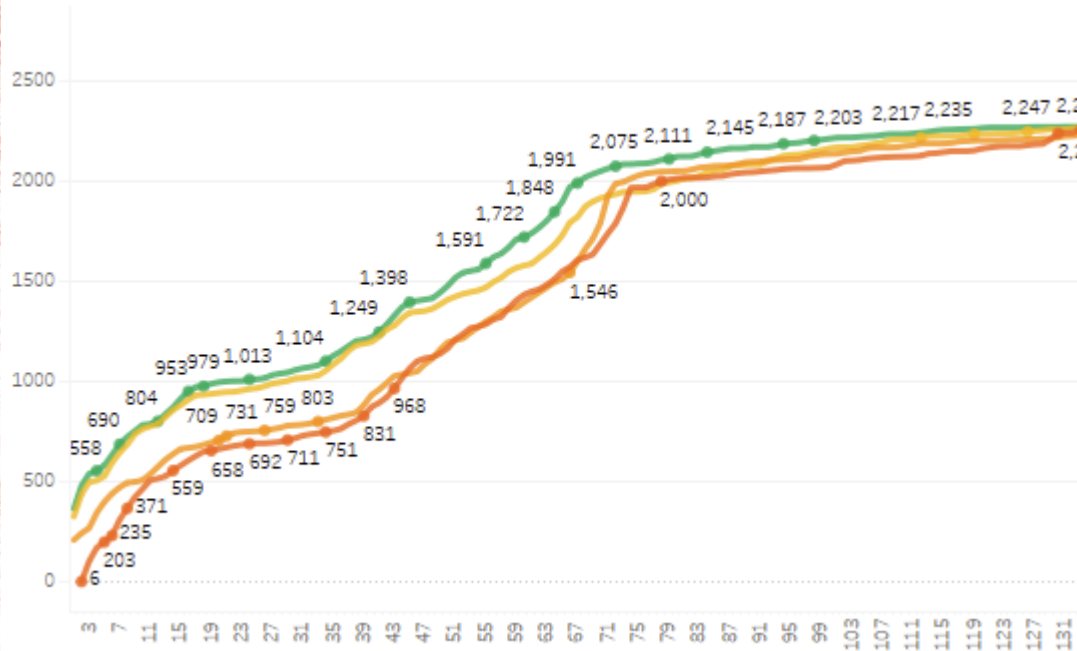
Strategy #1: Improve Access: TK applications



We have received more **325 more** TK applications than at this point in 25-26 and almost **580 more** than in 24-25. Unfortunately, our TK facilities are insufficient to meet this demand.

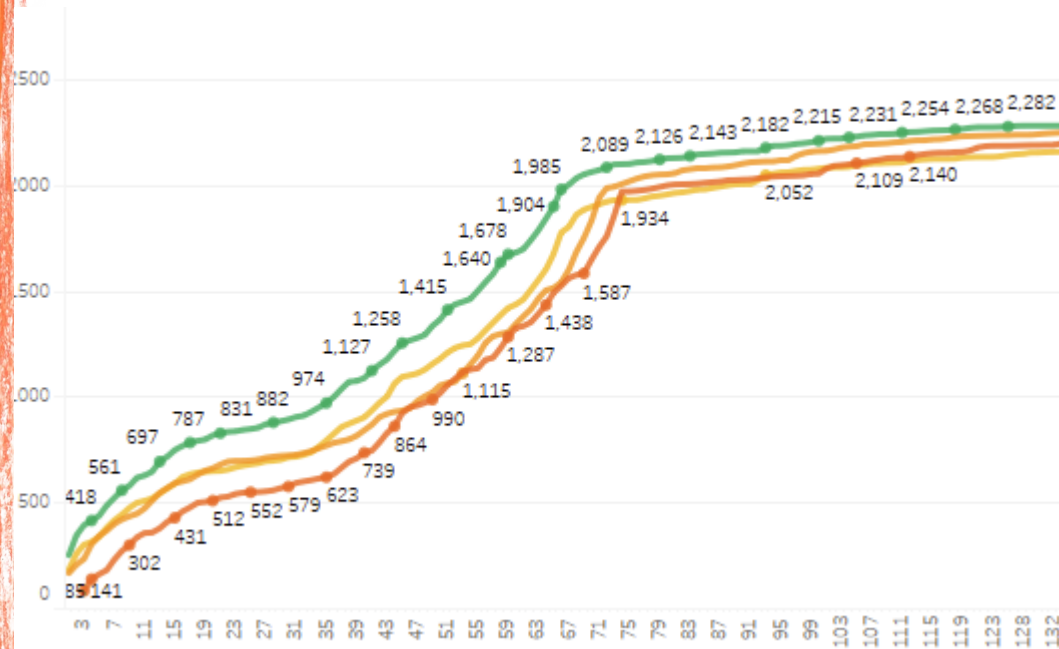
Strategy #1: Improve Access

6th grade applications



We have received about **4 more** 6th grade applications than in 25-26 and **40 more** than in 24-25. This is significant, as there were 79 fewer 5th graders enrolled currently than in 24-25, and yet we have generated more applications.

Strategy #1: Improve Access 9th grade applications



We have received **123 more** 9th grade applications than in 25-26 and **53 more** than in 24-25. This is significant, as there are 47 fewer 8th graders enrolled currently than in 24-25, and yet we have generated more applications.

Strategy #3: Enrollment Focal Schools

Descriptions of data points uses in the Enrollment Health Dashboard

- ❑ **1-year enrollment change:** Change in a school's enrollment from one year to the next
- ❑ **3-year enrollment change:** Cumulative change in a school's enrollment over the preceding three years
- ❑ **Grade span cohort survival rate:** The percentage of students who enroll at a school's entry grade and leave at the terminal grade (e.g. K-5; 6-8; 9-12) For elementary schools, we calculate this starting in kinder, not TK because of the lack of guaranteed TK seats at every school
- ❑ **Family choice rate:** Calculated as a percentage, it is the number of first choice applications to a school received from the start of the on-time enrollment window (typically early December) through the final day of the school year (typically late May) divided by the maximum capacity of seats the school could enroll at their entry grade
- ❑ **Net progression rate:** The net change in a school's year-to-year enrollment after accounting for all the students who leave and all the new students who enter
- ❑ **Neighborhood charter rate:** The percentage of students who reside in a school's defined attendance boundary who attend a charter school.

Strategy #3: Enrollment Focal Schools

School	1st Choice Rate Year Before Focal School work	1st Choice Rate After Inclusion in Focal School work	Change
Allendale*	46%	83%	37%
Bridges	81%	88%	7%
Brookfield*	21%	13%	-8%
Burckhalter	42%	56%	14%
Carl B. Munck*	22%	28%	6%
EOP	60%	49%	-11%
Esperanza*	118%	99%	-19%
Garfield	47%	69%	22%
Grass Valley	23%	42%	19%
Highland*	36%	67%	31%
Hoover	65%	85%	20%

School	1st Choice Rate Year Before Focal School work	1st Choice Rate After Inclusion in Focal School work	Change
Horace Mann	21%	65%	44%
KDA	27%	38%	11%
La Escuelita	44%	60%	16%
Laurel*	54%	69%	15%
MPA Primary	96%	52%	-44%
MLK	75%	71%	-4%
OAK	31%	53%	22%
Prescott	22%	24%	2%
Reach*	75%	118%	43%
TCN	69%	60%	-9%

Complete list of all **elementary** schools 1st choice demand rate change after inclusion in focal school work. Schools denoted with an asterisk have been exited from focal school portfolio. *Note:* These are not weighted, so Reach and Highland represent more change than Mann or MPA.

Strategy #3: Enrollment Focal Schools

School	1st Choice Rate Year Before Focal School work	1st Choice Rate After Inclusion in Focal School work	Change
Castle	33%	63%	30%
Frick	44%	58%	14%
Mac	28%	49%	21%
MPA 6-12 (6th)	69%	80%	11%
MPA 6-12 (9th)	101%	83%	-18%
Roosevelt	73%	77%	4%
Skyline	64%	51%	-13%
Westlake	59%	60%	1%
WOMS	44%	33%	-11%

Complete list of all **secondary** schools 1st choice demand rate change after inclusion in focal school work. Schools denoted with an asterisk have been exited from focal school portfolio. *Note:* These are not weighted, so Castle and Skyline represent more change than MPA or WOMS.

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

Students

BP 5115

Enrollment Stabilization

Rationale

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

District Office Supports for Schools

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

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

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

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

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

Responsibilities of Schools

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

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

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

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

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

Shared Responsibility for Enrollment Stability

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

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

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

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

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

Making Enrollment More Accessible for Families

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

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

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

No Resources for Competing Systems

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

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

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

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

Implementation

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

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

4/28/21