



PILLAR 1

SERVE THE COMMUNITY

DEMOGRAPHICS
&
DATA

RECRUITMENT
AND OUTREACH

STEP IT UP
2018 - 2019

COMMUNITY
AND FAMILY
ENGAGEMENT

DIVERSITY & EQUITY

DASHBOARD

CHARTER RENEWAL, LANGUAGE MATTERS

ELEMENT G: “Ensuring equity and representation”

EQUITY:

“Reflects processes and practices that both acknowledge that not everyone has been afforded the same resources and treatment while also working to remedy this fact. Equity is often conflated with the term “equality” which means sameness and assumes, incorrectly, that we all have had equal access, treatment, and outcomes. In fact, true equity implies that an individual may need to experience or receive something different (not equal) in order to maintain fairness and access” (Brandeis University)

CHAIRMAN KENNEDY LANGUAGE MATTERS

DIVERSITY:

“Numerical representation of different kinds of people” (Stanford Social Innovation Review)

“Having a variety of social identities (sex, race, gender, class, religion, ability, health, ethnicity, migration history and many others) that spend time in shared spaces, communities, institutions, and societies” (Brandeis University)

CHARACTER RENEWAL LANGUAGE MATTERS

REPRESENTATION:

“Representation matters. Sociologists and psychologists have long known that when we see others like us in important and powerful positions, we can imagine what is possible for ourselves and model that behavior to improve our own situations. Representation is particularly important for marginalized groups – women, people of color, LGBTQ individuals, working class people, people with disabilities, and other individuals whose stories and lives are often not reflected in our media and popular culture” (The Humanist)

CHARACTER RENEWAL LANGUAGE MATTERS

INCLUSION:

“The action or state of being included within a given structure...inclusion involves an authentic and empowered sense of participation and a true sense of belonging” (Casey Foundation Race Equity and Inclusion Action Guide)

Focus Areas for D&E Work

Charter Mandate:

Maintaining 2/3 Percentage of Oakland students:

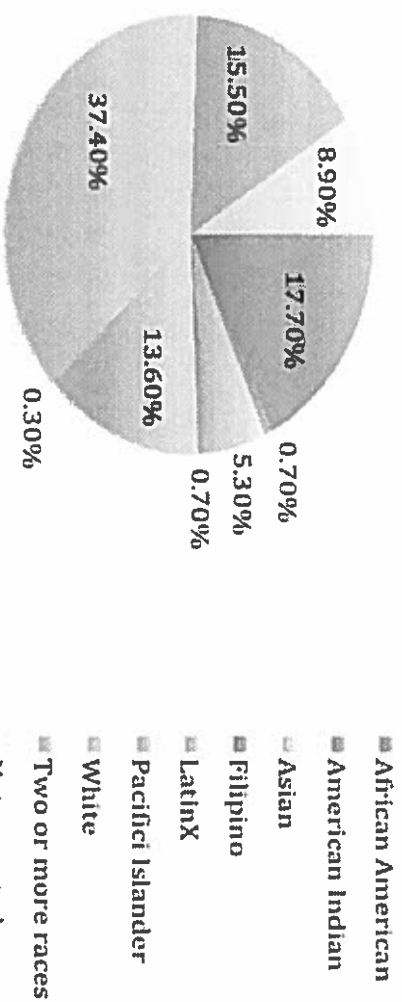
We currently have 67% of Oakland Residents: Goal Met

Interpretation of Pillar 1

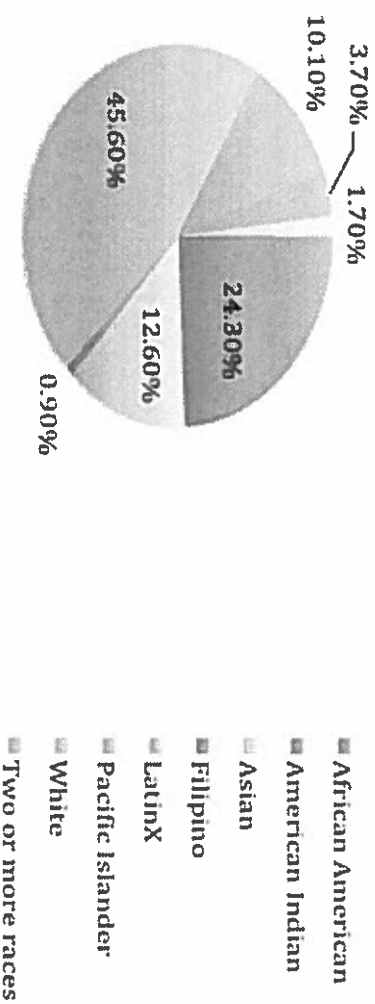
- Increasing representation of Asian, LatinX, and African American students**
- Increasing percentage of low-income students and families**
- Increasing communication and access to marginalized families at OSA**
- Clearly defined and targeted recruitment strategies**
- Clear academic, artistic, and emotional support structure for marginalized students that enroll at OSA.**

OSA and OUSD COMPARATIVE DEMOGRAPHICS

OSA DEMOGRAPHICS 2017 - 2018 (CDE Website)

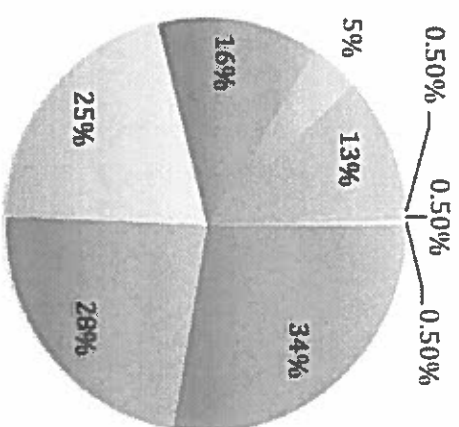


OUSD DEMOGRAPHICS 2017 - 2018 (CDE website)



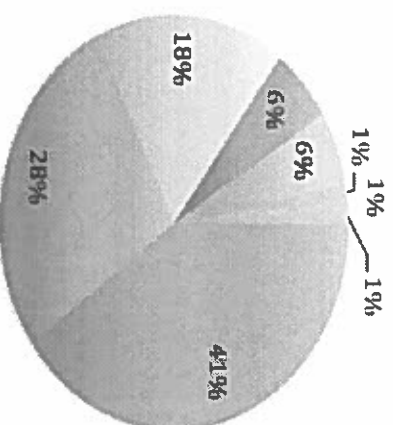
CITY OF OAKLAND AND OSA COMPARATIVE

CITY OF OAK DEMOGRAPHICS 18_19 suburbanstats.org



- White
- African American
- LatinX
- Asian
- Two or more Races
- Unlisted Race
- American Indian
- Pacific Islander
- Three or more races

OSA DEMOGRAPHICS 18_19 Powerschool



- Caucasian
- Multi-Ethnic
- African American
- Asian
- LatinX
- American Indian
- Pacific Islander
- Declined to State

PILLAR 1 FOCUS GROUP QUESTION

**WHAT ARE OUR TARGET DEMOGRAPHIC
GOALS AS A SCHOOL?**

+

RECRUITMENT AND OUTREACH

AREAS OF FOCUS:

6th grade entry

Step It Up program

Title 1 Oakland Schools

RECRUITMENT:

Cava Menzies, Kev Choice, Michaela Peters

Recruitment is focused on Fall enrollment for Step It Up.

STEP IT UP

STEP IT UP DESCRIPTION:

Step It Up: Step it Up is one of OSA's Diversity Initiatives designed to give underserved Oakland youth in 4th-5th grades attending Title I elementary schools in Oakland access to OSA's high quality arts instruction.

2018 STU STATS for 2018 – 2019

- **90 total students enrolled (83 Oakland residents)**
- **71 total from Title I schools**
- **53 total FRL students: (20 no, 16 don't know)**
- **Languages spoken: 51 English, 12 Spanish, 1 Russian, 1 Taishanese, 1 Vietnamese, 16 left blank**

COMMUNICATION AND ACCESS

CHALLENGE – reaching our marginalized families that don't have access (technology barriers, language barriers)

Communication and Access: OSA has secured the translation program “Talking Points” in order to implement a school-wide communication system that is accessible for all families in their home language. This system has many benefits:

- increased communication between school and home**
- two-way messaging**
- two-way translation**
- robo call translation**
- accessibility on mobile and computer devices**

**Talking points was originally founded in Oakland to support low-income immigrant families and is now used throughout OUSD and many other districts as a primary communication tool.*

SERVING THE COMMUNITY POC STUDENT AND FAMILY ENGAGEMENT

Student and Parent Affinity groups

Board for Students of Color: BSOC contains students reps from many of the POC clubs at OSA. With the guidance of a faculty advisor, we create a safe and supportive environment for students of color to have conversations about race and equity at OSA.

Parents of Color Group (APT POC): Established in Fall 2017 to provide a safe and space for families of color at OSA to build community, voice concerns, and generate solutions to equity challenges facing the school.

UPCOMING REPORTS

Comparative data report on Step It Up's impact on grade level enrollment for the past few years.





FAST FACTS - 2017-18

OAKLAND UNITED SCHOOL DISTRICT

ALL SCHOOLS¹

Data listed below includes OUSD district-run & district authorized charter schools. Data listed to the right is based on OUSD district-run schools only.

50,119 KNOWN BY STUDENTS IN OUSD DISTRICT-RUN SCHOOLS

13,219 AMERICAN-CHARTER SCHOOLS

36,900 # of Students in OUSD District-Run Schools

60 in TK
19,200 in K-5
7,161 in 6-8
9,039 in 9-12

122 # of OUSD DISTRICT AUTHORIZED CHARTER SCHOOLS

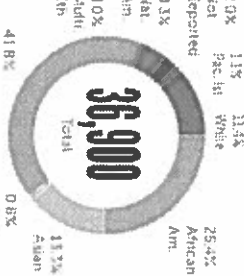
35 # of OUSD District-Run Schools

9 Elementary
8 Grade K-5
1 Middle
1 Alternative
3 Grade 6-12
7 High
1 and Study

5 Adult Education Programs: Career Technical Education, College & Career Readiness Pathways, English as a Second Language (ESL), Citizenship, Family Literacy & General Education

DISTRICT-RUN SCHOOLS

STUDENTS¹



CHILD NUTRITION

74,500 STUDENTS EATEN FREE OR REDUCED PRICE LUNCH
57 Schools with school-based breakfast
7,805 Average number of breakfasts served daily and **18,700** average number of lunches served daily in 2016-17.

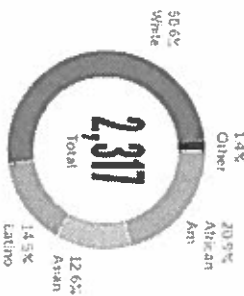
HEALTH & WELLNESS

16 School-based health centers
6,251 Students served
41,002 Total visits

SUSPENSIONS

3.6% STUDENTS WITH 100 OR MORE SUSPENSIONS
9.1% African American male students suspended

TEACHERS¹



1,846 TK-12 Teachers, **51** Early Childhood Education Teachers, **408** Special Education Teachers, **12** Adult Education Teachers

NEWCOMERS

2,460 Newcomer students, **12** Schools with Newcomer Programs, **317** Refugee students, **284** Asylee students, **567** Unaccompanied Immigrant Youth

HOME LANGUAGES

50.3% STUDENTS SPEAKING NON-ENGLISH HOME LANGUAGE
33.4% speak Spanish, **4.4%** speak Cantonese, **2.5%** speak Arabic, **2.3%** speak Vietnamese, **2.0%** speak Hindi, **1.1%** speak other languages spoken in OUSD students' homes

ENGLISH LANGUAGE LEARNERS¹

30.0% ENGLISH LANGUAGE LEARNERS
11,083 Students Total, **55.7%** of Grade 6-12 ELLs are Long Term English Language Learners

OTHER SCHOOL STAFF¹



145 Principals, Assistant Principals, b Early Childhood Education Site Administrators, **1,700** School Support Staff

ATTENDANCE¹

94.83% ATTENDANCE
13.2% Students chronically absent

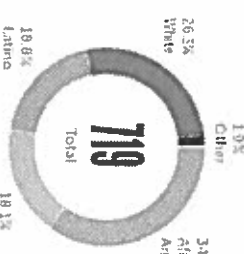
SUMMER SCHOOL

6,319 Students in 61 summer learning programs across 47 schools, **24** Partner organizations ran programs sponsored by OUSD

GEOGRAPHIC

2.6 Miles AVERAGE DISTANCE TRAVELED BY STUDENTS TO SCHOOL
45.6% Students attend a neighborhood school

CENTRAL OFFICE STAFF¹



563 Average Teacher Salary, **\$107,602** Average Principal Salary, **\$107,602** Average Assistant Principal Salary, **\$40,317** Average School Support Staff Salary, **\$24,117** Average Central Office Salary

BUDGET¹

\$762.8 MILLION 2017-18 TOTAL BUDGET
\$16.991 Average number of students served daily, **18** After school lead agency partners

AFTER SCHOOL PROGRAMS

81 After school program sites, **8,027** Average number of students served daily, **18** After school lead agency partners

EARLY CHILDHOOD EDUCATION

1,612 Pre-K/ECCE Students, **28** ECCE Sites, **51** ECCE Teachers

SPECIAL EDUCATION¹

12.0% STUDENTS WITH DISABILITIES RECEIVING SPECIAL ED SERVICES
4,438 Students total, **408** Special Education Teachers

EMPLOYEE SALARY¹

\$46,570 BEGINNING K-12 TEACHERS SALARY
\$63,561 Average Teacher Salary, **\$107,602** Average Principal Salary, **\$107,602** Average Assistant Principal Salary, **\$40,317** Average School Support Staff Salary, **\$24,117** Average Central Office Salary

COLLEGE & CAREER PATHWAYS¹

80.3% GRADE 10-12 STUDENTS ENROLLED IN A PATHWAY
76.7% Grade 9-12 Students enrolled in a Pathway, **50** Pathways, **51** in 14 high schools

GRADUATION & DROPOUT¹

65.7% 4 YEAR COHORT GRADUATION RATE
20.0% A Year Cohort Dropout Rate, **0.04%** GED Completion, **1.3%** Special Ed. Certificate, **15.0%** Skill Enrolled

COLLEGE ENROLLMENT

60.0% OF 12TH GRADUATES ATTENDED COLLEGE IN THE FALL OF 2018
30.0% attended a 2-year college to **30.0%** attended a 4-year college

Produced by the Department of Data Research, Assessment & Analytics

NOTE: This document is double-sided & was designed to be printed on 11 x 17 paper. For additional notes on each data source, please refer to the back side of this sheet. Last updated on December 5, 2017

