

## **Board Retreat - Enrollment**

February 1, 2020

### **Attendance**

*Board:* Aimee Eng (partial, by phone), Gary Yee, James Harris, Jumoke Hinton-Hodge, Jody London, Shanthi Gonzales.

*Central Staff:* Kyla Johnson-Trammell, Jody Talkington, Josh Daniels, Sonali Murarka, Preston Thomas, Sondra Aguilera

*Other Attendees:* Jim Mordecai, David Bird, Kim Davis, Nidya Baez, Charisse, Jeremy Gormley, Keta Brown

### **Framing - See Slides**

### **Discussion on Framing/Data**

- We don't have overarching policies on enrollment or student assignments. We have Board Policy 5116.1, but not Board Policy 5116. That would cover the core notion of enrollment. Need a policy to address neighborhoods, feeder patterns, etc. Brings into contention choice and neighborhood.
- In District 6 - a lot of disproportionality around special ed; same thing with homelessness. How do we better distribute high-needs students across our schools?
- What are we actually solving for? Do we want to concentrate or not? Would want to understand how much money these schools drive through ADA vs how much they pull from general fund
- Do we really value diversity or just the vision of diversity?
- Dilemma of choice policy is that there are always winners and losers. For example, Joaquin Miller functions as an "internal charter" where half the schools fills with students from outside the boundary.
- Data concerns/questions
  - Questions about verifying homeless numbers (look low)
  - Desire for updated data from 2019-20.
  - Community concern that demand rate is problematic as a way of assessing schools
  - Request to add charter schools to map of schools vs census tracts
- People are conflating race with economics. Impact of Oakland As and when they vacate their area.

### **Board Vision**

Prompt: My vision is...; Under my vision, what will be different...

*Director Jumoke Hinton-Hodge:* My vision is that parents will have access to high-quality school that offer an anti-racist policy that ensures students are valued.

What will be different:

- Parents will have coaching support in selecting schools.
- Parents will have access to highly diverse program offerings - arts integration, language.

*Vice President Shanthi Gonzales:* My vision is that there will be a more equitable distribution of Oakland's highest needs students across our system.

What will be different:

- More widely available rigorous options for families.
- Reserve seats for non-choosers in high-demand schools.
- Limit choice to neighborhood zones (running hills to flats) and magnet schools, so that we better articulate feeder patterns and more students attend neighborhood schools.
- Return to a site-based or regional enrollment system (Student Assignment will be more accessible in schools or neighborhoods)

*Director Gary Yee:* What will be different:

- Consciously balance social capital and benefit, multiculturalism.
- Reduce overall facilities footprint and subsequent drain on system.
- Create a weighted choice algorithm within existing neighborhood boundaries that reflect our goals and visions for equity, excellence, and choice.

*President Jody London:* My vision is that students will attend schools that they can easily access, where they are safe, in positive relationships with adults at the school, and experience academic rigor, joy and respect for their heritage, and have friends and classmates who reflect the socioeconomic diversity of our city.

What will be different:

- All students will attend quality schools
- Families will have certainty about the school trajectory for their students
- Schools will have resources to provide quality education, including the elements that support full service community schools (i.e., librarians, RJ, art, music, world language)
- Attendance will increase across the District

*Director Aimee Eng:* My vision is that students are attending and investing in high quality neighborhood schools.

What will be different:

- Late assignments are not concentrated in certain schools
- More schools are representative of district wide demographics
- Parents have more predictability and certainty in what schools they're enrolling in.

*Superintendent Kyla Johnson-Trammell:* My vision is one that prioritizes access to quality schools for students and families who are furthest from the sphere of success.

What will be different:

- Provide quality options in terms of neighborhood schools, specialized schools (alt ed, 6-12s)
- We support schools to be strategic communicators to a community that is vastly changing.

*Director James Harris:* Struggled with vision part because there are indicators that are present at some schools and not at others. What's true at Oakland Tech is that trust, stability, and teacher retention are high. How do we make that true at every school? The greatest crime is that we want those things to be

true when our average teacher is \$60K a year. We are at odds with resources in a way that we've never seen before. We should be talking about teacher assignment policy.

### **Discussion on Board Vision**

- Agreed that we need to better support our schools to market
- We should be talking about charters as well. Community of Schools policy (BP 6006) is an effort to bring this conversation under one umbrella
- Enrollment piece isn't isolated. The root of our challenge is the limited quality options.
- I care about neighborhood schools. I don't think we can say that this is your only school, but I want to see modified choice. We're losing the fabric of community and schools.
- Also, there's a feeder pattern question. Frick has been destroyed by charters and other decisions. How are we going to stabilize feeder patterns for Frick and Fremont?
- Interest in aligning around investing in neighborhood schools. Interested in late choosers -- what can we do in the near-term for them?
- In conversation with my constituents, particularly now, when people make a decision to buy a house, it's the single largest economic decision they make in their life. In this city, people make that decision based on the school they believe their child will go to.
- Teacher assignment is dictated in the contract. Schools have hiring committees. Might need to discuss this in closed session.

### **Process Proposal - See slides**

#### **Process Discussion**

##### Board feedback/concerns

- Would want to do the type of regional outreach that the 7-11 Committee used..
- Suggestion that we need online explanations and presentations to make this clear to the public, particularly if we're not recording these conversations.
- A glossary of terms would be helpful
- Is the timeline rushed?
- Need to rethink community engagement. Can we use Thought Exchange in an online town hall setting?
- What will advisory group (working group) be working on? Do they need more direction?
- Composition of advisory group
  - Ensure it is reflective of the district
  - Should include parent voice. We should ground any analysis in parent voice.
  - Ensure other members of staff are brought into this work, such as equity office
- This work is going to be challenging, involves uncomfortable conversations.
- Superintendent search used this type of working group, and it worked well. It brought us perspective, was representative, and brought helpful feedback.
- Ultimately, despite some concerns about convening advisory group too soon, Board agreed that bringing in community input early on would be helpful

##### Community feedback

- Like the idea of advisory groups. I would have watched a whole recording. Very interested in where each Board members stands.
- Need to make sure any advisory body is reflective of the entire community.
- Vision of Equity Allies: Believe in research which shows the value of integrated schools. District should make intentional changes to enrollment process towards integration. Also committed to partnering with other parent-led and community groups. Intentional efforts to integrate schools can interrupt the concentration of resources. Encouraged by the discussion today.
- Not hearing and seeing what is the intended outcome for a policy change? Are we saying we want to diversify schools? Or do we want parents to have choice? What's missing is the high-level goal.
- Are we talking about socioeconomic integration, or racial integration?

### Process Decision

- Early February: Staff to share notes from this retreat with the Board
- Early February: By February 14, Each Board member will share the following with staff:
  - 2 pain points with the enrollment policy in your specific district
  - Nominee for the working (advisory) group, with a backup nominee if you have one.
- Late February/March: Staff will convene the working group.
  - The working group will help put together a survey to go out to the broader community, which should include at least the following: feedback on the Board's pain points, other pain points, and brainstorming ideas for potential solutions.
  - Survey results discussed by working group and staff
  - Staff will create a website to publicly share notes and documents from the working group meetings.
- April: Board update on data from survey. Board prioritizes the challenges that they believe should be tackled this year. Potential use of Thought Exchange here.
- May/June: Working group and staff tackle prioritized challenges. Partner with UC Berkeley researchers on analytics. Working group members get broader input from their constituencies.
- June (tentatively): Potential strategies/solutions brought back to the Board for consideration. Board provides feedback and prioritization. Potential use of Thought Exchange here.
- July/August: Implementation details of prioritized strategies/solutions are worked out and refined.
- September: Update on recommended changes. This may be a change to Admin Regs, Board Policy, or other types of recommendations.
- October: Vote (if applicable) on recommended changes. **This would be the latest timeline that allows for implementation for the lottery application window that will open around November 2020.**