

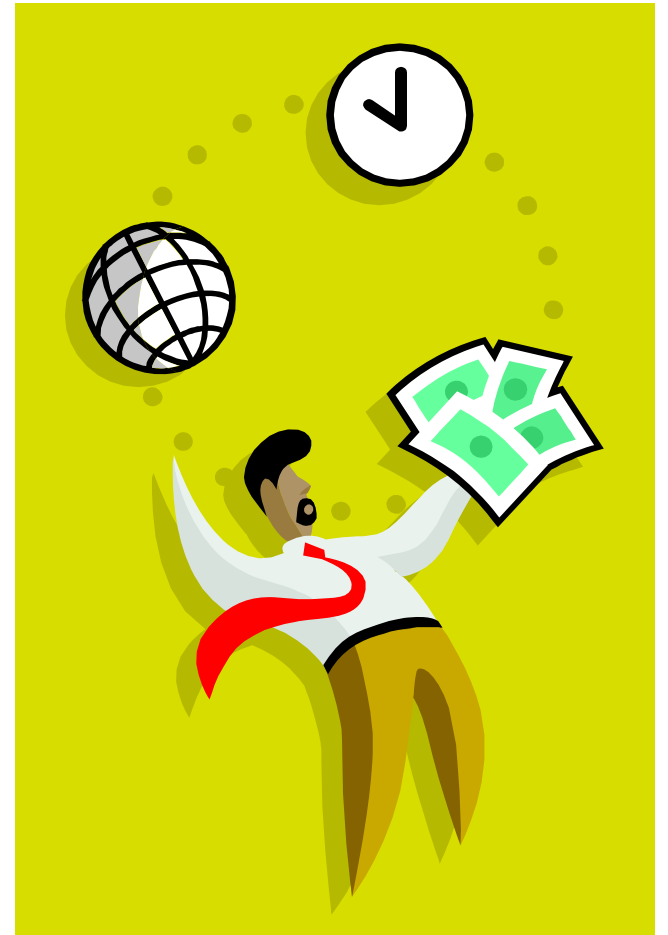
Alternative Solutions:
Priority Enrollment Review
May 10, 2011



Agenda

- Overview
- Priority Enrollment
- Sister Schools
- Open Issues

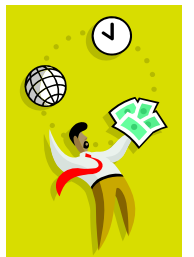
OVERVIEW



Alternative Solutions Committee Goals

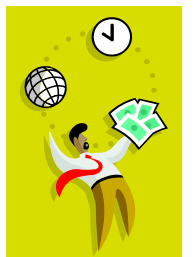
Look at alternative solutions to changing school boundaries to address the following for 2013 and beyond to minimize impact to children and communities:

- Over capacity within current schools including Cipriani and Central and future growth projections
- Allocation of bond funds to modernize school and support school growth



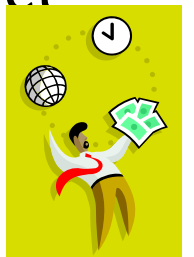
Issues tied to Enrollment

- Elementary School Sites vary in size and capacity
- Unbalanced population distribution relative to size of each school campus
- Sites not all equitably equipped with science classrooms or full sized learning centers
- ADA requirements when upgrading buildings require reconfiguration of space utilization



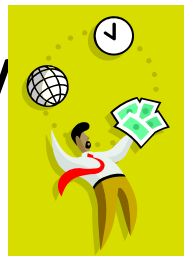
Research on Enrollment

- 3 Nearest Counties
 - San Mateo, Santa Clara, Alameda
- 54 School Districts reviewed
- Looked for Enrollment Policies and Language / Math/ Magnet Programs
- ~30% have enrollment policies posted online
 - Indication of enrollment issues in district
 - Communication on how problem solved by district
- Deeper dive into 9 Case Studies



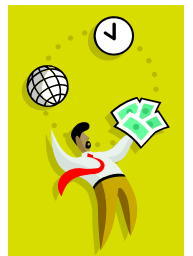
Case Studies

- Deep dive into 9 districts to find out more about their programs and policies, including:
 - History on the district & problems they faced
 - Why they implemented their enrollment policies
 - Community involvement & parent reaction
 - How their programs work
 - Elements of their programs that might be beneficial for BRSSD
- Comments within case studies were made by the districts interviewed, not interviewers



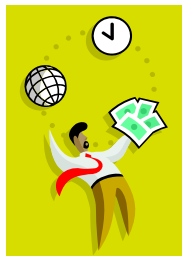
Key Findings

- Significant capacity fluctuations
 - Both under- and over- capacity issues within district history
 - Schools have been sold, nearly sold or leased that are later needed
 - Over enrollment requires movement of children around districts
 - Skepticism of demographic data reliability
- Children unable to attend their neighborhood school due to capacity are typically placed at a “comparable school” or better
 - Comparable is defined by API, programs, and reputation
- Many districts have Programs (language, magnet, etc) to draw students to specific schools
 - Lottery system typically used for placement into programs is common practice due to high demand
- Communication & expectation setting is essential regarding enrollment considerations & policies



Research Conclusion

- Boundary changes are often unsuccessful
- Policy changes still need to be made
- Reactionary changes are ineffective and fracture communities
- BRSSD needs to create rules that will work for our unique district
- Long term vision, communication, and expectation setting are key to building and maintaining strong community



So, what should we do?



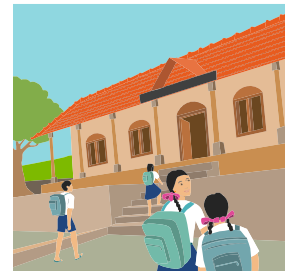
**PRIORITY ENROLLMENT
SISTER SCHOOLS**



PRIORITY ENROLLMENT (PE)

Priority Enrollment – A First Look

- Create a list of priorities by which students are accepted for enrollment at district schools
- Registered students are accepted by priority order into each school until capacity is reached
 - If registration is below capacity, no issues
 - If registration exceeds capacity, no additional priority levels are accepted once full capacity is reached
- Registrations from a group with lower priority order are evaluated when acceptance becomes limited by school capacity
 - Must be equitable and non-discriminatory



Priority Enrollment, Sample 1

- In school, in attendance zone
- In school, outside attendance zone

- Siblings, living within attendance zone
- Siblings, living outside attendance zone

- New students, within attendance zone
- New students, rest of District
- New students, external of BRSS District

Current
Students

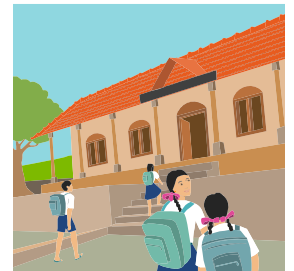
Siblings of
Current
Students

New
Students



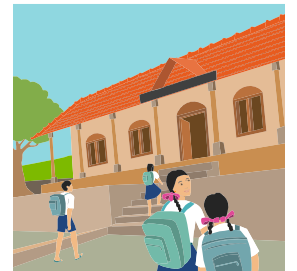
Issues with A First Look

- “Singletons” – students not accepted due to over-enrollment are distributed around school boundary and not concentrated in neighborhoods
- “Proximity” – students who live across the street from school possibly not attending
- “Equitability” – first come, first served sometimes creates a need for camping out which the Board and City want to avoid



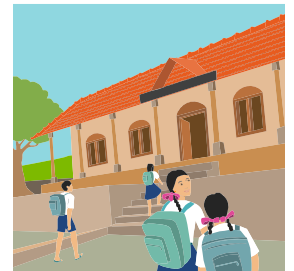
Second Look – Priority Enrollment

- Must be equitable and non-discriminatory
- Potential approaches include:
 - Lottery
 - First come, first served
 - Length of time living at residence
 - Rotating Neighborhood Priority

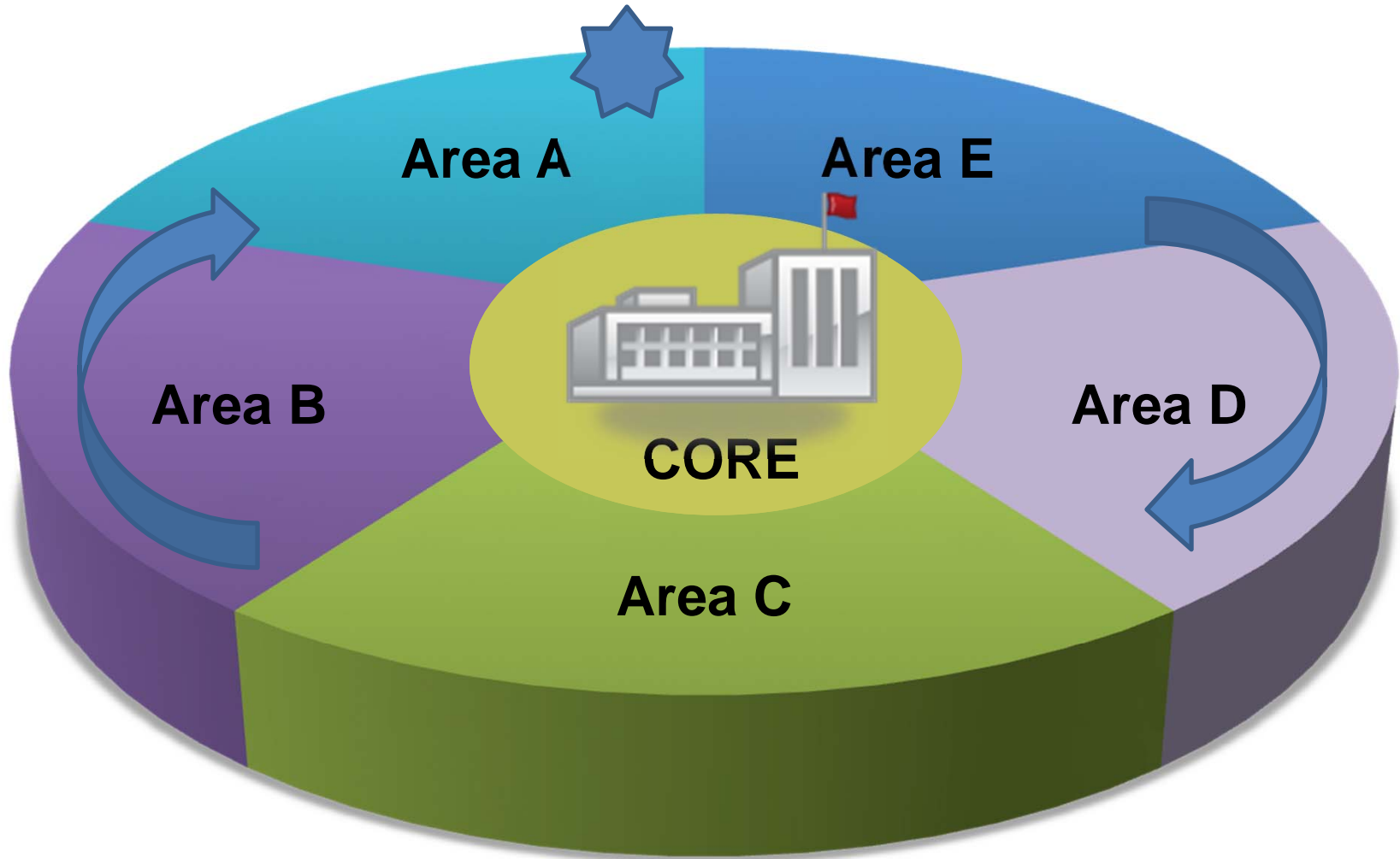


Rotating Neighborhood Priority

- Each school has a core area and defined neighborhood areas
- Core area always has top priority for the school
- Neighborhood Areas rotate priority for enrollment at each school each year
- Over-capacity is prioritized by Neighborhood Area with lowest priority for that year; working backwards until the cap is satisfied



How Does It Work?

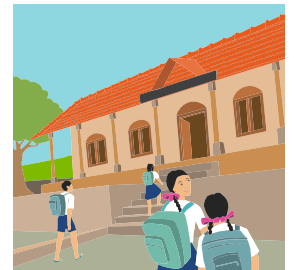


Year 1 – Area A Highest Priority, Area E Lowest Priority
Year 2 – Area B Highest Priority, Area A Lowest Priority

Rotating Neighborhood Table

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Area	Core Area	Core Area	Core Area	Core Area	Core Area
Area A	Area B	Area C	Area D	Area A	Area B
Area B	Area C	Area D	Area E	Area B	Area C
Area C	Area D	Area E	Area A	Area C	Area D
Area D	Area E	Area A	Area B	Area D	Area A
Area E	Area A	Area B	Area C	Area E	Area B

Year over year each Neighborhood except those closest to the school itself (Core Area) would rotate as the neighborhood with the highest priority for enrollment at that school. If over-capacity issues arise in a given year, over-capacity movement would all come from the same neighborhood.

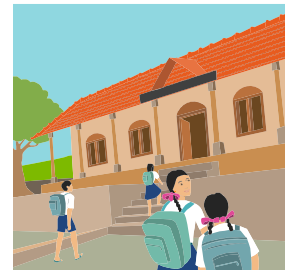


Rotating Neighborhood Example

Year 1	Year 2
Core Area	Core Area
Area A	Area B
Area B	Area C
Area C	Area D
Area D	Area E
Area E	Area A

- If capacity is exceeded in Year 1, students from Area E are moved as a neighborhood
- If capacity is exceeded in Year 2, students from Area A are moved as a neighborhood

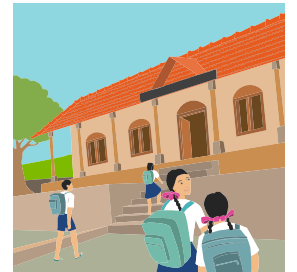
Open issue: how does the final selection within lowest priority area occur? If there are 10 spaces available and 15 students.

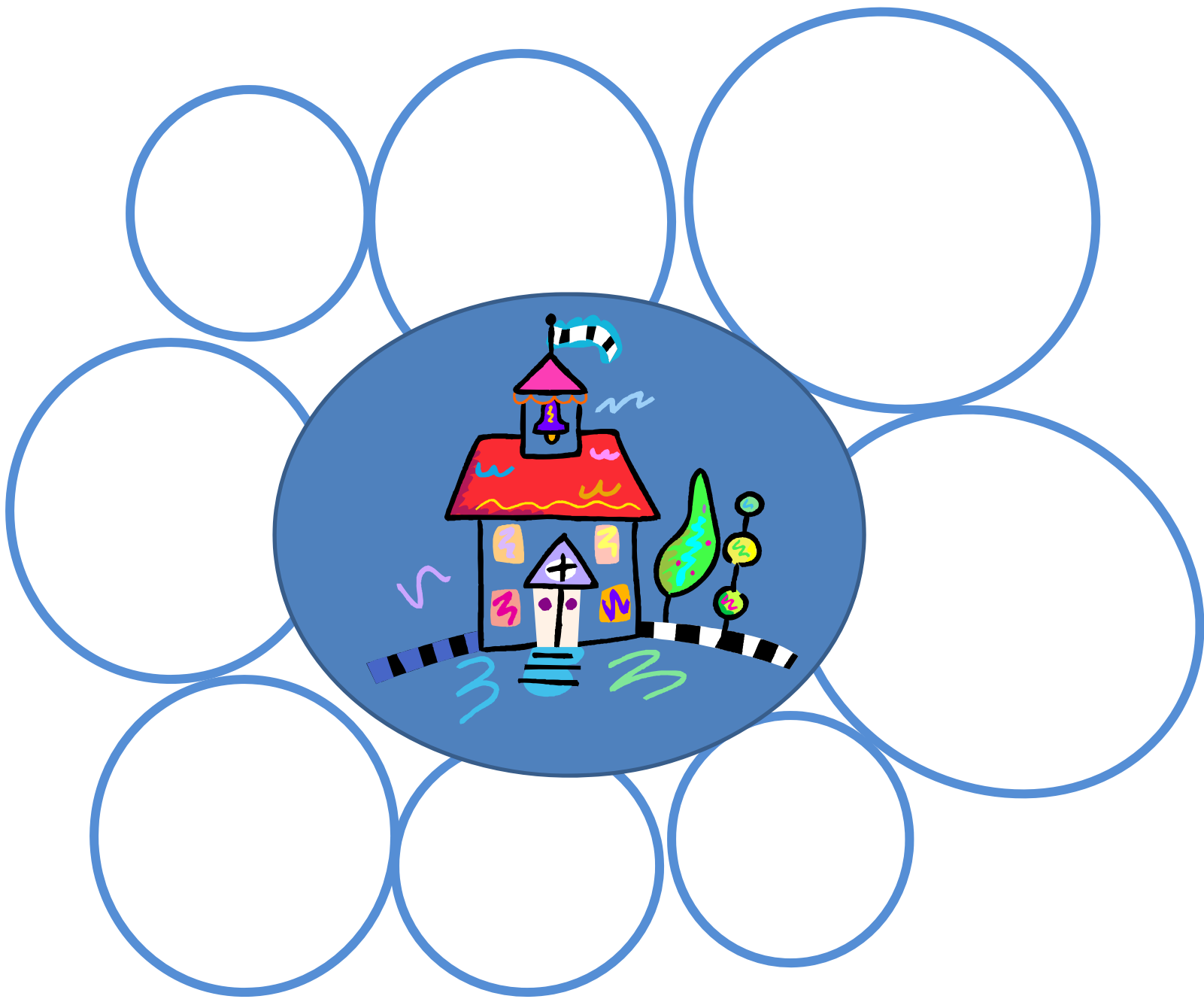


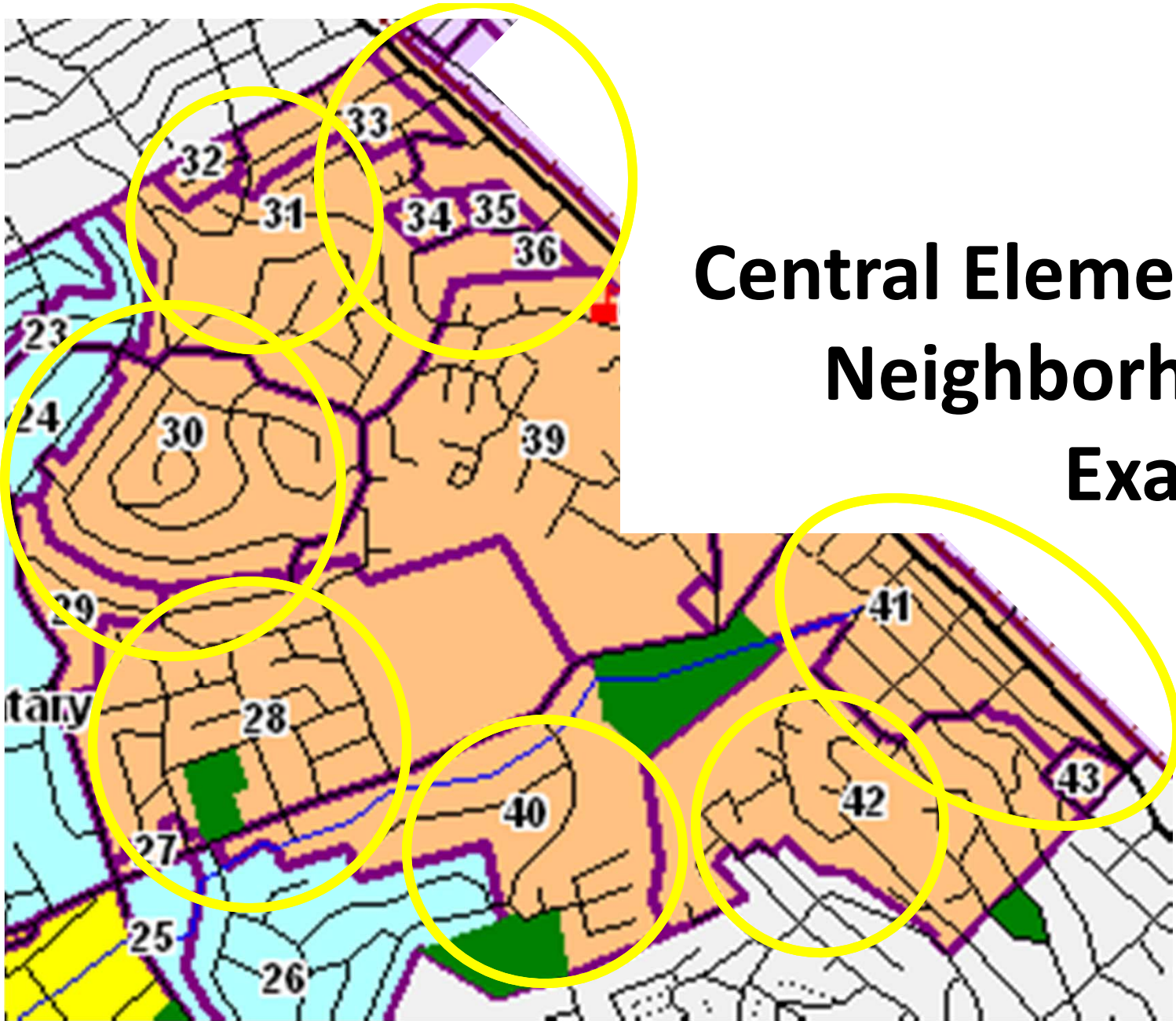
Back to the Issues

- “Singletons” – Movement by neighborhood, not single students (unless 1 over-capacity)
- “Proximity” – Core areas maintained
- “Equitability” – Rotating priority

Accounted For







Central Elementary Neighborhoods Example

Single School Rotating Neighborhood Example Year over Year – Central Elem.

Year 1	Year 2	Year 3	Year 4
Core: 37, 38, 39	Core: 37, 38, 39	Core: 37, 38, 39	Core: 37, 38, 39
41, 43	42	40	27, 28
42	40	27, 28	29, 30
40	27, 28	29, 30	31, 32
27, 28	29, 30	31, 32	33, 34, 35, 36
29, 30	31, 32	33, 34, 35, 36	41, 43
31, 32	33, 34, 35, 36	41, 43	42
33, 34, 35, 36	41, 43	42	40

Year over year each Neighborhood except those closest to the school itself would rotate as the neighborhood with the highest priority for enrollment at that school. If over-capacity issues arise in a given year, movement to sister school would all come from the same neighborhood.

All Schools Rotating Neighborhood Example Table Year 1

Fox	Cipriani	Central	Nesbit
Core: 5, 6	Core: 22 (needs to be split up further)	Core: 37, 38, 39	Core: 51
1, 2, 3	Part of 22	41, 43	57, 59
4	14, 21	42	56, 58, 60
7	20, 23, 24	40	53, 54
8, 9, 10	25, 26	27, 28	52
11, 13		29, 30	44, 45, 46
12, 19		31, 32	47
15		33, 34, 35, 36	48, 49, 50
16, 17, 18			

Note: example uses areas created by the demographer that represent similar housing as well as geography. Additional study would be required to establish appropriate rotating neighborhood zones of similar size.

All Schools Rotating Neighborhood Example Table Year 2

Fox	Cipriani	Central	Nesbit
Core: 5, 6	Core: 22 (needs to be split up further)	Core: 37, 38, 39	Core: 51
4	14, 21	42	56, 58, 60
7	20, 23, 24	40	53, 54
8, 9, 10	25, 26	27, 28	52
11, 13		29, 30	44, 45, 46
12, 19		31, 32	47
15		33, 34, 35, 36	48, 49, 50
16, 17, 18			
1, 2, 3	Part of 22	41, 43	57, 59

Note: example uses areas created by the demographer that represent similar housing as well as geography. Additional study would be required to establish appropriate rotating neighborhood zones of similar size.

Rotating Neighborhood Areas

- Must be equitable and non-discriminatory
- Number of areas can be different for each school
- More Rotating Neighborhoods equals greater flexibility
- Examples of Rotating Neighborhoods in this presentation based on Areas provided by demographer. These are likely not representative of an optimal area designation.



Priority Enrollment with Rotating Neighborhood Areas

- In school, in core attendance zone or neighborhood area
- In school, outside core attendance area or neighborhood area
- Siblings, in core attendance zone or neighborhood area
- Siblings, outside core attendance area or neighborhood area
- New students, Core Area
- New students, Neighborhood Priority area, rotating
- New students, rest of District
- New students, external of BRSS District

Current
Students

Siblings of
Current
Students

New
Students



Resolved Issues

- Over-capacity expectations
- Singletons
- Proximity
- Equitability
- Flexibility

Open Issues

- Once the cutoff for priority is determined, what is the final process for assigning students to a school?
- What about students who move in over the summer once capacity has been reached?
- Design of actual Neighborhood Areas require more expert assistance.



**SISTER SCHOOLS
(SS)**

BRSSD Sister Schools



Sister Schools Enrollment

- Every school in the district has an identified maximum capacity (the “cap”)
- Every school has the same enrollment criteria, unless a new specified Program is created in the future that draws students in to a school
- Every school has an identified sister school to incorporate population that exceeds capacity
- If that sister school is also at capacity, the population would go to the next closest pair of sister schools
- Capacity issues managed bi-directionally



Sister Schools Beyond Enrollment

- Joint events with the schools (picnics, fun runs)
- Joint projects together (campus projects)
- Coordinating field trips day / location
- Tie in classrooms / SMART board video meetings / write reports on each other / pen pals
- Sister-school buddies
- Double friends when get to Ralston



Sister School Transfer Rules

- Any transfers to a sister school for over-capacity results in assignment of that school as the new “home school”
- Siblings receive priority enrollment into the new home school



Priority Enrollment with Sister Schools

- In school, in attendance zone
- In school, in sister school attendance zone
- In school, outside sister school attendance zone

Current
Students

- Siblings, living within attendance zone
- Siblings, living within sister school attendance zone
- Siblings, living outside sister school attendance zone

Siblings of
Current
Students

- New students, Core Area
- New students, Neighborhood Priority area, rotating
- New students, Sister school attendance zone

New
Students

- New students, rest of District
- New students, external of BRSS District



Priority Enrollment with Sister Schools

1. Students currently attending the school and living
 - i. inside the neighborhood attendance zone
 - ii. the total sister school attendance zone
 - iii. outside the total sister school attendance zone (inter or intra district transfers)

2. Residents who are siblings of any student currently attending the school and living
 - i. within neighborhood attendance zone
 - ii. within total sister school attendance zone
 - iii. outside of sister school attendance zone

3. Residents not currently attending the school and living
 - i. within the Core Area attendance zone
 - ii. in the Neighborhood Priority area, which rotates as posted every year
 - iii. within the sister school attendance zone
 - iv. within the greater school district
 - v. not within the district



Priority Enrollment with Sister Schools – longer descriptions

- Students currently attending the school and living inside the neighborhood attendance zone
- Students currently attending the school and living inside the total sister school attendance zone
- Students currently attending the school and living outside the total sister school attendance zone (inter or intra district transfers)

- Residents who are siblings of any student currently attending the school and living within neighborhood attendance zone
- Residents who are siblings of any student currently attending the school and living within total sister school attendance zone
- Residents who are siblings of any student currently attending the school and living outside of sister school attendance zone

- Residents not currently attending the school and living within the Core Area attendance zone
- Residents not currently attending the school and living in the Neighborhood Priority area, which rotates as posted every year
- Residents not currently attending the school and living within the sister school attendance zone

- Residents not currently attending the school and living within the total school district
- Residents not currently attending the school, not living within the district



Issues Addressed by PE & SS

Issue	Reason	Solution	Benefits
Singletons	Want to maintain close community	Rotating assignment of moveable area	Keeps similar-aged children from same neighborhood together
Proximity	Across street from school not attending that school	Core area assignment	Small area closest to school is always assigned there
Equitability	Spread burden across district	Rotation areas for each school	All neighborhoods participate
Simplicity	Solution must be easily explained and still address the other issues	Graphs, charts and real life examples	Incorporates ideas from the community at-large
Stability	Need to grow and enrich communities	Sister school transfers permanent	Increases family commitment to school site

Issues Addressed by PE & SS (cont.)

Issue	Reason	Solution	Benefits
Lottery “Losers”	Social stigma of random chance	Re-assignment is based on predictable Rotating Neighborhood schedule	Expectations are clear and communicable prior to registration process
Eliminate First Come First Served	Camping out is not desired by District and City Council	Priority clearly outlined based on Rotating schedule	Only small cuts of the population in question at any time
Child held back because didn’t get in	Hoping to get in to that school next year	No change	More capacity for current students
Neighborhood Schools / Walkability	Community strength	Build*: Schools inconsistent size	Create space where space is needed
Flexibility and Scalability	Predictability of enrollment, year over year fluctuations	Priority enrollment allows for adjustments per school and per year	Can use as needed

*Note: building recommendations are being handled by a different AS sub-committee

OPEN ISSUES

Open Issues

- Once the cutoff for priority is determined, what is the final process for assigning students to a school?
 - Lottery, Residency Length, First come first served, move the entire neighborhood group?
- What about students who move in over the summer once capacity has been reached?

Open Issues, 2

- Design of actual Neighborhood Areas require more expert assistance.
- Writing new enrollment policy in appropriate language requires more expert assistance.
- Need to also spell out policy for transfers
- Need to compare this cap plan with cap/attrition plan by Principals on Boundary Committee

Open Issues, 3

