

# A-G REQUIREMENTS

## Oakland Unified School District - 2010-11 - 2012-13

Meeting A-G is an important step in becoming college ready in California. High school graduates who do not meet the A-G subject breadth requirement are not yet eligible for admission to a UC/CSU campus. There are two components to the requirement **1)** students must enroll in the right sequence of A-G courses, and **2)** they must obtain a grade of "C" or better in each required course. If you have any questions, please contact **Jay Tharp** at [james.tharp@ousd.k12.ca.us](mailto:james.tharp@ousd.k12.ca.us).

All Students			Total
2010-11	39.2%		1,757
2011-12	43.9%		1,765
2012-13	43.3%		1,777

## Student Groups

F	2010-11	42.5%	961
	2011-12	47.6%	940
	2012-13	47.1%	917
M	2010-11	35.3%	796
	2011-12	39.6%	825
	2012-13	39.2%	860
EL	2010-11	14.2%	155
	2011-12	16.7%	186
	2012-13	23.1%	238
Special Ed	2010-11	11.7%	137
	2011-12	11.1%	153
	2012-13	8.6%	185
Low Income	2012-13	47.5%	896
Foster Youth	2010-11	23.3%	30
	2011-12	22.5%	40
	2012-13	6.7%	30

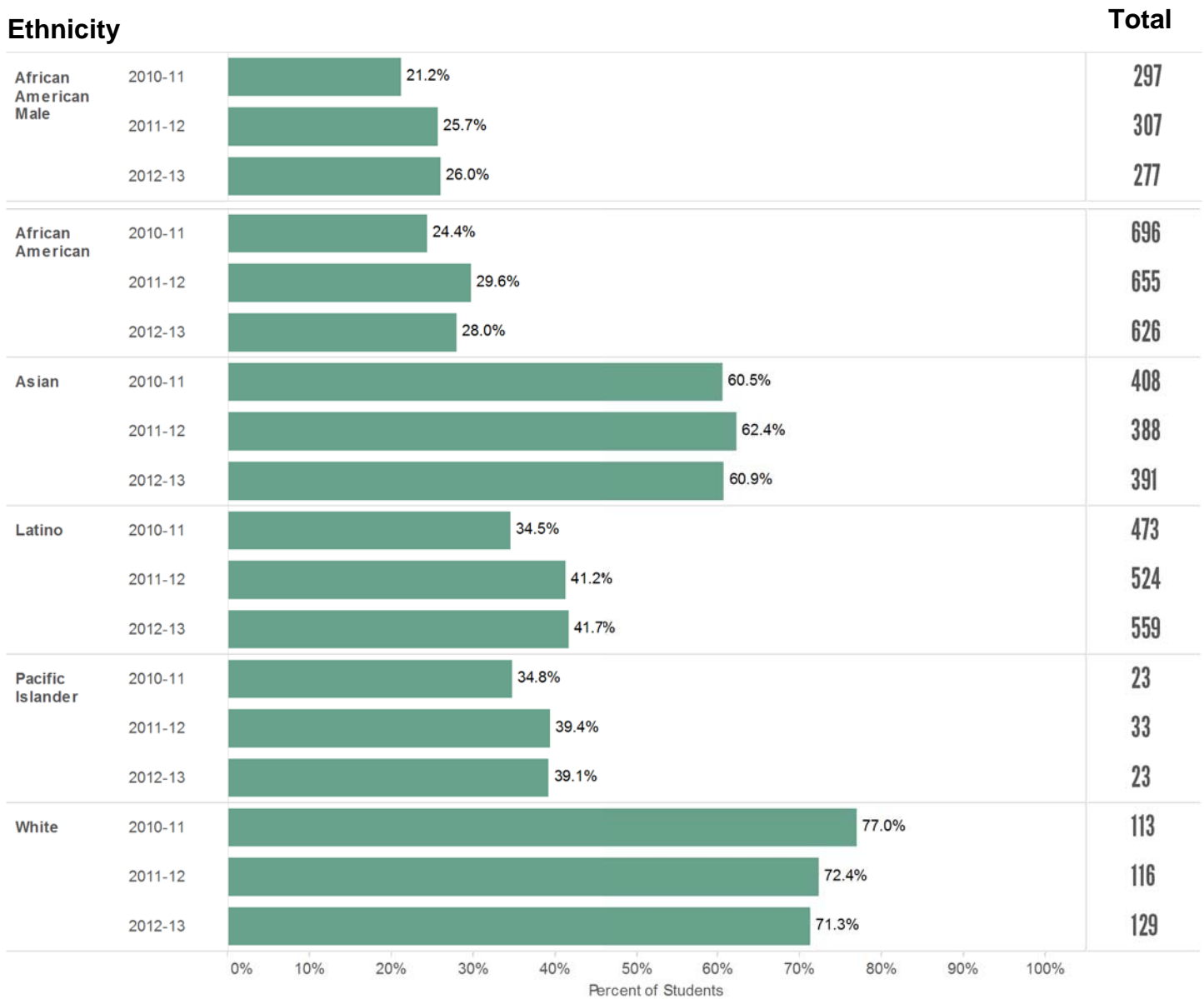
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
Percent of Students

The data in this report is as of **July 2, 2014**. The report was produced on **July 25, 2014**. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. **Low Income** refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

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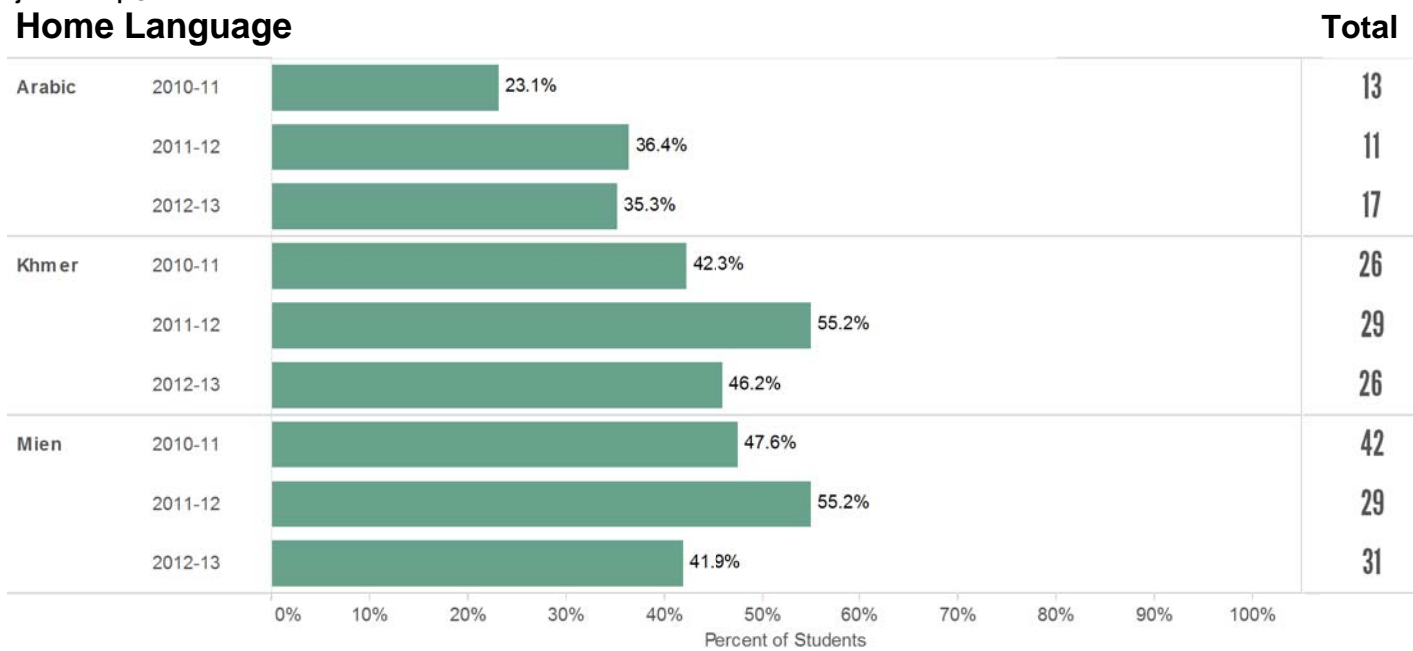
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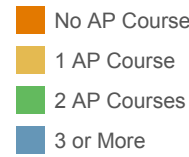
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### Home Language



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# AP COURSE ENROLLMENT



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

## Oakland Unified School District - All Students - Grade 10-12 - 2011-12 to 2013-14

Advanced Placement (AP) is a program created by The College Board offering college-level courses and tests in high school. This report shows the percent of 10th, 11th and 12th grade students completing AP courses. Course completion is defined as having a valid end-of-year grade (or end-of-semester grade for one semester courses). The data is based on Aeries active end-of-year enrollment. If you have any questions, please contact **Kevin Schmidke** at [kevin.schmidke@ousd.k12.ca.us](mailto:kevin.schmidke@ousd.k12.ca.us).

### All Students

Year	3 or More	2 AP Courses	1 AP Course	No AP Course	Total
2011-12	5.4%	14.1%	76.2%		6,559
2012-13	4.4%	4.9%	12.4%	78.3%	6,287
2013-14	5.0%	12.8%	78.2%		6,322

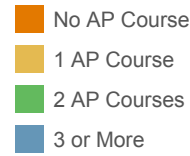
### Student Groups

Group	Year	3 or More	2 AP Courses	1 AP Course	No AP Course	Total
Female	2011-12	4.9%	6.4%	16.4%	72.3%	3,251
	2012-13	4.9%	6.1%	15.0%	74.0%	3,073
	2013-14	4.9%	6.0%	14.9%	74.2%	3,055
Male	2011-12			11.9%	80.1%	3,308
	2012-13			9.9%	82.4%	3,214
	2013-14			10.9%	81.9%	3,267
English Language Learner	2011-12			5.1%	94.5%	1,124
	2012-13				94.9%	1,277
	2013-14			5.6%	93.0%	1,420
Special Ed	2011-12				96.1%	717
	2012-13				95.8%	722
	2013-14				96.4%	716
Low Income	2012-13	4.3%	11.6%	80.6%		4,345
	2013-14	4.7%	12.0%	80.2%		4,624
Foster Youth	2011-12		8.1%	87.9%		124
	2012-13		7.6%	92.4%		92
	2013-14			94.4%		90

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
Percent of Students

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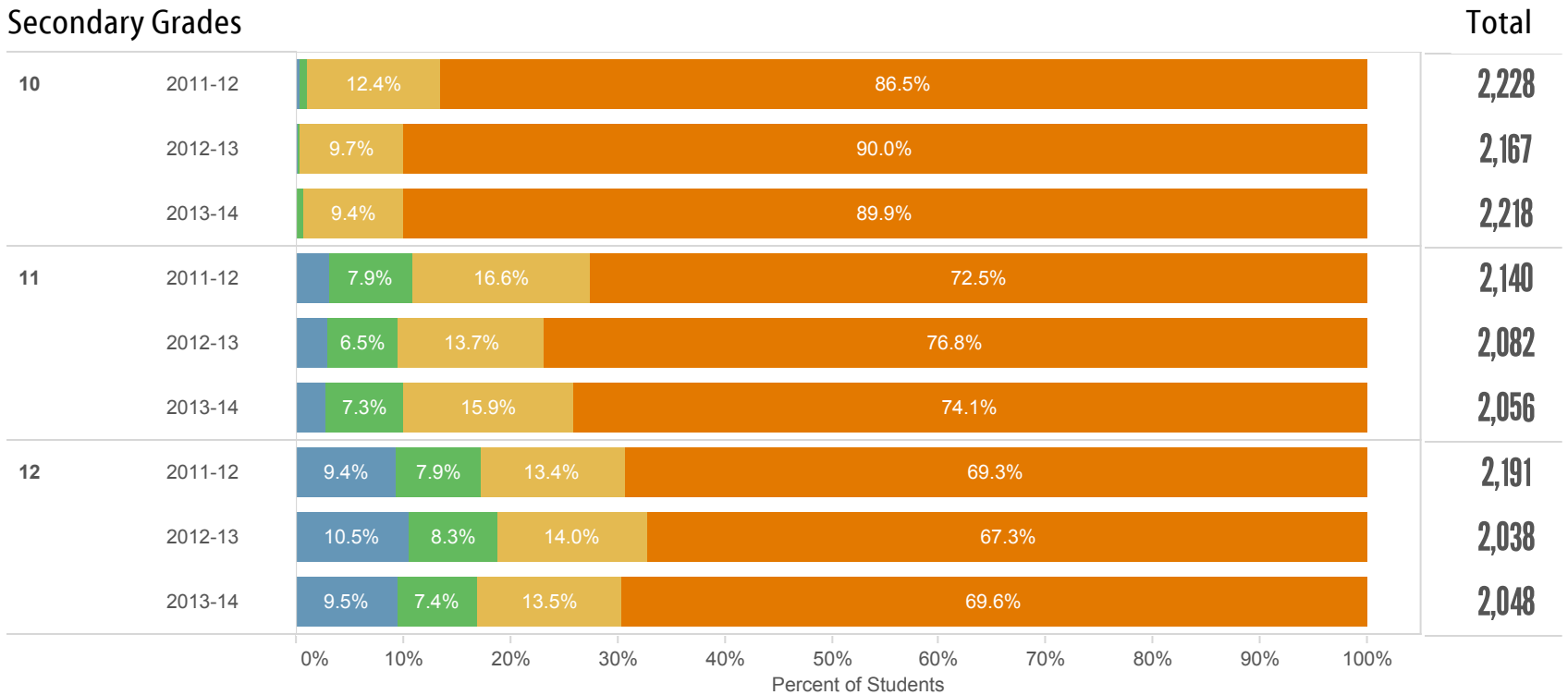
# AP COURSE ENROLLMENT



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Community Schools, Thriving Students

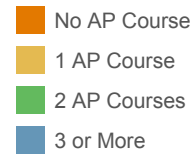
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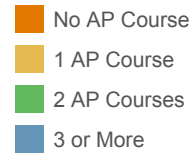
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### Ethnicity

Ethnicity						Total
AfrAmer Male	2011-12	8.3%			88.7%	1,217
	2012-13	7.3%			88.2%	1,112
	2013-14	6.9%			89.1%	1,092
African American	2011-12	10.2%			85.7%	2,439
	2012-13	9.0%			86.2%	2,212
	2013-14	8.4%			86.8%	2,156
Asian	2011-12	9.2%	10.4%	21.9%	58.5%	1,322
	2012-13	9.7%	8.9%	20.5%	60.9%	1,220
	2013-14	9.6%	8.7%	21.7%	60.0%	1,109
Latino	2011-12	4.4%	11.5%		81.5%	2,047
	2012-13	9.2%			85.0%	2,088
	2013-14	10.5%			83.8%	2,249
Native American	2011-12				94.4%	36
	2012-13		11.1%		88.9%	36
	2013-14		12.9%		83.9%	31
Pacific Islander	2011-12	6.4%	13.6%		76.4%	110
	2012-13	4.7%	14.2%		81.1%	106
	2013-14	11.1%			86.1%	108
White	2011-12	12.9%	11.8%	24.0%	51.4%	442
	2012-13	15.5%	8.2%	19.4%	57.0%	465
	2013-14	12.1%	10.9%	20.0%	56.9%	494

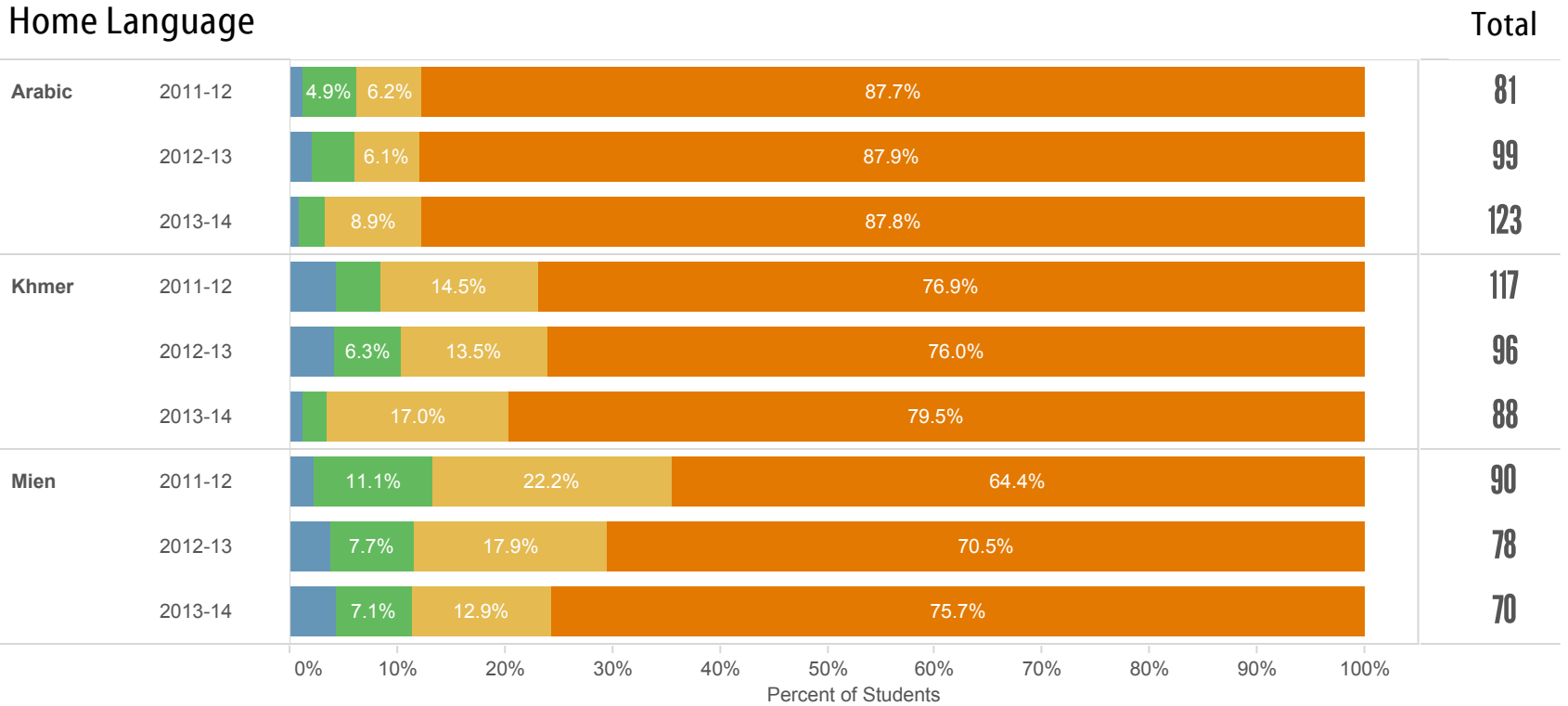
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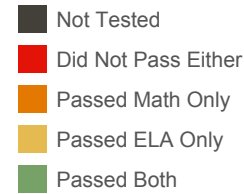
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# GRADE 10 CAHSEE - ELA & MATH



## Oakland Unified School District - All Students - 2011-12 to 2013-14

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at [kevin.schmidke@ousd.k12.ca.us](mailto:kevin.schmidke@ousd.k12.ca.us).

### All Students

Year	Passed Both	Passed ELA Only	Passed Math Only	Did Not Pass Either	Not Tested	Total
2011-12	49.5%	9.1%	9.1%	21.2%	11.1%	2,228
2012-13	50.3%	6.8%	9.1%	21.5%	12.4%	2,167
2013-14	49.9%	5.5%	9.7%	22.0%	12.9%	2,218

### Student Groups

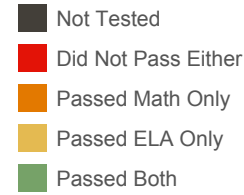
Group	Year	Passed Both	Passed ELA Only	Passed Math Only	Did Not Pass Either	Not Tested	Total
Female	2011-12	56.0%	11.0%	6.2%	17.0%	9.8%	1,090
	2012-13	54.8%	8.4%	7.8%	17.7%	11.2%	1,023
	2013-14	54.1%	6.8%	9.2%	17.8%	12.1%	1,041
Male	2011-12	43.2%	7.2%	11.9%	25.3%	12.4%	1,138
	2012-13	46.2%	5.3%	10.3%	24.8%	13.4%	1,144
	2013-14	46.2%	10.1%	10.1%	25.8%	13.6%	1,177
English Language Learner	2011-12	13.9%	4.8%	28.3%	40.7%	12.2%	459
	2012-13	17.6%	22.3%	44.0%	12.5%	511	
	2013-14	10.7%	24.7%	45.2%	15.1%	542	
Special Ed	2011-12	6.3%	7.1%	52.4%	30.2%	252	
	2012-13	11.7%	6.0%	4.5%	48.1%	29.7%	266
	2013-14	10.1%	5.8%	5.4%	52.9%	25.7%	257
Low Income	2012-13	46.8%	7.0%	11.1%	24.4%	10.7%	1,638
	2013-14	46.7%	6.4%	11.2%	24.8%	10.8%	1,630
Foster Youth	2011-12	19.2%	42.3%	30.8%	26		
	2012-13	35.3%	11.8%	11.8%	23.5%	17.6%	34
	2013-14	15.8%	15.8%	42.1%	26.3%	19	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
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# GRADE 10 CAHSEE - ELA & MATH



## Oakland Unified School District - All Students - 2011-12 to 2013-14

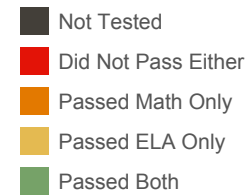
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### Ethnicity

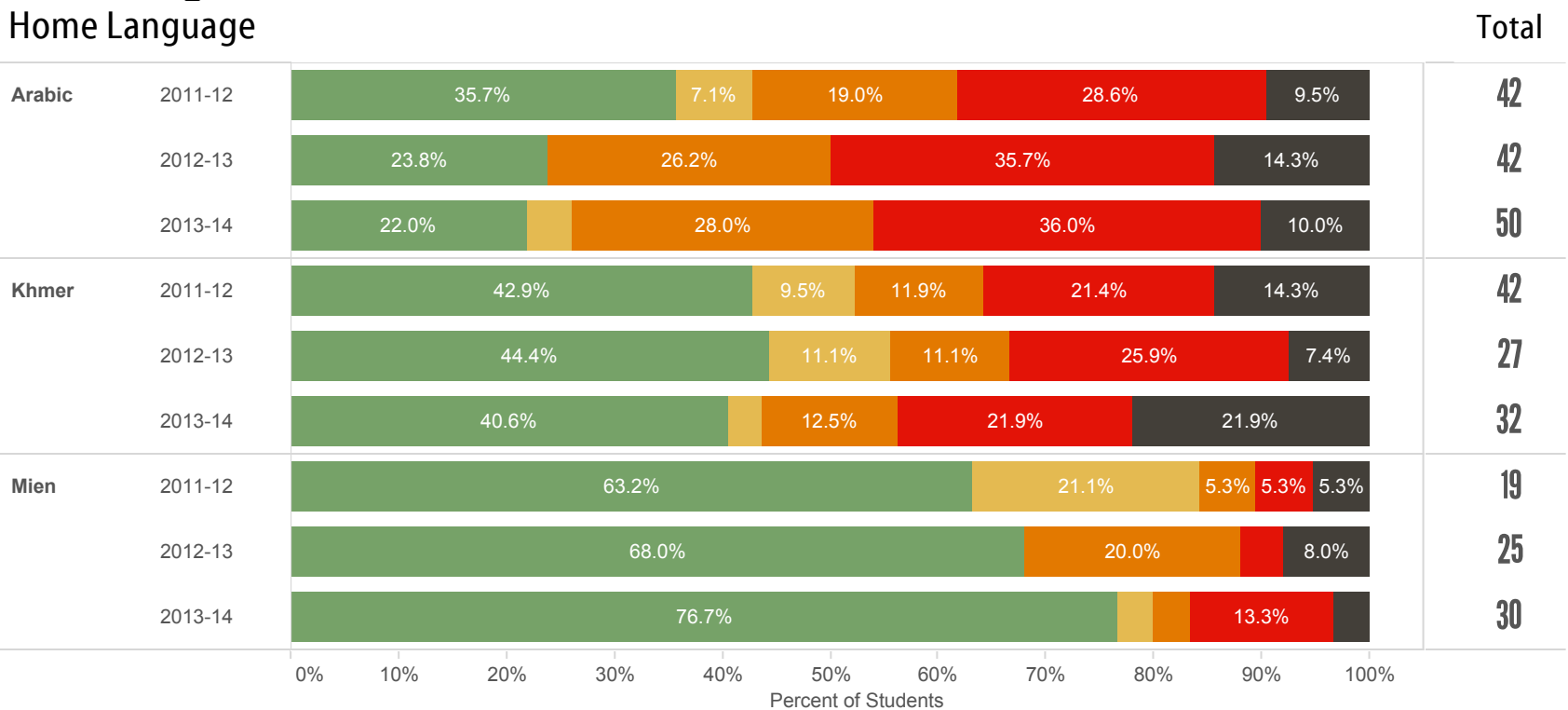
							Total	
AfrAmer Male	2011-12	32.5%	8.8%	8.1%	33.4%	17.2%	443	
	2012-13	34.3%	8.0%	9.8%	28.3%	19.5%	399	
	2013-14	37.9%	6.5%	9.3%	29.2%	17.2%	367	
African American	2011-12	36.3%	12.3%	5.5%	28.9%	17.0%	831	
	2012-13	37.7%	10.3%	7.7%	25.6%	18.7%	769	
	2013-14	42.1%	8.2%	7.4%	25.7%	16.6%	734	
Asian	2011-12	63.0%			16.9%	9.3%	6.9%	408
	2012-13	70.3%			15.1%	8.6%	4.3%	370
	2013-14	64.2%			14.7%	13.3%	6.9%	346
Latino	2011-12	48.5%	9.9%	9.9%	22.9%	8.8%	717	
	2012-13	45.5%	6.7%	8.9%	27.0%	11.9%	763	
	2013-14	43.1%	6.1%	10.5%	26.5%	13.9%	859	
Native American	2011-12	66.7%			22.2%	11.1%	9	
	2012-13	53.8%	7.7%	7.7%		30.8%	13	
	2013-14	55.6%		11.1%	11.1%	22.2%	9	
Pacific Islander	2011-12	53.8%	10.3%	5.1%	28.2%		39	
	2012-13	52.8%	5.6%	8.3%	22.2%	11.1%	36	
	2013-14	61.3%		9.7%	9.7%	16.1%	31	
White	2011-12	83.2%			4.8%	4.2%	167	
	2012-13	79.8%			8.0%	4.3%	163	
	2013-14	83.1%		5.1%	7.3%		178	

# GRADE 10 CAHSEE - ELA & MATH

## Oakland Unified School District - All Students - 2011-12 to 2013-14

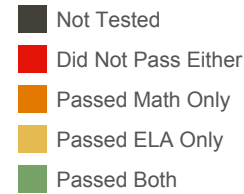


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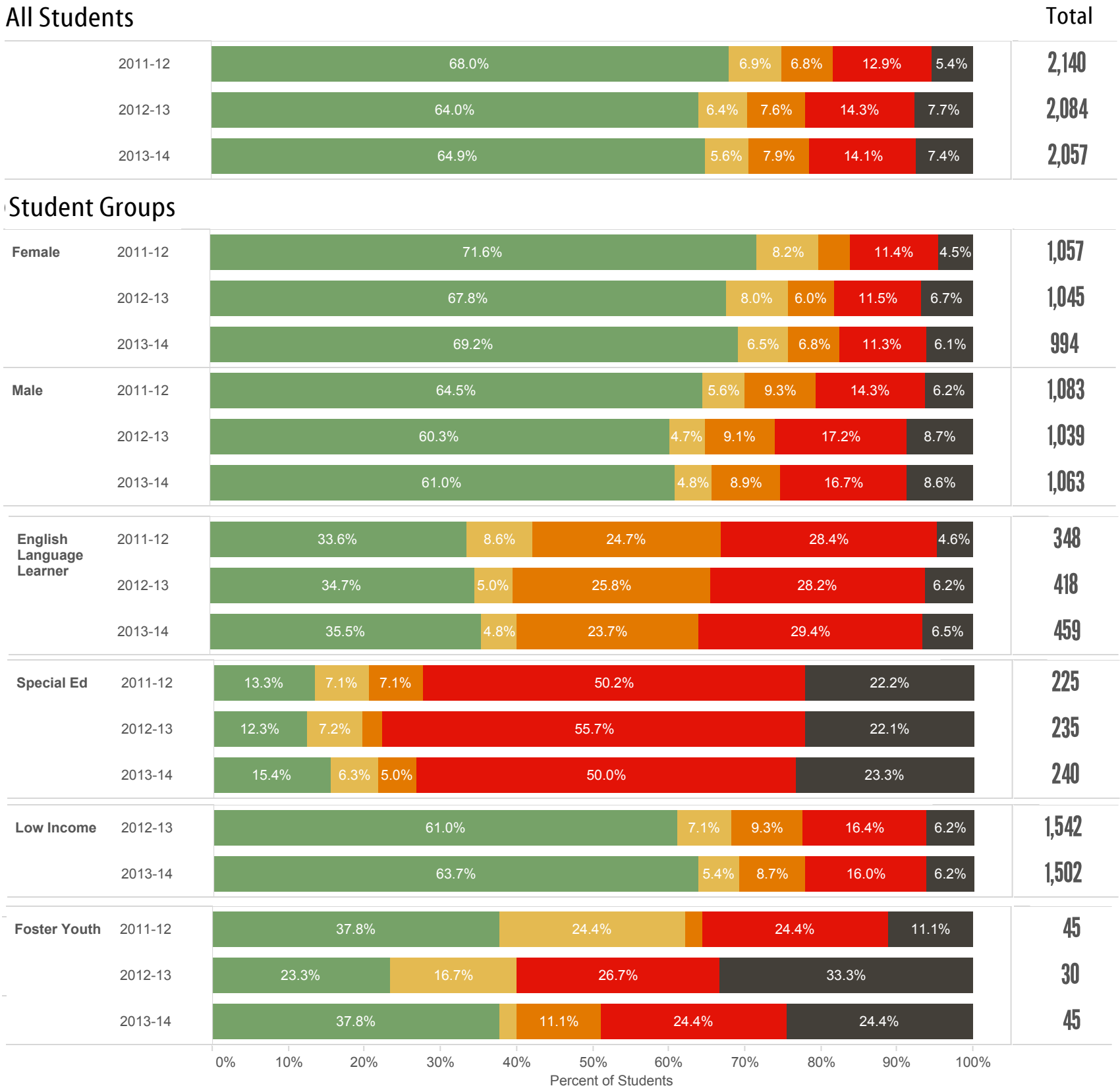
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# GRADE 11 CAHSEE - ELA & MATH



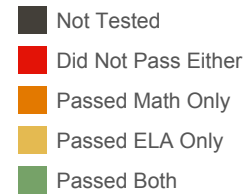
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# GRADE 11 CAHSEE - ELA & MATH



## Oakland Unified School District - All Students - 2011-12 to 2013-14

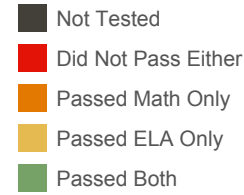
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### Ethnicity

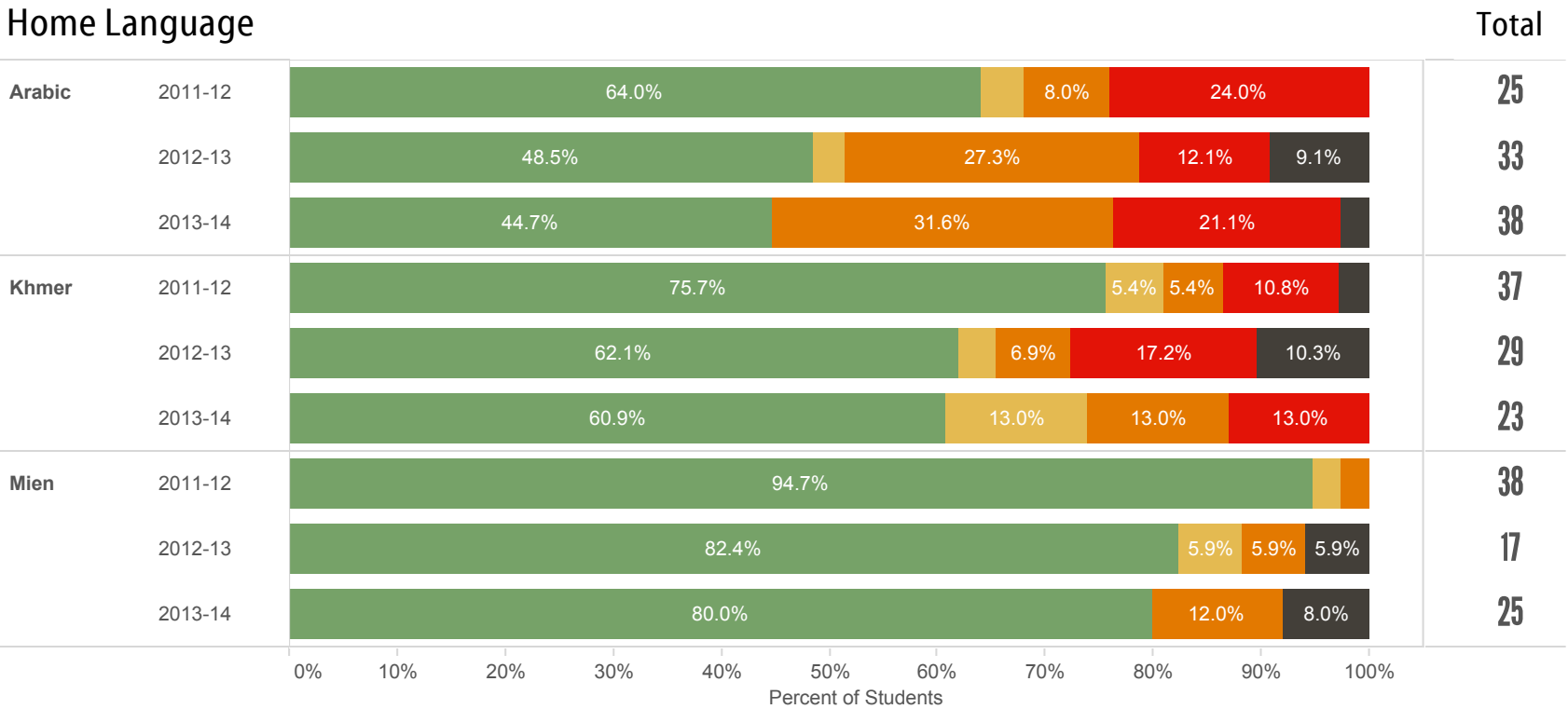
							Total
AfrAmer Male	2011-12	51.6%	10.8%	7.8%	21.4%	8.4%	370
	2012-13	49.7%	6.4%	5.4%	25.6%	12.8%	390
	2013-14	52.5%	7.2%	8.1%	20.6%	11.7%	360
African American	2011-12	58.1%	11.6%	5.0%	18.4%	6.9%	773
	2012-13	52.8%	9.8%	4.8%	21.0%	11.5%	765
	2013-14	55.5%	8.4%	6.7%	18.4%	11.0%	712
Asian	2011-12	81.5%		9.6%	5.3%		471
	2012-13	77.0%		13.5%	5.3%		378
	2013-14	78.4%		12.3%	5.8%		365
Latino	2011-12	66.5%	6.7%	7.5%	14.5%	4.8%	641
	2012-13	63.0%	6.9%	8.2%	15.1%	6.7%	682
	2013-14	62.1%	6.1%	8.0%	17.2%	6.7%	704
Native American	2011-12	58.3%	16.7%	8.3%		16.7%	12
	2012-13	80.0%			10.0%	10.0%	10
	2013-14	81.8%		9.1%		9.1%	11
Pacific Islander	2011-12	65.7%			20.0%	11.4%	35
	2012-13	73.2%	4.9%	4.9%	12.2%	4.9%	41
	2013-14	70.6%	5.9%		11.8%	8.8%	34
White	2011-12	85.3%				8.7%	150
	2012-13	87.3%				5.7%	158
	2013-14	83.8%			4.8%	6.0%	167

# GRADE 11 CAHSEE - ELA & MATH

## Oakland Unified School District - All Students - 2011-12 to 2013-14

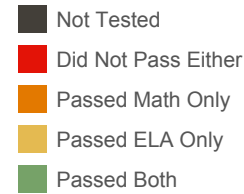


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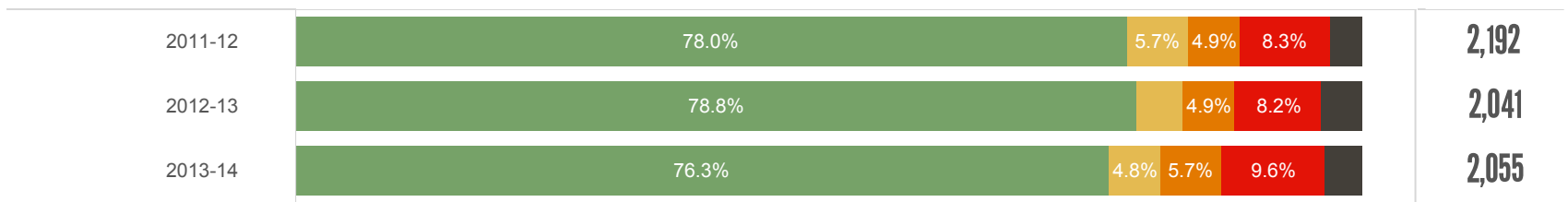
# GRADE 12 CAHSEE - ELA & MATH



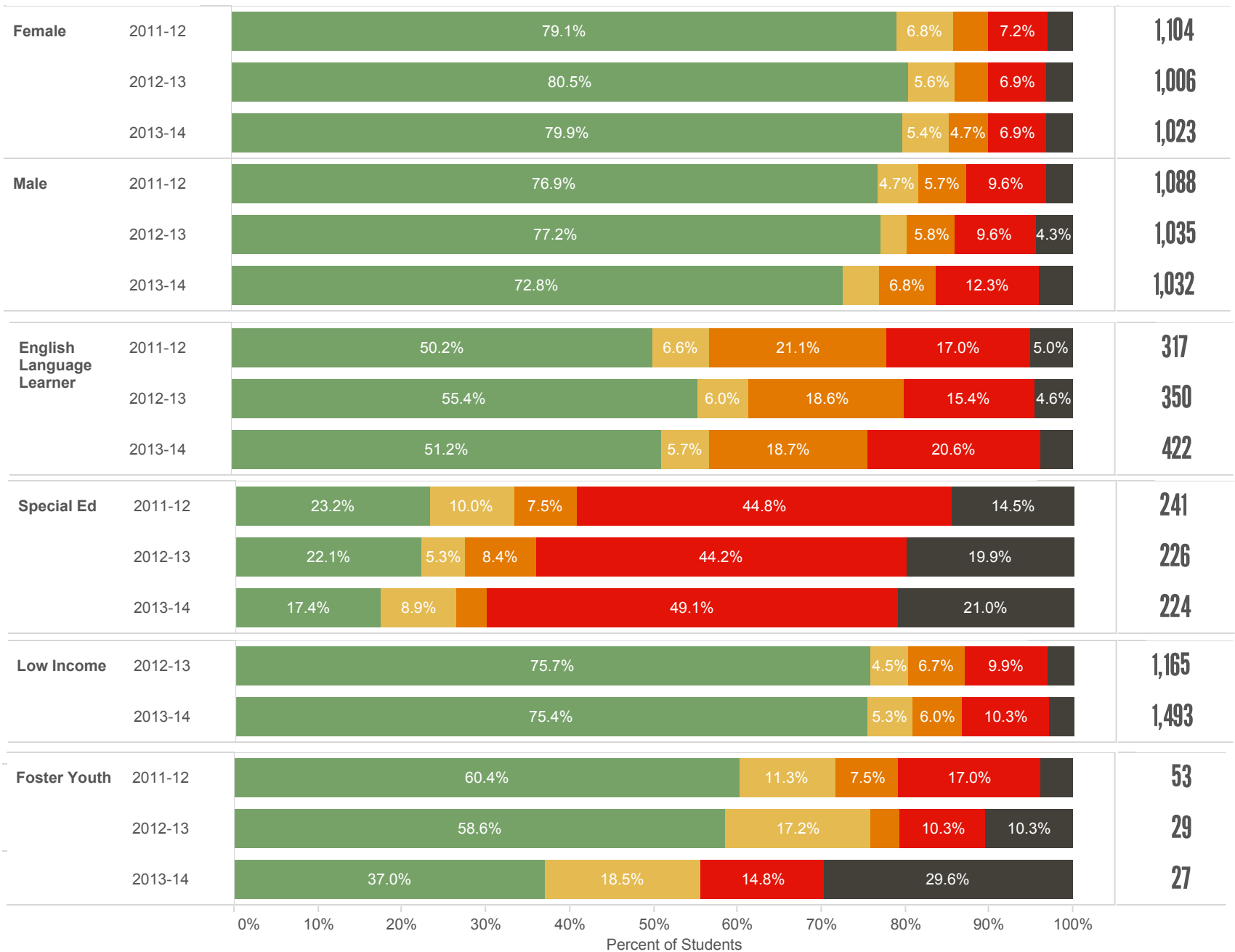
## Oakland Unified School District - All Students - 2011-12 to 2013-14

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at [kevin.schmidke@ousd.k12.ca.us](mailto:kevin.schmidke@ousd.k12.ca.us).

### All Students

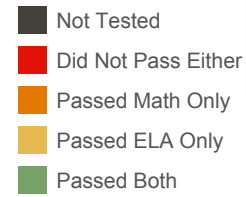


### Student Groups



The data in this report is as of June 15, 2014. The report was produced on July 25, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# GRADE 12 CAHSEE - ELA & MATH



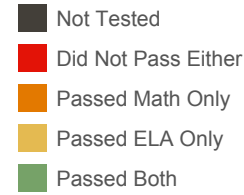
## Oakland Unified School District - All Students - 2011-12 to 2013-14

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### Ethnicity

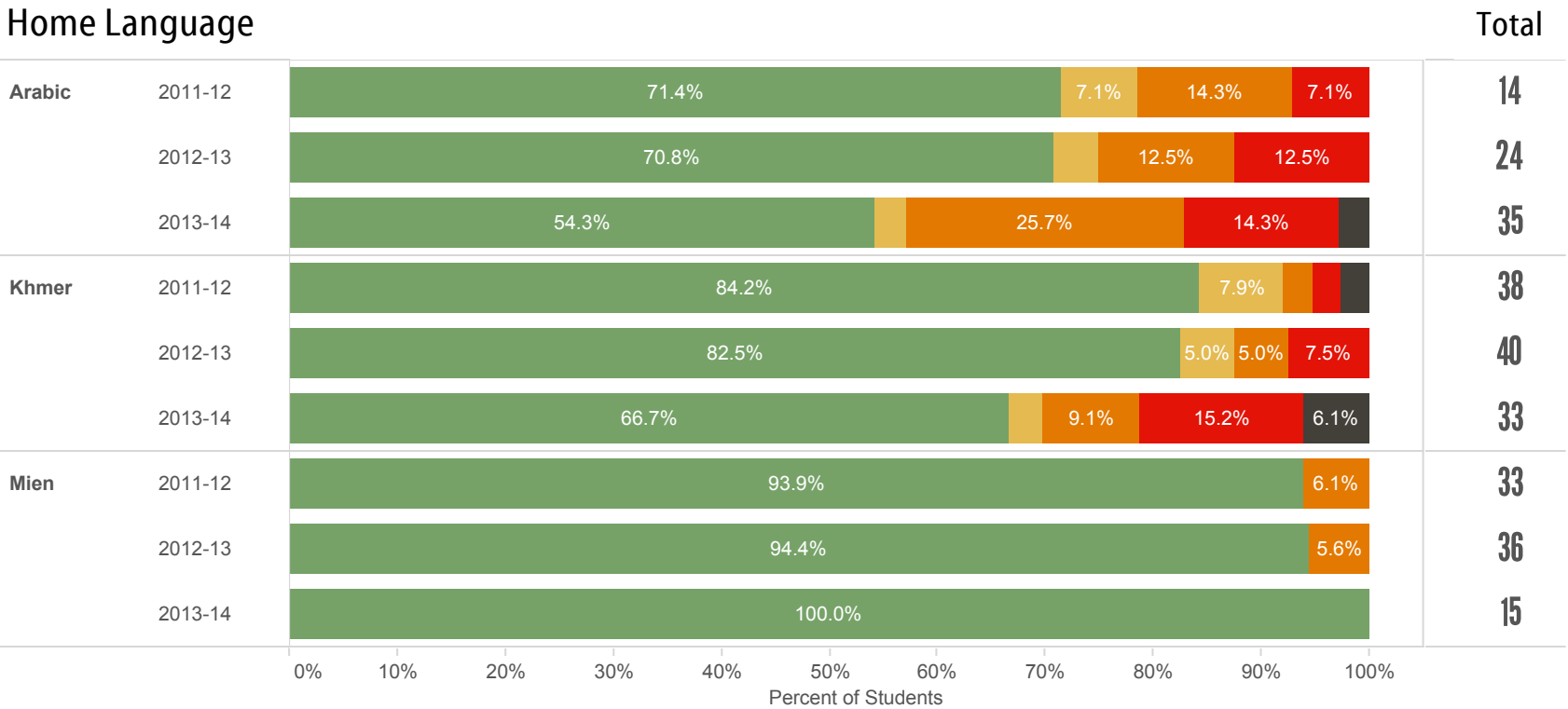
							Total
AfrAmer Male	2011-12	67.7%	7.2%	17.5%			405
	2012-13	68.9%	5.5%	17.2%	4.3%		325
	2013-14	64.6%	6.5%	4.4%	18.8%	5.7%	367
African American	2011-12	70.1%	8.9%	13.8%			836
	2012-13	72.1%	6.9%	14.0%	3.8%		681
	2013-14	69.0%	7.0%	14.3%	5.6%		713
Asian	2011-12	88.7%		6.3%			443
	2012-13	86.9%		7.4%			472
	2013-14	82.8%		9.5%	4.8%		400
Latino	2011-12	77.4%	5.5%	6.0%	7.4%		689
	2012-13	78.0%	5.0%	5.4%	7.4%	4.2%	645
	2013-14	76.5%	5.4%	5.8%	9.6%		689
Native American	2011-12	73.3%	6.7%	20.0%			15
	2012-13	69.2%	15.4%	7.7%	7.7%		13
	2013-14	90.9%		9.1%			11
Pacific Islander	2011-12	86.1%	5.6%				36
	2012-13	75.9%	6.9%	10.3%			29
	2013-14	72.1%	7.0%	9.3%	11.6%		43
White	2011-12	88.8%					125
	2012-13	89.6%			6.3%		144
	2013-14	94.0%					149

# GRADE 12 CAHSEE - ELA & MATH



## Oakland Unified School District - All Students - 2011-12 to 2013-14

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at [kevin.schmidke@ousd.k12.ca.us](mailto:kevin.schmidke@ousd.k12.ca.us).



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# CHRONIC ABSENCE



## Oakland Unified School District - 2011-12 - 2013-14

A student is defined as chronically absent if he or she misses 10% or more of school days for any reason, excused or unexcused. The rates in this report are based on students enrolled in regular OUSD schools as of the end of the academic year. Attendance in alternative, continuation, and independent study programs is not included. For any comments or questions about this report, please contact **Kevin Smith** at [kevin.smith@ousd.k12.ca.us](mailto:kevin.smith@ousd.k12.ca.us).

### All Students

			Total
2011-12		11.5%	35,605
2012-13		11.8%	34,485
2013-14		11.9%	35,208

### Student Groups

<b>Female</b>	2011-12		11.4%	17,156
	2012-13		11.6%	16,678
	2013-14		12.0%	16,967
<b>Male</b>	2011-12		11.6%	18,449
	2012-13		12.0%	17,807
	2013-14		11.8%	18,241
<b>English Language Learner</b>	2011-12		8.5%	10,798
	2012-13		9.3%	10,372
	2013-14		10.4%	10,750
<b>Student With Disabilities</b>	2011-12		19.3%	3,670
	2012-13		19.3%	3,937
	2013-14		19.0%	3,904
<b>Low Income</b>	2012-13		13.1%	26,145
	2013-14		13.2%	25,830
<b>Foster Youth</b>	2011-12		19.7%	294
	2012-13		20.3%	236
	2013-14		25.9%	247

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
Percent of Students

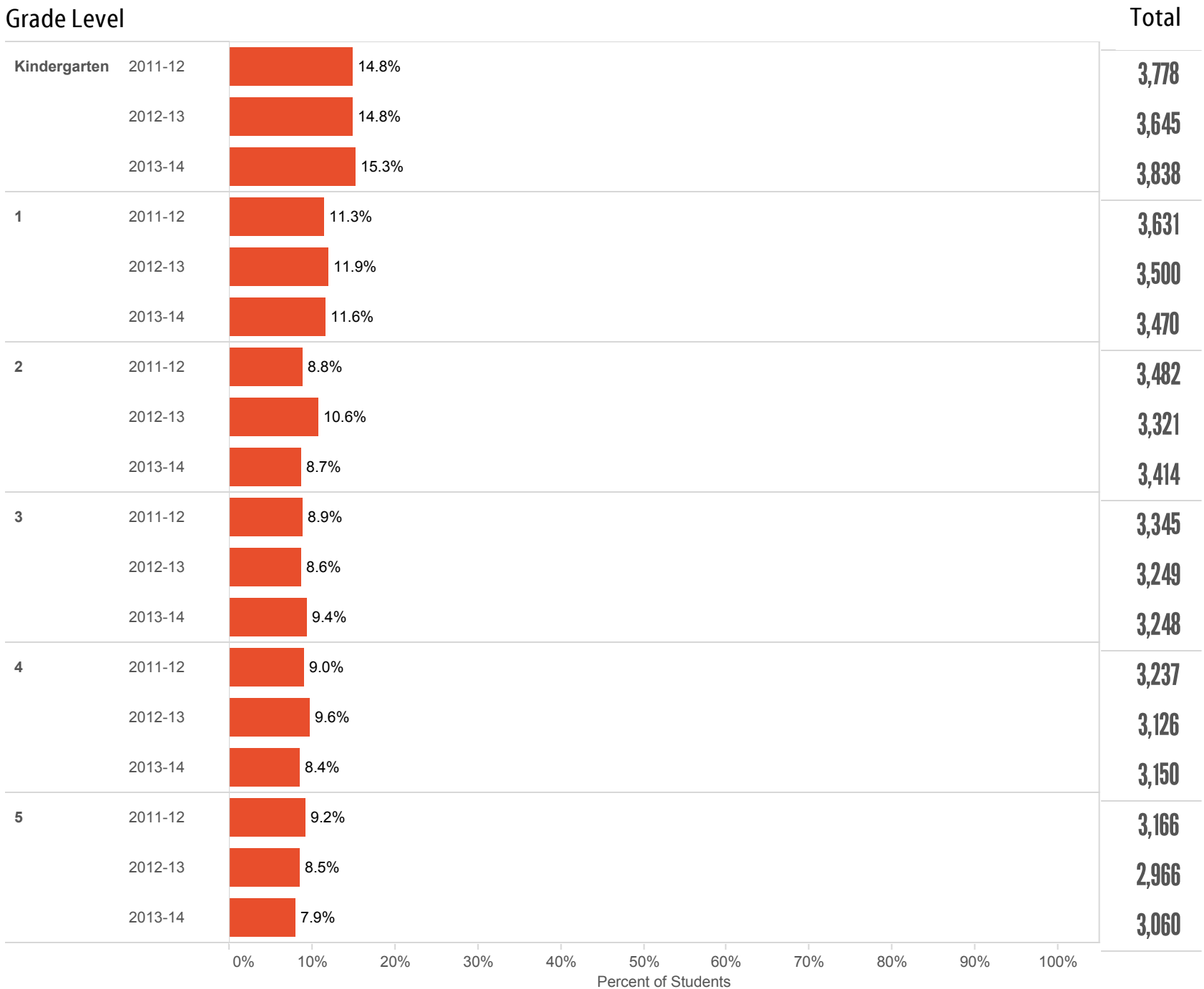
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# CHRONIC ABSENCE

## Oakland Unified School District - 2011-12 - 2013-14

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### Grade Level



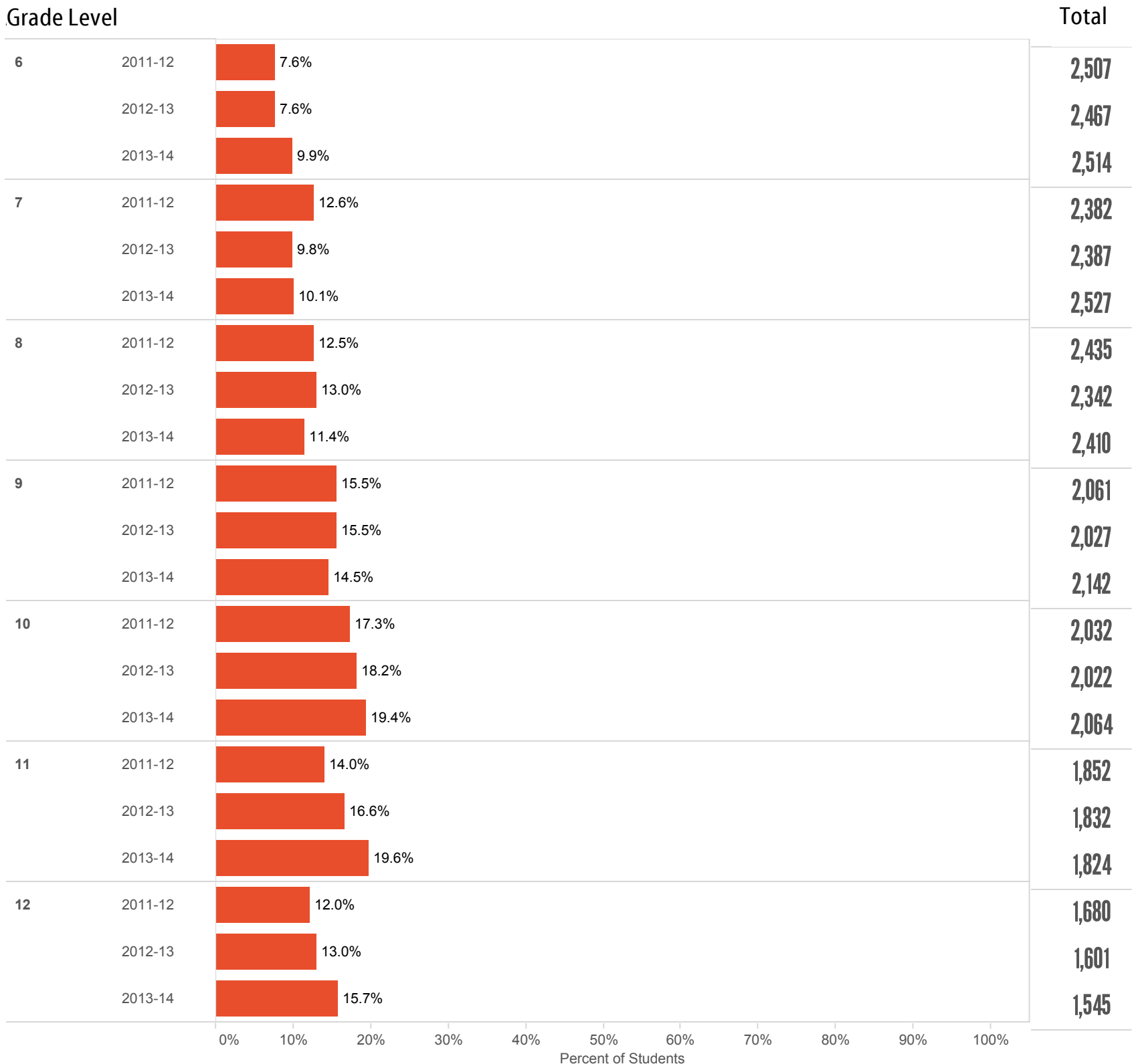
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# CHRONIC ABSENCE

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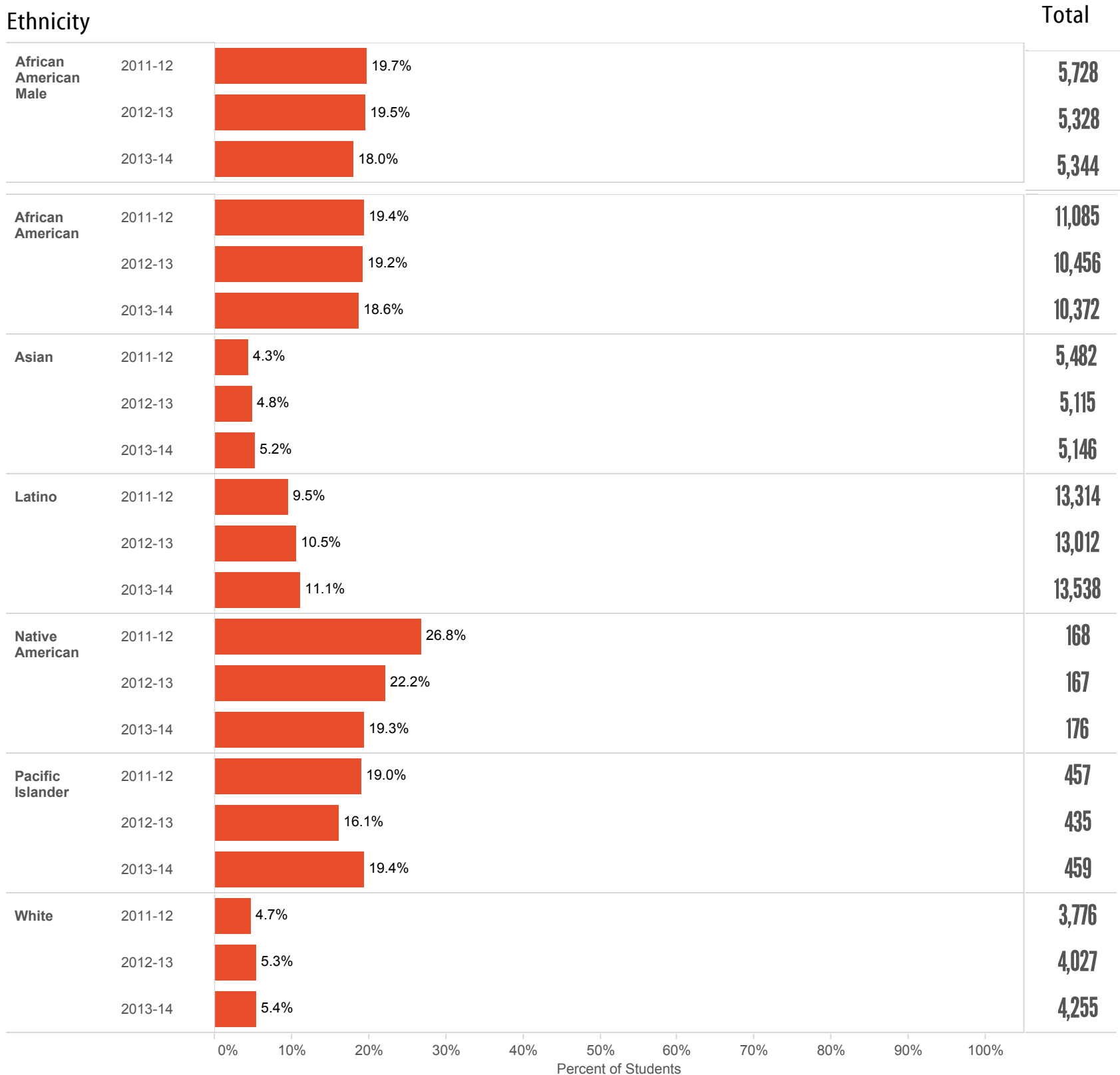


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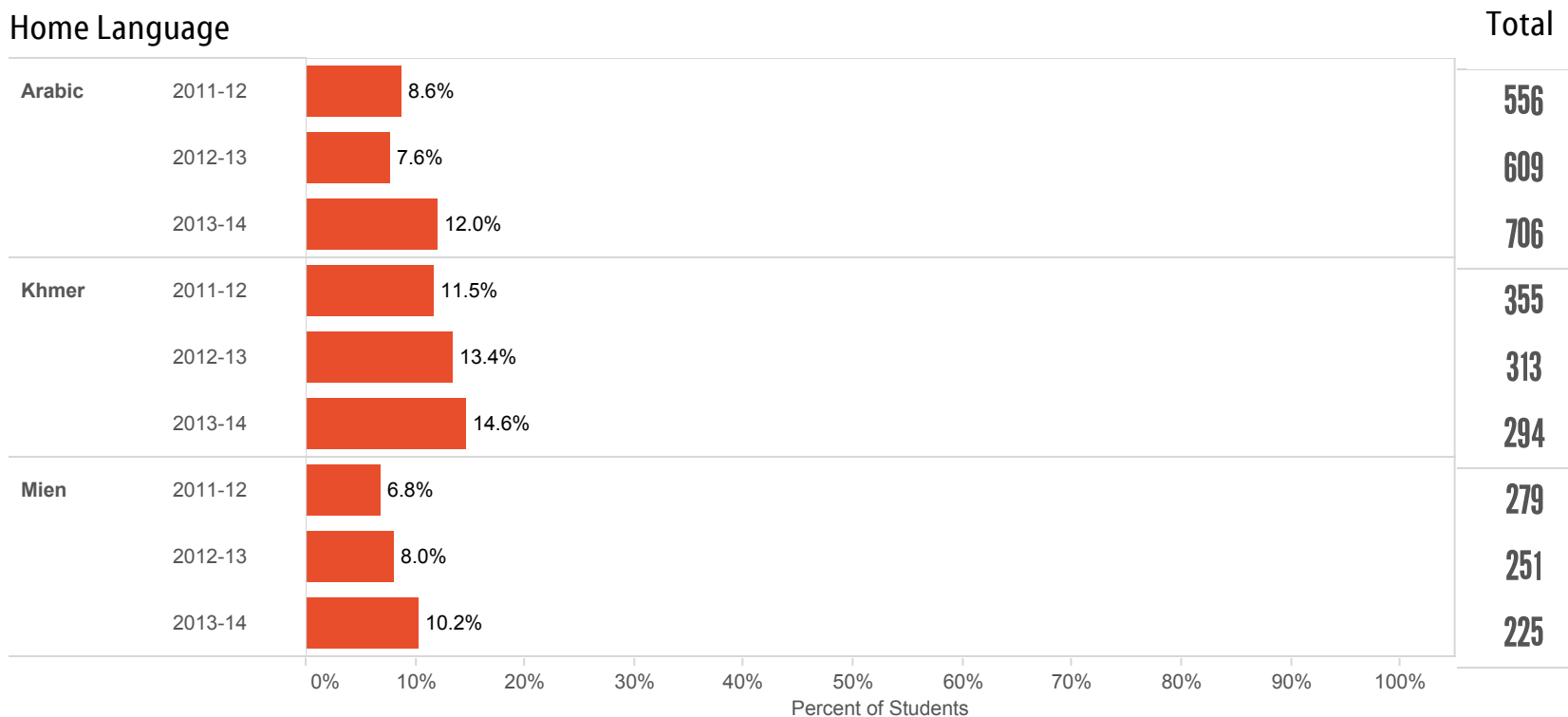


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# CHRONIC ABSENCE

## Oakland Unified School District - 2011-12 - 2013-14

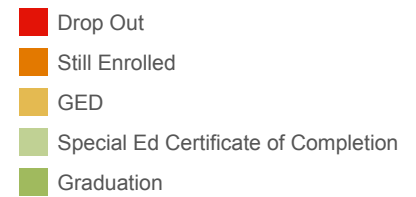
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# COHORT GRADUATION & DROPOUT

## Oakland Unified School District - 2010-11 to 2012-13

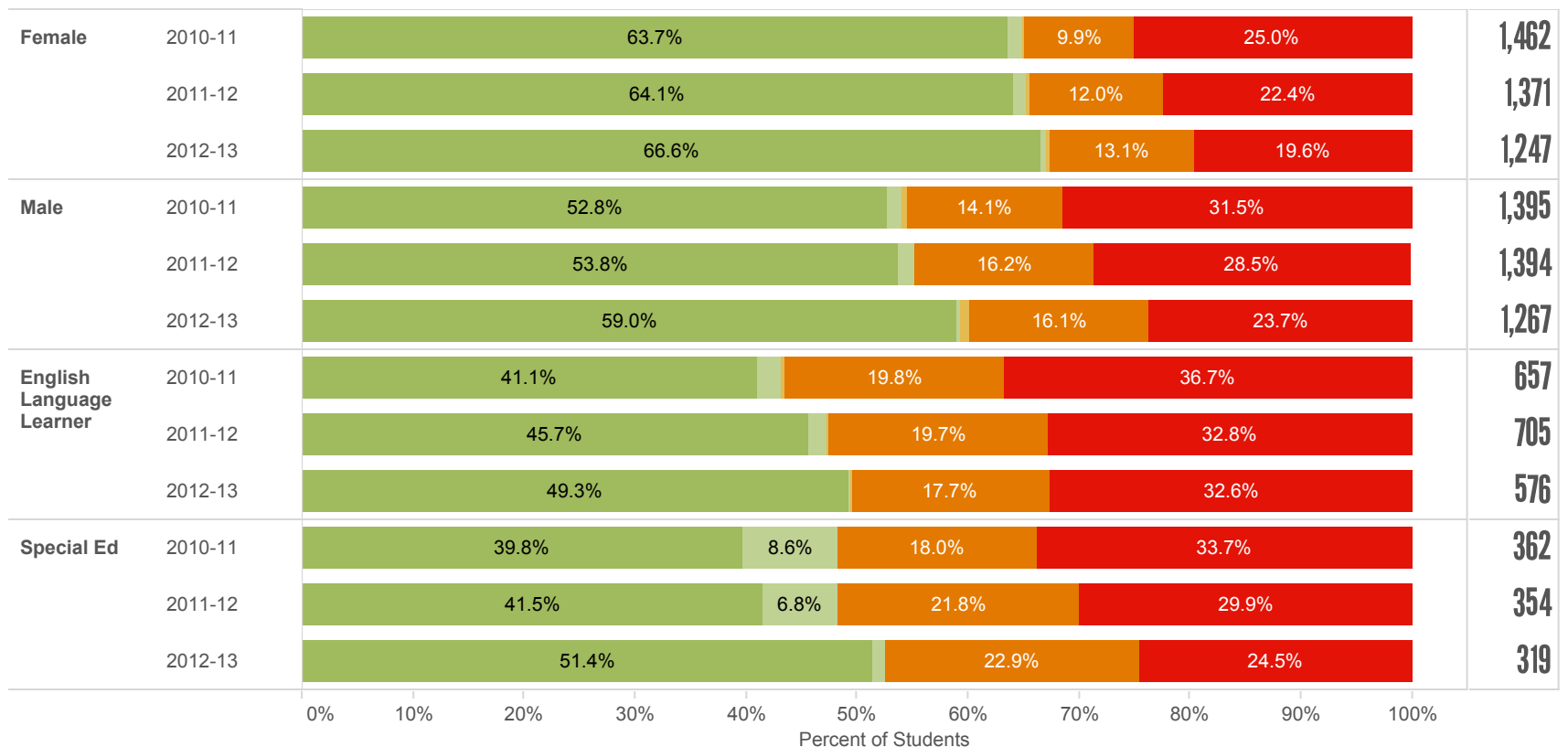


California began tracking graduation by cohort in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out of district, emigrate to another country, etc.) and as new students transfer in. Students who drop out remain in the cohort, along with those who remain enrolled after four years. If you have any questions, please contact **Jay Tharp** at [james.tharp@ousd.k12.ca.us](mailto:james.tharp@ousd.k12.ca.us).

### All Students



### Student Groups

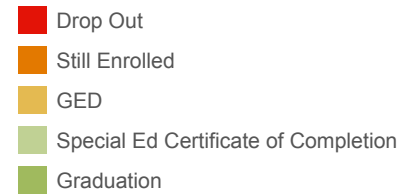


**Note:** Overall rates for All Students do not include students from Dewey Academy, Street Academy, and Community Day High School. The California Department of Education (CDE) does not publish cohort outcome data for these Alternative Schools Accountability Model (ASAM) schools. Rates by Student Groups and Ethnicity, however, include students from all OUSD schools and locally funded charters (25 students from American Indian Public High). This is the only complete data source available for disaggregation.

Data for this report comes from the CDE "Cohort Outcomes" Research Data Files, downloaded on **April 29, 2014** and amended with details from California Longitudinal Pupil Achievement Data System (CALPADS) Class of 2013 Cohort student-level data. The report was produced on **August 5, 2014**. Subgroups totaling less than 11 in any academic year are excluded to protect student privacy.

# COHORT GRADUATION & DROPOUT

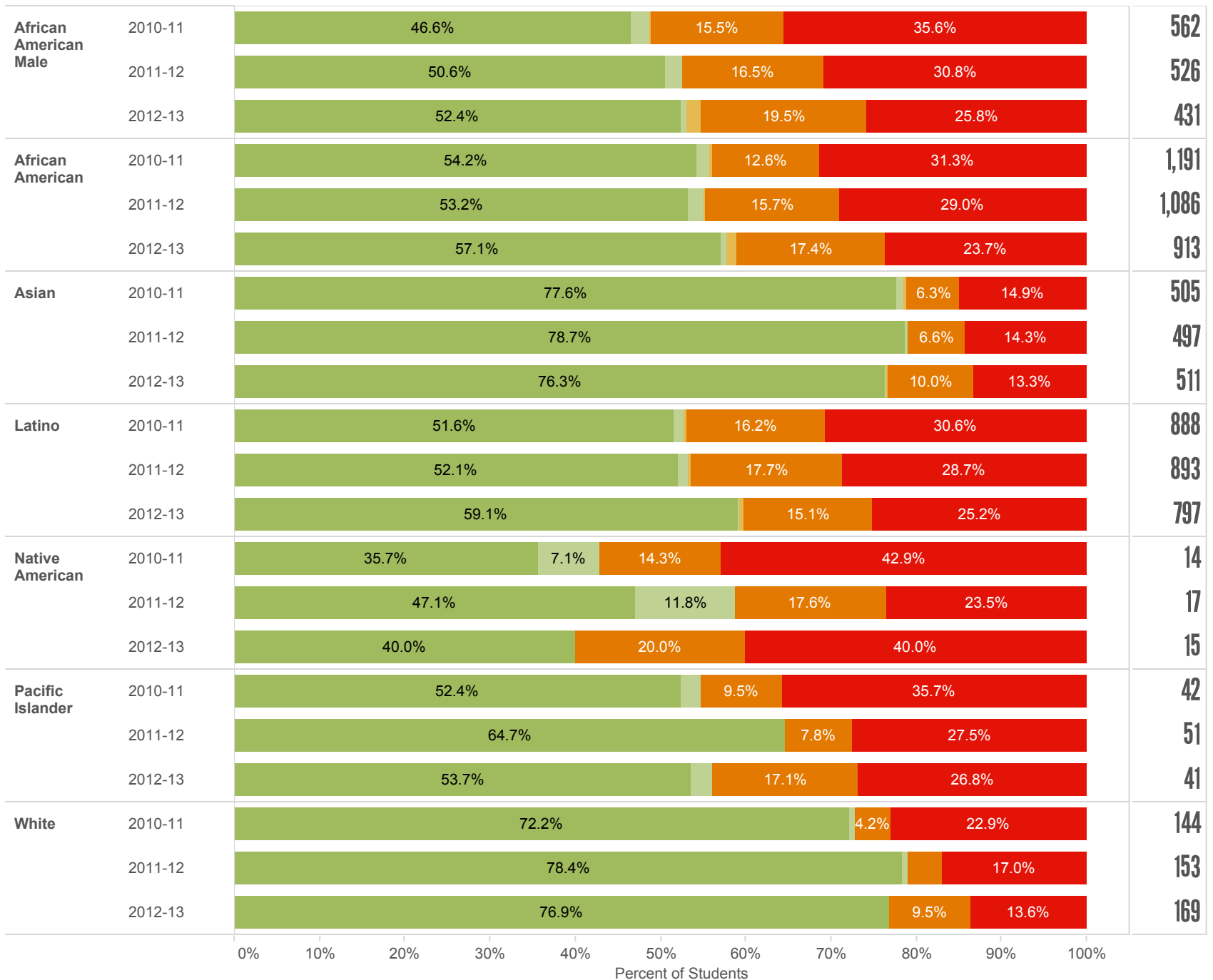
## Oakland Unified School District - 2010-11 to 2012-13



California began tracking graduation by cohort in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out of district, emigrate to another country, etc.) and as new students transfer in. Students who drop out remain in the cohort, along with those who remain enrolled after four years. If you have any questions, please contact **Jay Tharp** at [james.tharp@ousd.k12.ca.us](mailto:james.tharp@ousd.k12.ca.us).

### Ethnicity

Total

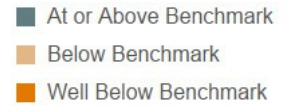


**Note:** Overall rates for All Students do not include students from Dewey Academy, Street Academy, and Community Day High School. The California Department of Education (CDE) does not publish cohort outcome data for these Alternative Schools Accountability Model (ASAM) schools. Rates by Student Groups and Ethnicity, however, include students from all OUSD schools and locally funded charters (25 students from American Indian Public High). This is the only complete data source available for disaggregation.

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# DIBELS GRADE 1 ORAL READING

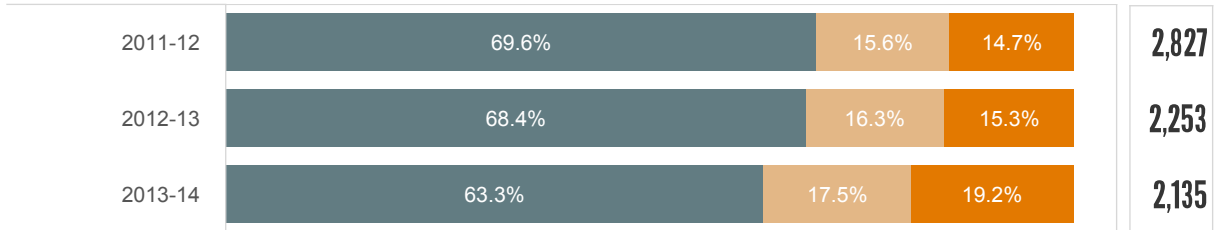
## Oakland Unified School District - All Schools - 2011-12 to 2013-14



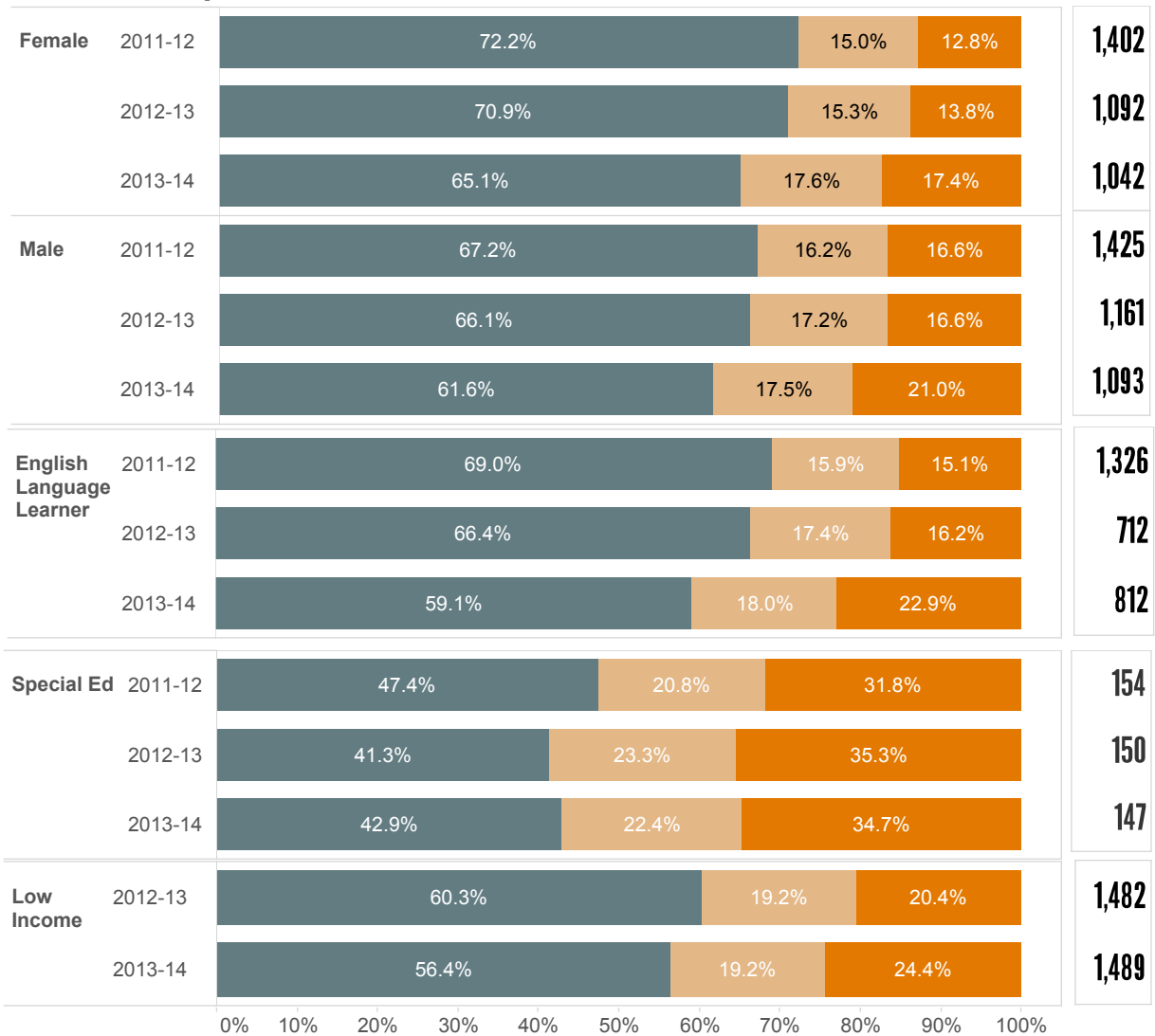
The Oral Reading component of DIBELS tests how many words a 1st grader can read fluently in one minute. In the Spring of 1st Grade, 47 words or better is scored as At or Above Benchmark; 32-36 words is Below Benchmark, and 0-32 words per minute is Well Below Benchmark. Questions? Contact **Rinat Fried** at [rinat.fried@ousd.k12.ca.us](mailto:rinat.fried@ousd.k12.ca.us).

### All Students

### Total



### Student Groups



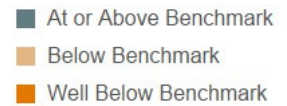
The data in this report is as of **July 7, 2014**. The report was produced on **July 29, 2014**. **Subgroups totaling less than 11** in any academic year are excluded from this report to protect student privacy.

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# DIBELS GRADE 1 ORAL READING

## Oakland Unified School District - All Schools - 2011-12 to 2013-14



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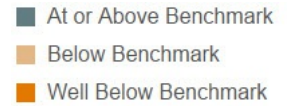
### Ethnicity

Ethnicity					Total
African American, Male	2011-12	57.4%	22.0%	20.6%	378
	2012-13	56.2%	20.0%	23.8%	390
	2013-14	52.4%	21.6%	26.0%	334
African American	2011-12	60.7%	19.8%	19.5%	764
	2012-13	59.2%	19.0%	21.8%	775
	2013-14	55.5%	21.3%	23.2%	663
Asian	2011-12	84.1%	8.9%	7.1%	439
	2012-13	80.8%	11.8%	7.3%	422
	2013-14	78.9%	8.8%	12.3%	408
Latino	2011-12	64.4%	17.1%	18.5%	1,062
	2012-13	56.9%	20.4%	22.7%	489
	2013-14	51.7%	21.5%	26.8%	601
White	2011-12	86.8%	8.7%		424
	2012-13	86.8%	9.5%		454
	2013-14	79.7%	12.3%	7.9%	365
Filipino	2011-12	76.5%	23.5%		17
	2012-13	65.4%	30.8%		26
	2013-14	77.8%		16.7%	18
Pacific Islander	2011-12	52.9%	26.5%	20.6%	34
	2012-13	68.8%	21.9%	9.4%	32
	2013-14	56.0%	28.0%	16.0%	25
Native American	2011-12	52.6%	31.6%	15.8%	19
	2012-13	64.3%	14.3%	21.4%	14
	2013-14	63.6%	27.3%	9.1%	11

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# DIBELS GRADE 1 ORAL READING

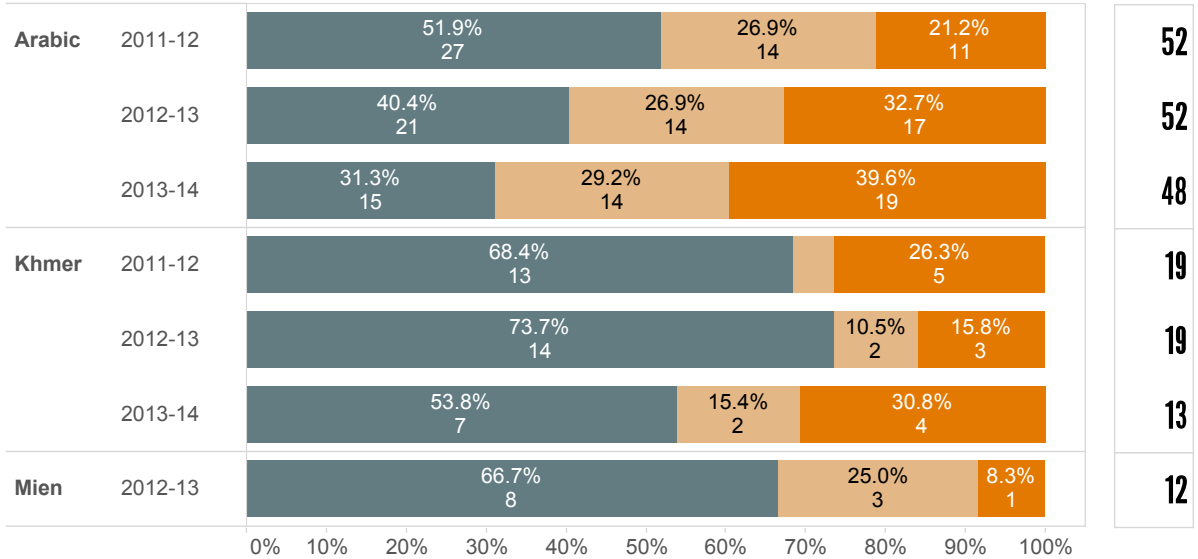
## Oakland Unified School District - All Schools - 2011-12 to 2013-14



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### Total

### Home Language



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# EL RECLASSIFICATION

## Oakland Unified School District - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. The reclassification rates in this report are based on comparing EL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at [rattana.yeang@ousd.k12.ca.us](mailto:rattana.yeang@ousd.k12.ca.us).

### All Students

			Total
	2011-12	13.4%	9,607
	2012-13	12.1%	9,335
	2013-14	11.7%	9,616

### Gender

			Total
Female	2011-12	15.1%	4,406
	2012-13	13.7%	4,255
	2013-14	13.6%	4,367
Male	2011-12	11.9%	5,201
	2012-13	10.9%	5,080
	2013-14	10.2%	5,249
Special Ed	2011-12	3.1%	881
	2012-13	2.9%	1,087
	2013-14	1.7%	1,219
Low Income	2013-14	11.9%	8,570
Foster Youth	2011-12	20.0%	45
	2012-13	6.3%	32
	2013-14	13.0%	23

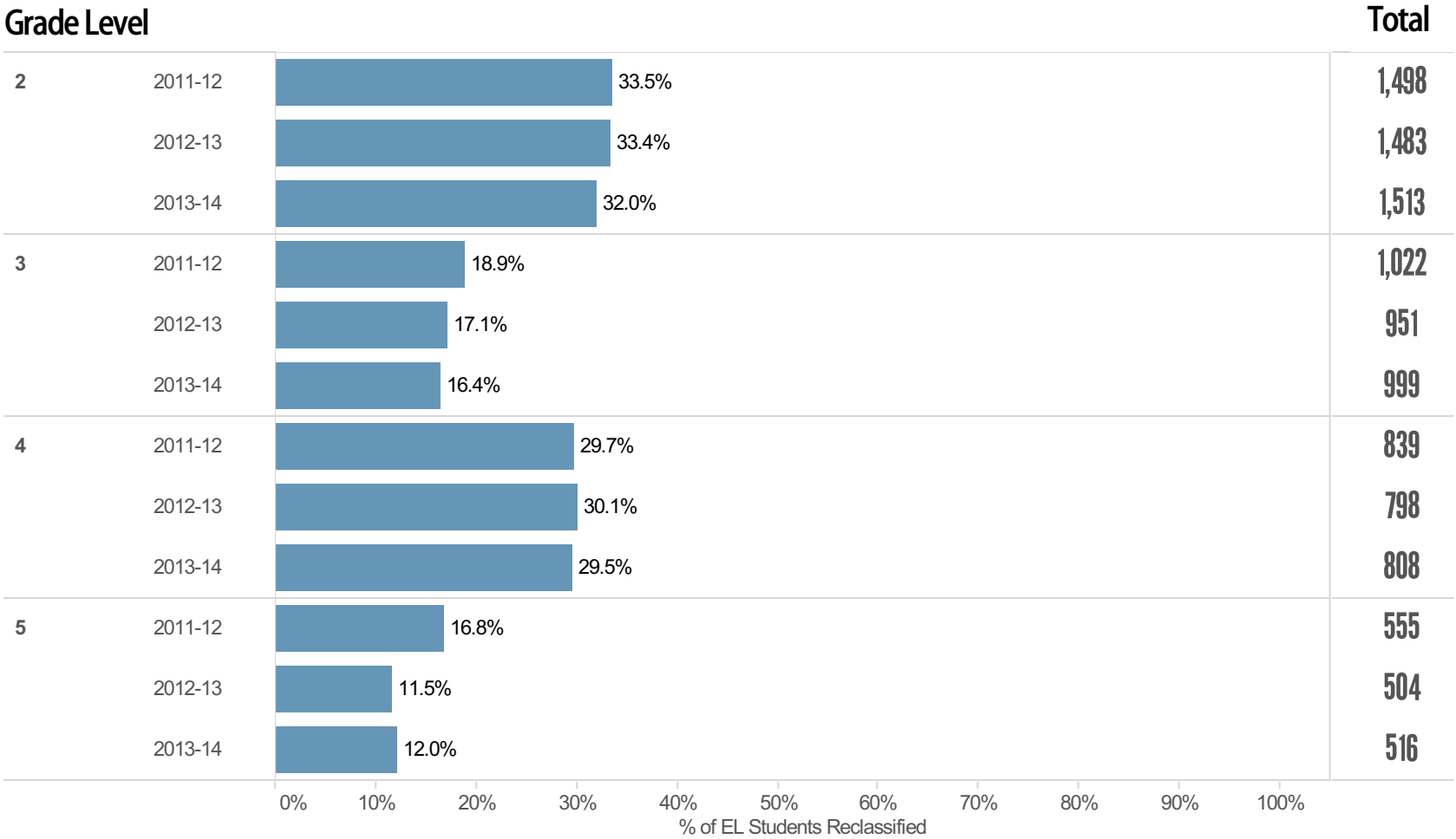
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
% of EL Students Reclassified

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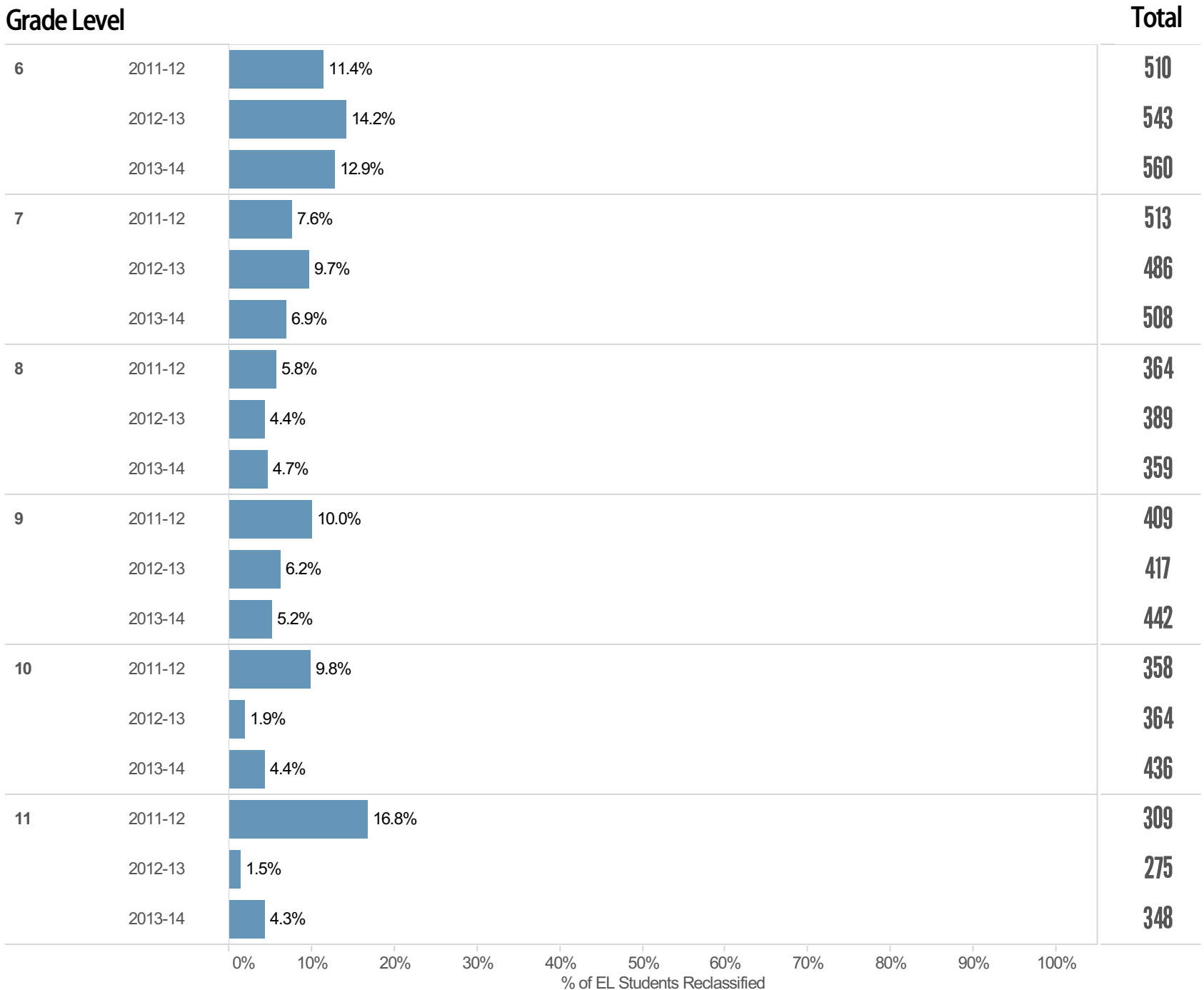


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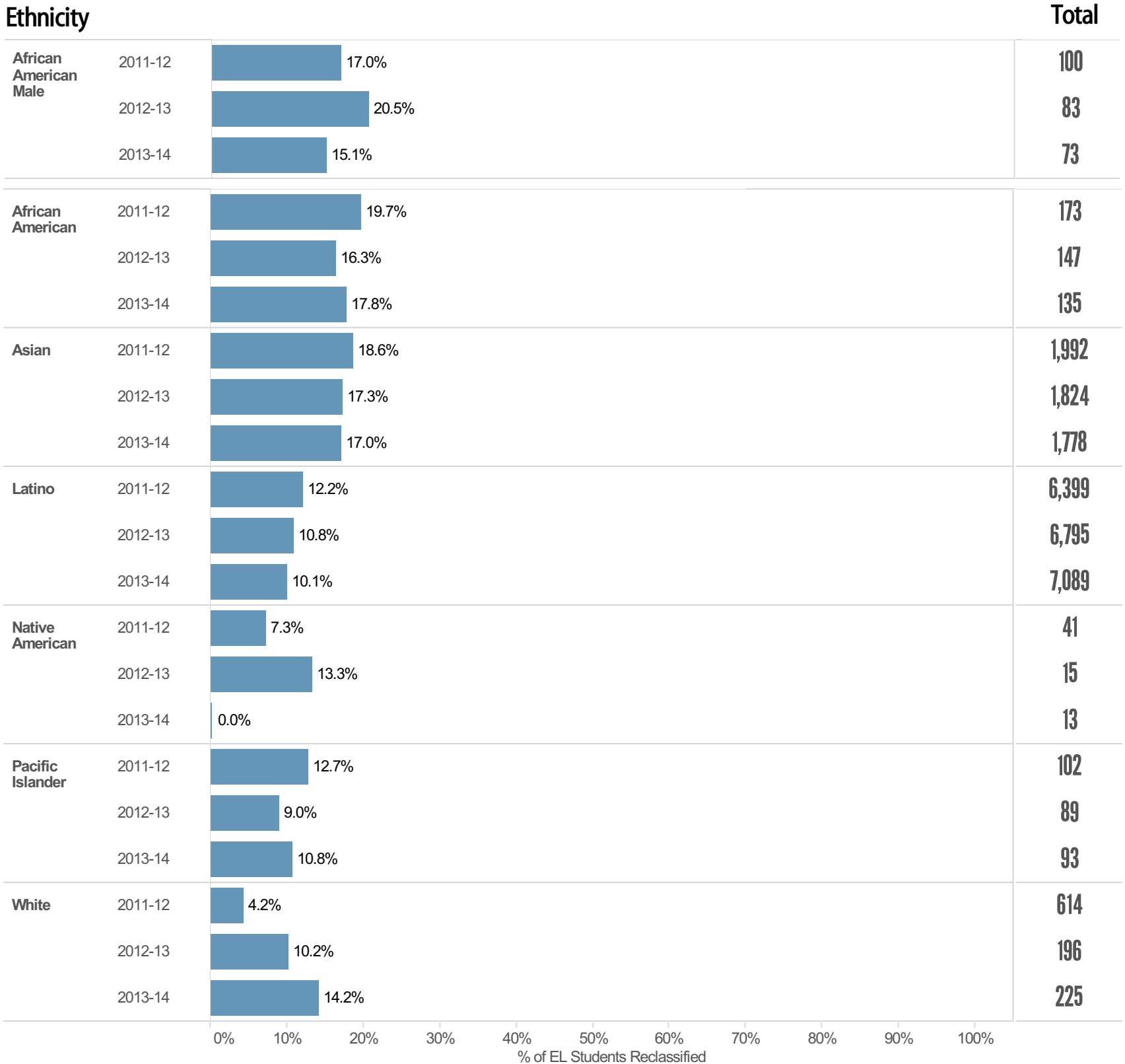


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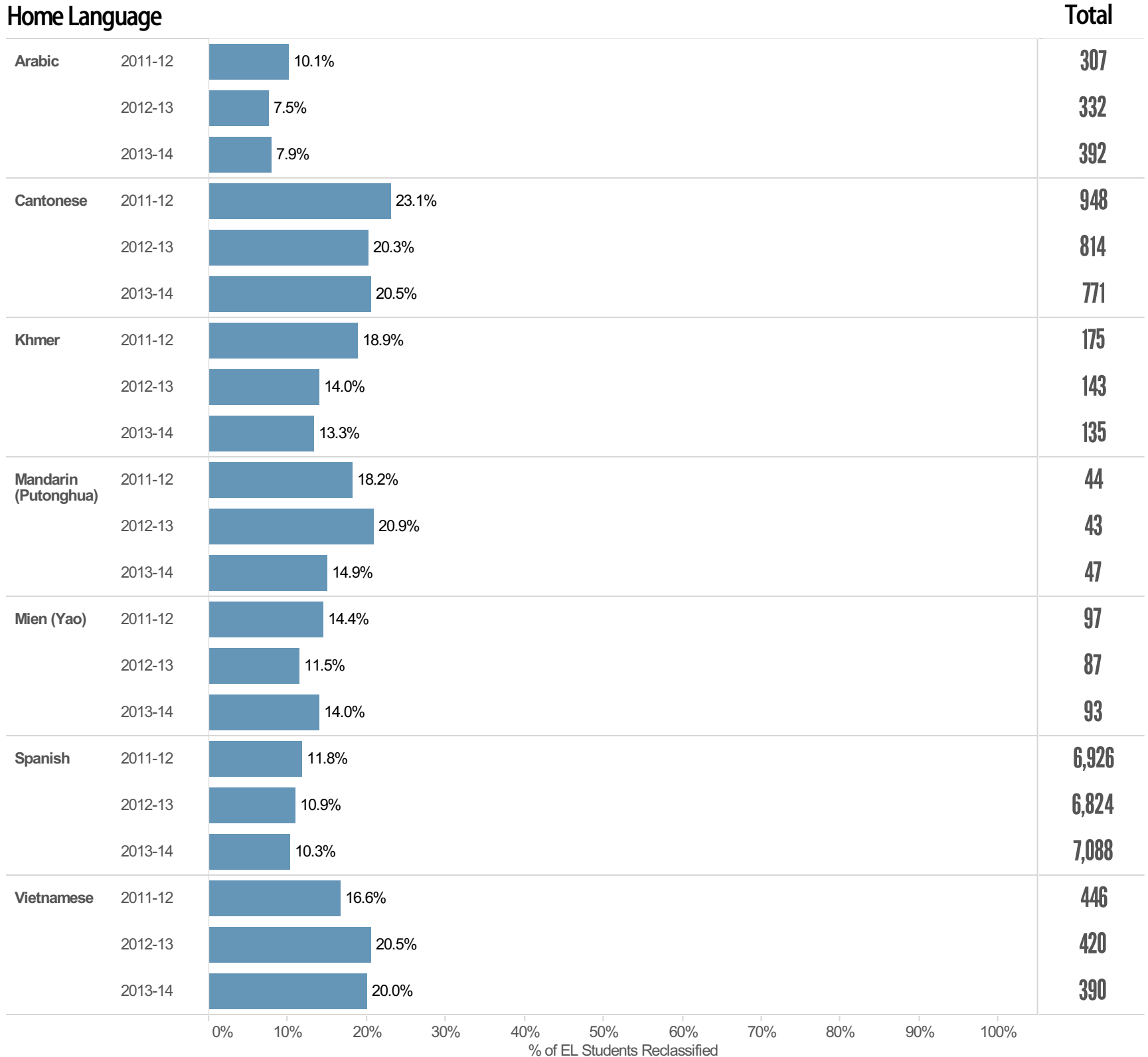


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# Oakland Unified School District

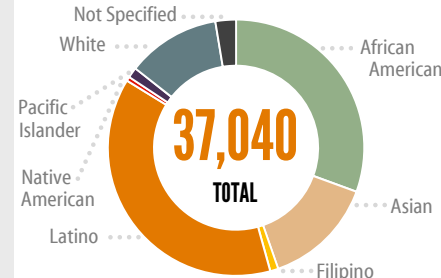
## FAST FACTS 2013-14

### ENROLLMENT 2013-14<sup>1</sup>



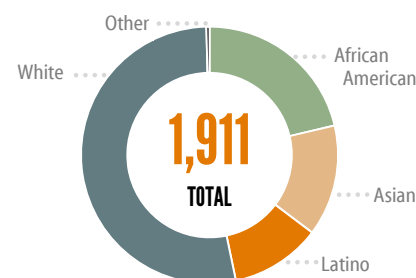
20,317 Transitional Kindergarten-Grade 5 Students,  
7,523 Grade 6-8 Students,  
9,200 Grade 9-12 Students

### STUDENTS 2013-14<sup>1</sup>



30.6% African American, 14.1% Asian, 1.0% Filipino,  
38.1% Latino, 0.5% Native American, 1.3% Pacific  
Islander, 11.8% White, 2.6% Not Specified

### TEACHERS 2013-14



21.3% African American, 14.0% Asian,  
11.4% Latino, 52.9% White, 0.4% Other.

1,608 K-12 Teachers, 57 Early Childhood Education  
Teachers, 246 Special Education Teachers

\$40,048 Beginning Teacher Salary  
\$55,143 Average Teacher Salary

60 Teachers Certified by National Board for  
Professional Teaching Standards

### BOARD OF EDUCATION AND SUPERINTENDENT

OUSD BOARD DIRECTORS

DISTRICT 1 Jody London

DISTRICT 2 Jumoke Hinton Hodge

DISTRICT 3 David Kakishiba, President

DISTRICT 4 Anne Campbell Washington

DISTRICT 5 Roseann Torres

DISTRICT 6 Christopher Dobbins

DISTRICT 7 James Harris, Vice President

ACTING SUPERINTENDENT Gary Yee

### CONTACT

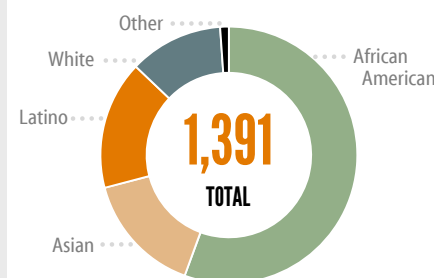
MAIN OFFICE 1000 Broadway  
Oakland, CA 94607

TELEPHONE (510) 434-7790

DISTRICT WEBSITE [www.ousd.k12.ca.us](http://www.ousd.k12.ca.us)

STRATEGIC PLAN [www.thrivingstudents.org](http://www.thrivingstudents.org)

### OTHER SCHOOL STAFF 2013-14



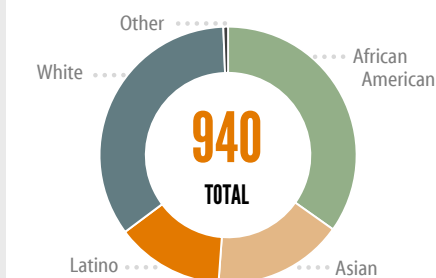
55.6% African American, 15.3% Asian,  
16.2% Latino, 11.8% White, 1.1% Other

123 Principals and Assistant Principals,

1,268 Support Staff

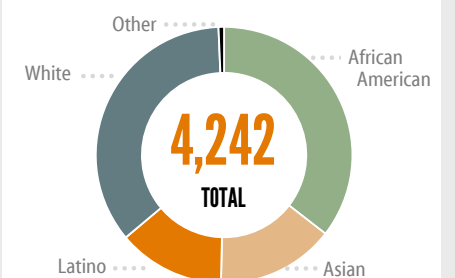
\$96,945 Average Principal Salary

### CENTRAL OFFICE STAFF 2013-14<sup>2</sup>



34.8% African American, 16.4% Asian,  
13.6% Latino, 34.6% White, 0.6% Other

### ALL DISTRICT STAFF 2013-14



35.5% African American, 14.9% Asian,  
13.5% Latino, 35.4% White, 0.7% Other

### SCHOOLS 2013-14<sup>3</sup>

86

TOTAL NUMBER OF SCHOOLS



50 Elementary Schools, 4 Grade K-8 Schools, 13  
Middle Schools, 3 Grade 6-12 Schools, 7 High Schools  
and 9 Alternative/Continuation Schools

3 Adult Education Programs: Career Technical  
Education, Family Literacy, and General Education

### CHARTER 2013-14

32 DISTRICT-AUTHORIZED  
CHARTER SCHOOLS

10,287 Students enrolled in district-authorized  
charter schools

6 county-authorized charter schools

### EARLY CHILDHOOD EDUCATION 2013-14

1,615 Pre-K/ECE Students, 29 ECE Sites,

57 ECE Teachers,

325 Transitional Kindergarten Students,

15 Transitional Kindergarten Programs

### AFTER SCHOOL PROGRAMS 2012-13

75 AFTER SCHOOL  
PROGRAM SITES

7,876 Average number of students  
served daily in After School Programs,  
15 After School lead agency partners

### CHILD NUTRITION 2012-13

6,004 Average number of breakfasts served daily,

10,677 Average number of lunches served daily,

61 Schools with salad bars,

17 Oakland fresh school produce markets

### FREE/REDUCED-PRICE LUNCH 2013-14<sup>5</sup>

71.4% STUDENTS ELIGIBLE FOR FREE OR  
REDUCED-PRICE LUNCH

### HEALTH AND WELLNESS 2012-13

5,305

STUDENTS USED SCHOOL-BASED  
HEALTH CENTERS

46.4% Students at schools with Health Centers  
who used services,  
15 School Based Health Centers

### ATTENDANCE 2012-13



11.2% Students Chronically Absent<sup>7</sup>

### ENGLISH LEARNERS 2013-14<sup>4</sup>

30.0% ENGLISH LANGUAGE  
LEARNER STUDENTS

11,118 Total

69.0% Grade 6-12 English Language Learners  
are Long Term English Language Learners<sup>4</sup>

### LANGUAGES 2013-14

49.0%

STUDENTS SPEAKING A LANGUAGE  
OTHER THAN ENGLISH AT HOME

47 Native languages spoken in OUSD, 33.5% of  
students speak Spanish at home, 5.2% speak  
Cantonese at home, 10.3% speak another non-  
English language at home

### SPECIAL EDUCATION 2013-14<sup>6</sup>

10.3% Students with disabilities receiving Special  
Education services, 3,832 students total,

246 Special Ed Teachers

### LINKED LEARNING 2013-14<sup>8</sup>

42.9% Grade 10-12 students enrolled  
in a College and Career Pathway

27 College and Career Pathways in 13 high schools

### SUSPENSION 2012-13



14.0% African American male students suspended

### GRADUATION 2012-13<sup>9</sup>

1,754 TOTAL NUMBER OF GRADUATES

### BUDGET 2013-14 GENERAL FUND

\$432 Million

DATA SOURCES: AFTER SCHOOL PROGRAMS – Public Profit; ALL DISTRICT STAFF – Human Resources Services & Support; ATTENDANCE – Quality, Accountability, and Analytics (QAA) Data & Analytics; BUDGET – 2013-14 First Interim Report; CENTRAL OFFICE STAFF – Human Resources Services & Support; CHARTER – QAA Office of Charter Schools; CHILD NUTRITION – Nutrition Services; GRADUATION – California Longitudinal Pupil Achievement Data System; EARLY CHILDHOOD EDUCATION – Early Childhood Education Enrollment Center, QAA Data & Analytics, Human Resources Services & Support; ENGLISH LEARNERS – QAA Data & Analytics; ENROLLMENT – QAA Data & Analytics; FREE/REDUCED-PRICE LUNCH – Nutrition Services; GEOGRAPHIC – QAA Data & Analytics; HEALTH AND WELLNESS – Family, School and Community Partnerships; LANGUAGE – QAA Data & Analytics; LINKED LEARNING – QAA Data & Analytics; OTHER SCHOOL STAFF – Human Resources Services & Support, Accounting Office, Technology Services; SCHOOL – QAA Data & Analytics; SPECIAL EDUCATION – QAA Data & Analytics, Human Resources Services & Support; STUDENTS – QAA Data & Analytics; SUSPENSION – QAA Data & Analytics; TEACHERS – Human Resources Services & Support;

FOOTNOTES: 1) Enrollment and ethnicity data includes only OUSD schools and grades TK-12. 2) Some positions that are centrally funded are primarily school based. 3) Total number of OUSD schools excludes district-authorized charter schools. 4) Students are considered Long Term English Language Learners if they have been enrolled for more than 6 years in a US school without meeting criteria for reclassification. 5) Students who receive free/reduced-price breakfast/lunch can also receive after school snacks, if eligible. The rate is based on data as of 10/31/13 and will be updated by the end of the academic year. 6) Special Education enrollment includes students with disabilities enrolled in OUSD K-12 schools, Home and Hospital program and Young Adult Program. 7) Chronic Absence is defined as being absent 10% or more of school days for any reason. 8) Linked Learning students follow industry-themed pathways in a wide range of fields, such as engineering, arts and media, biomedicine and health. These pathways prepare high school students for career and a full range of postsecondary options. 9) Graduation numbers based on CaIPADS, to be updated by California Department of Education in spring 2014. 10) Graphical icons are downloaded from <http://icons8.com/>.

Produced by the department of  
Quality, Accountability & Analytics

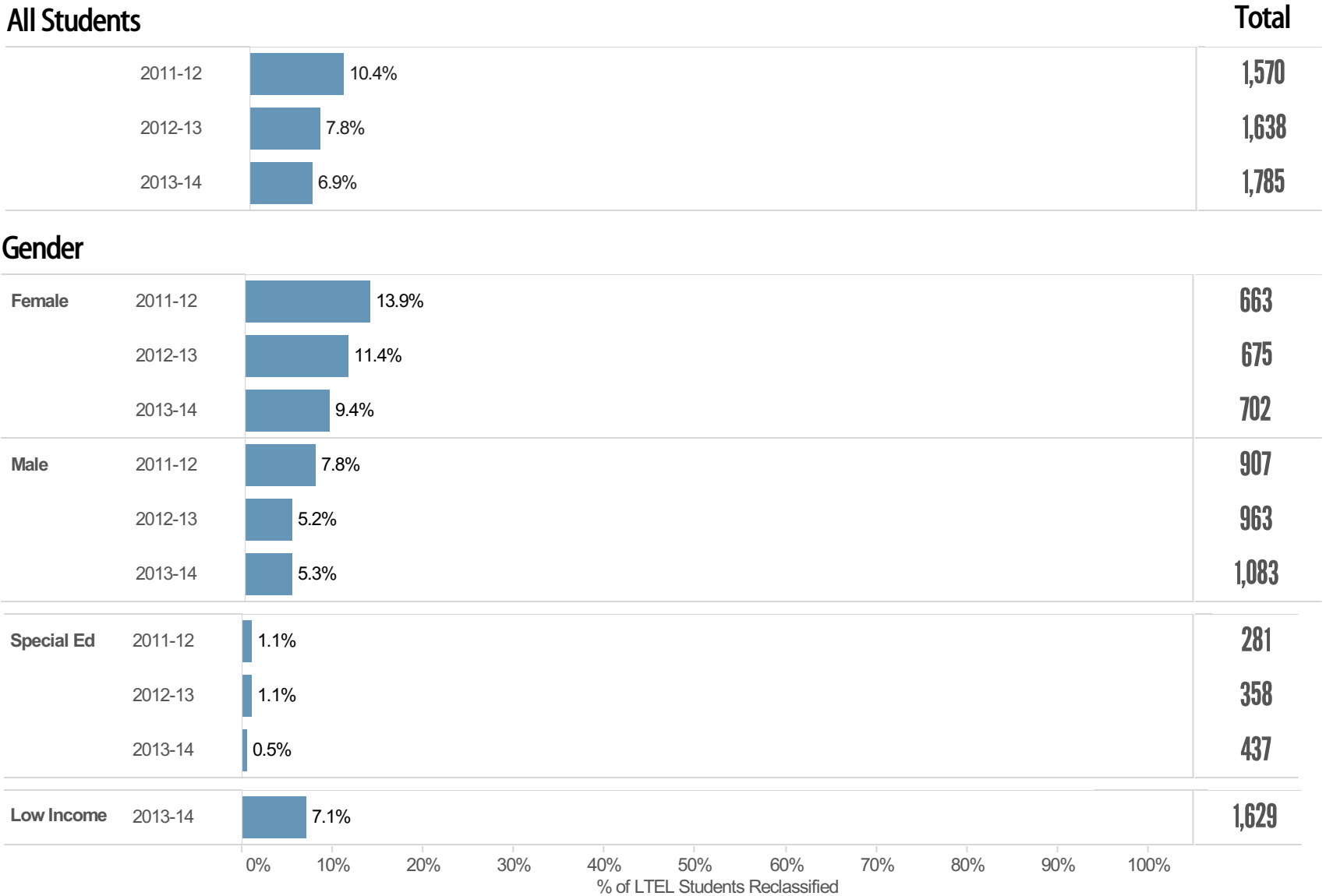
This document was designed to be printed on  
11 x 17 paper and was last updated on  
March 5, 2014.



# LTEL RECLASSIFICATION

## Oakland Unified School District - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. A student is considered a Long Term English Learner (LTEL) if they have been an EL for more than six years. The reclassification rates in this report are based on comparing LTEL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at [rattana.yeang@ousd.k12.ca.us](mailto:rattana.yeang@ousd.k12.ca.us).

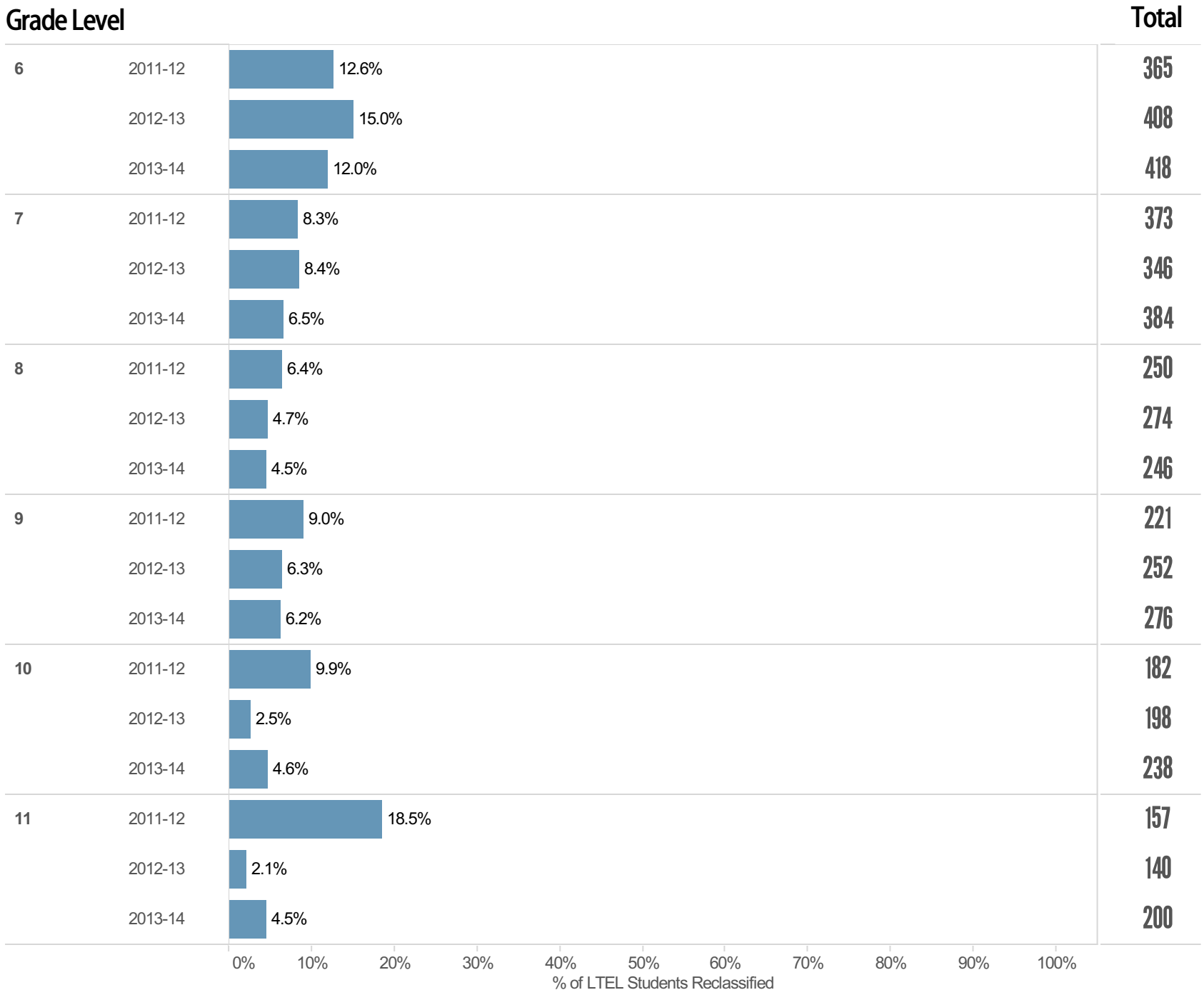


The data in this report is as of **June 12, 2014**. The report was produced on **August 12, 2014**. Subgroups totaling less than 11 in any academic year are excluded to protect student privacy. **Low Income** refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

# LTEL RECLASSIFICATION

## Oakland Unified School District - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. A student is considered a Long Term English Learner (LTEL) if they have been an EL for more than six years. The reclassification rates in this report are based on comparing LTEL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at [rattana.yeang@ousd.k12.ca.us](mailto:rattana.yeang@ousd.k12.ca.us).

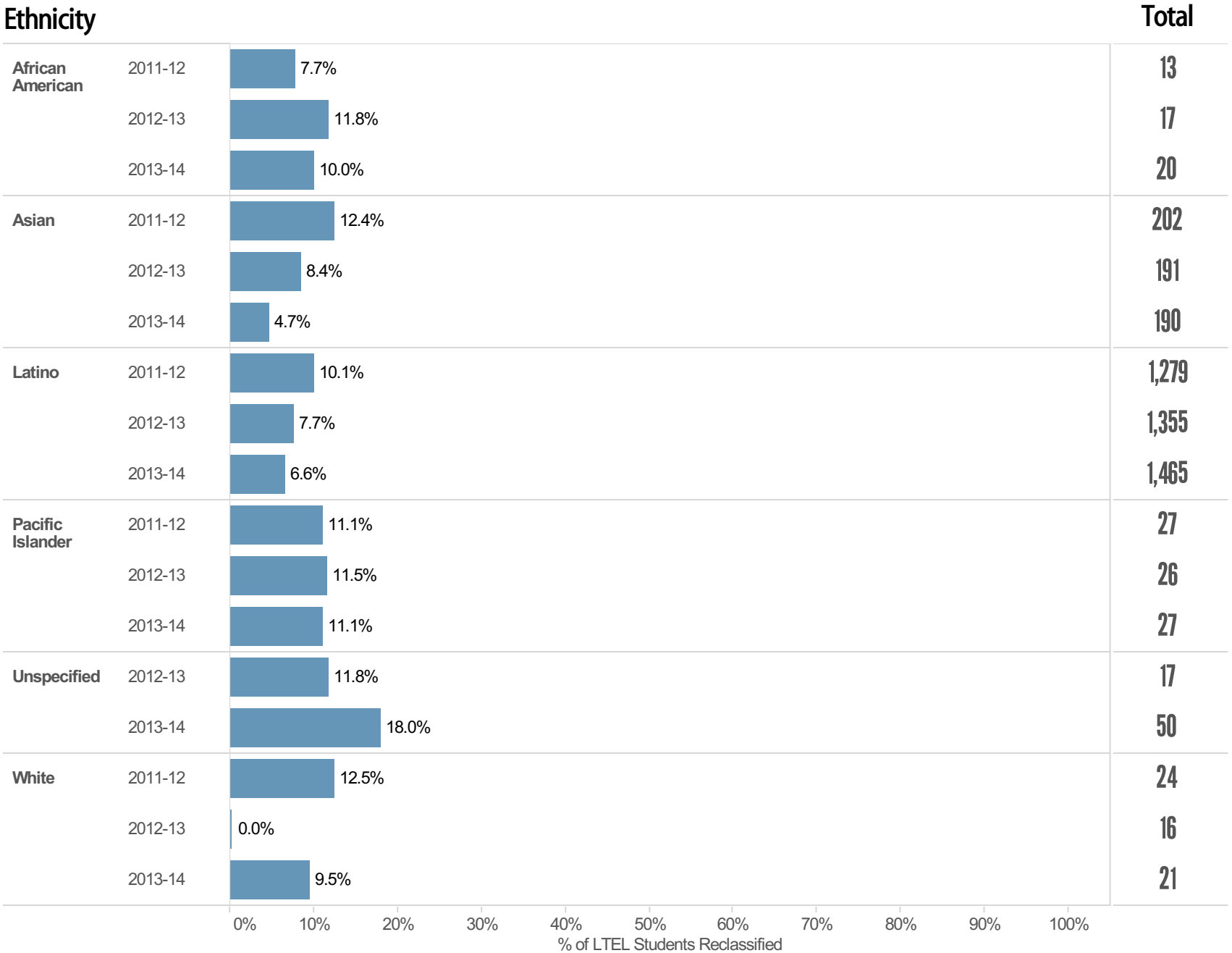


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# LTEL RECLASSIFICATION

## Oakland Unified School District - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. A student is considered a Long Term English Learner (LTEL) if they have been an EL for more than six years. The reclassification rates in this report are based on comparing LTEL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at [rattana.yeang@ousd.k12.ca.us](mailto:rattana.yeang@ousd.k12.ca.us).

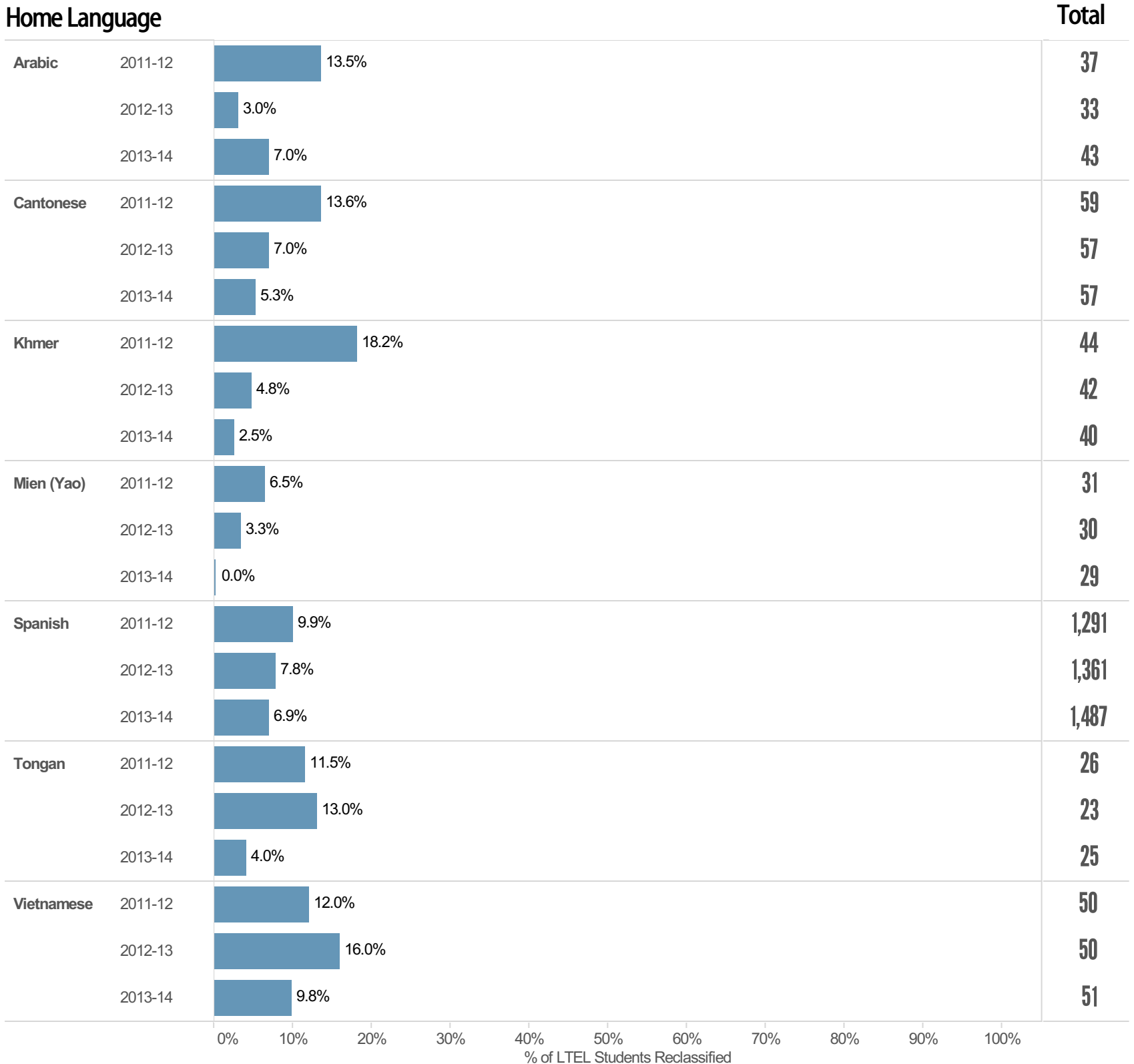


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# LTEL RECLASSIFICATION

## Oakland Unified School District - 2011-12 - 2013-14

Reclassification is the process for determining that an English Language Learner (ELL) has become Fluent English Proficient. A student is considered a Long Term English Language Learner (LTEL) if they have been an ELL for more than six years. The reclassification rates in this report are based on comparing Long Term English Language Learner students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at [rattana.yeang@ousd.k12.ca.us](mailto:rattana.yeang@ousd.k12.ca.us).



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# MATH PERFORMANCE TASK



## Oakland Unified School District - 2011-12 to 2013-14

■ Below Benchmark  
■ At or Above Benchmark

Performance tasks aligned to the Common Core State Standards are included in each of the District's Math Benchmark assessments. They require students to apply math concepts and strategies to analyze real-world scenarios. This report is based on the end-of-year assessments given to students in grades 6, 7, and 8. If you have any questions, please contact **Jay Tharp** at [james.tharp@ousd.k12.ca.us](mailto:james.tharp@ousd.k12.ca.us).

### All Students

Year	At or Above Benchmark	Below Benchmark	Total
2011-12	18.7%	81.3%	5,127
2012-13	48.7%	51.3%	4,279
2013-14	33.9%	66.1%	5,440

### Student Groups

Group	Year	At or Above Benchmark	Below Benchmark	Total
Female	2011-12	19.1%	80.9%	2,503
	2012-13	49.0%	51.0%	2,148
	2013-14	35.7%	64.3%	2,692
Male	2011-12	18.4%	81.6%	2,624
	2012-13	48.3%	51.7%	2,131
	2013-14	32.2%	67.8%	2,748
English Language Learner	2011-12	6.8%	93.2%	1,049
	2012-13	28.9%	71.1%	710
	2013-14	19.1%	80.9%	1,014
Special Ed	2011-12	6.9%	93.1%	333
	2012-13	26.6%	73.4%	316
	2013-14	15.5%	84.5%	413
Low Income	2012-13	42.9%	57.1%	3,374
	2013-14	29.9%	70.1%	4,312
Foster Youth	2011-12	100.0%	0.0%	40
	2012-13	100.0%	0.0%	24
	2013-14	31.6%	68.4%	38

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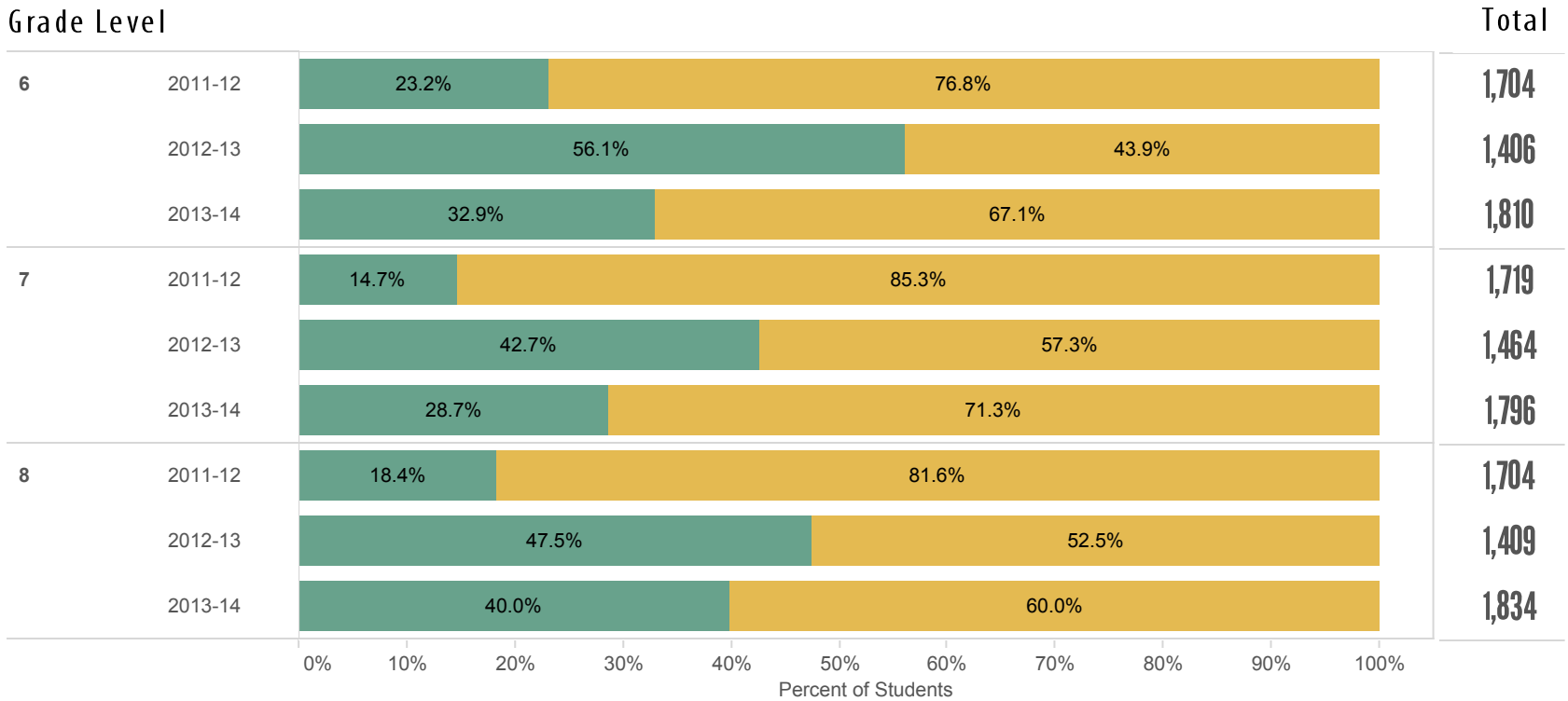
# MATH PERFORMANCE TASK



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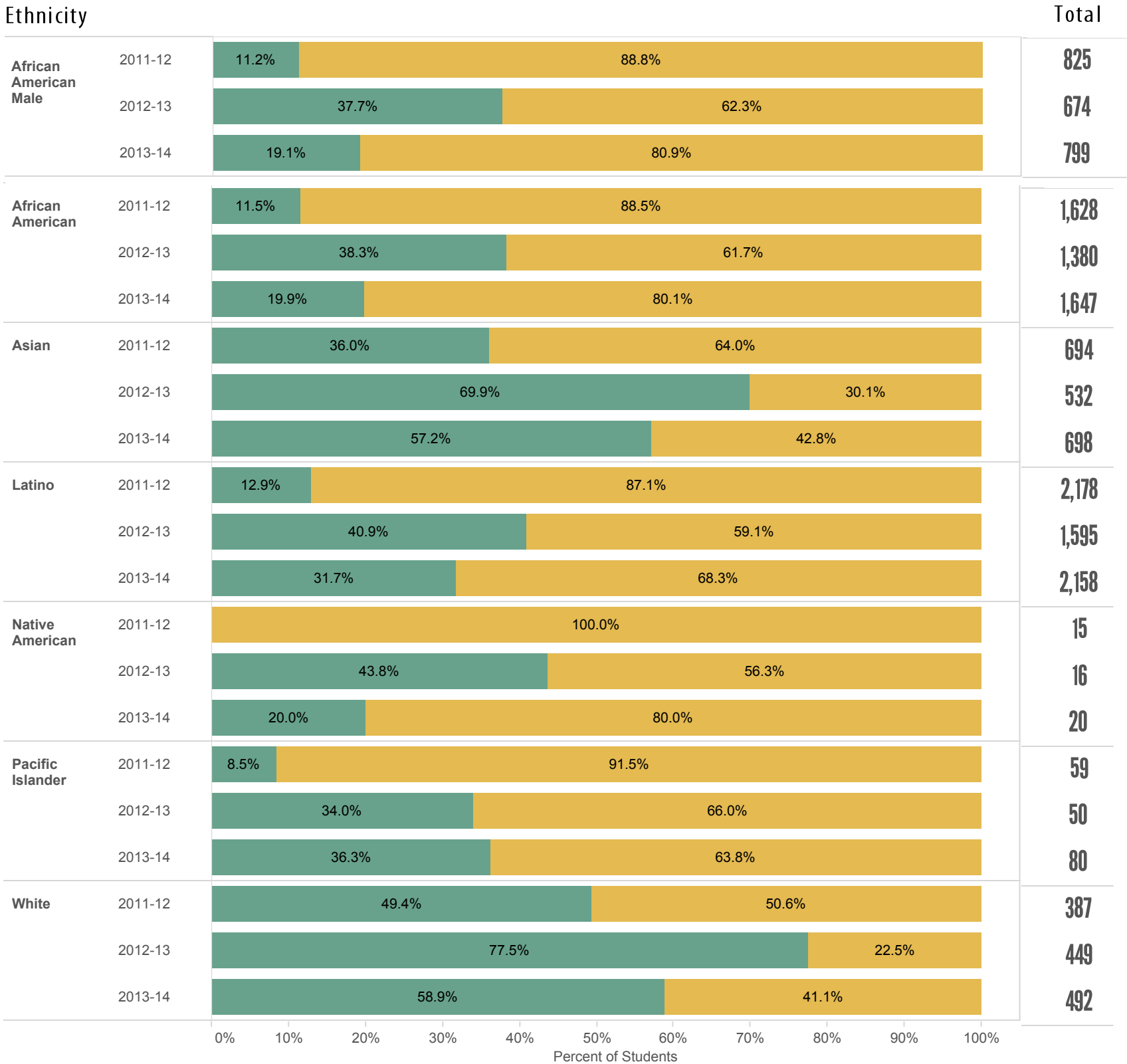
# MATH PERFORMANCE TASK



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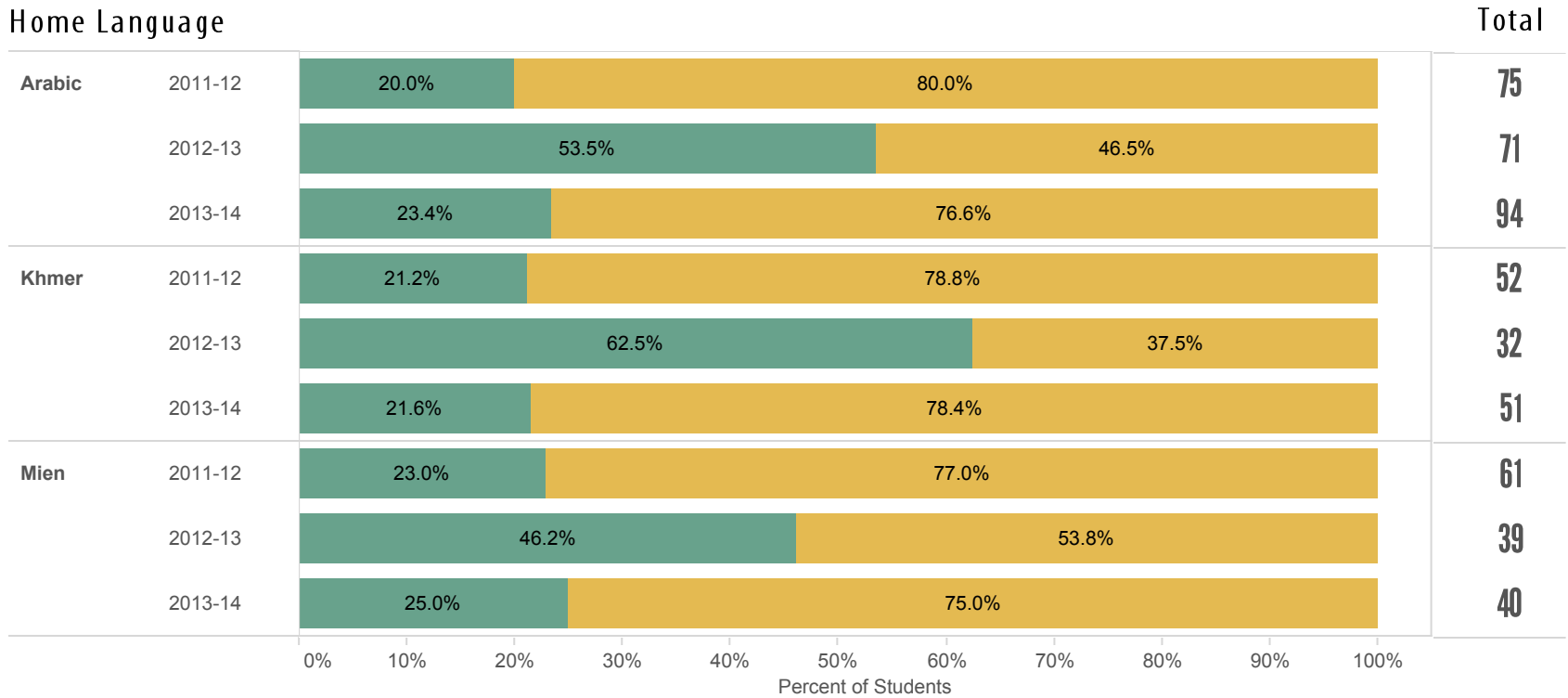
# MATH PERFORMANCE TASK



## Oakland Unified School District - 2011-12 to 2013-14

■ Below Benchmark  
■ At or Above Benchmark

Performance tasks aligned to the Common Core State Standards are included in each of the District's Math Benchmark assessments. They require students to apply math concepts and strategies to analyze real-world scenarios. This report is based on the end-of-year assessments given to students in grades 6, 7, and 8. If you have any questions, please contact **Jay Tharp** at [james.tharp@ousd.k12.ca.us](mailto:james.tharp@ousd.k12.ca.us).



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# Oakland Unified School District

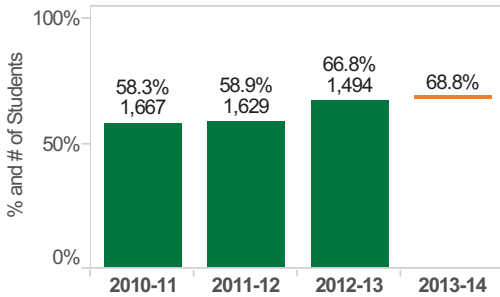


## District Balanced Scorecard - 2014-15

### Goal: Graduates are college and career-ready

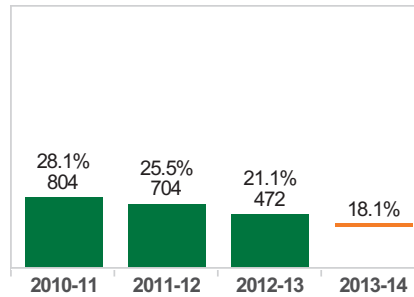
#### Cohort Graduation

Increase the four-year cohort graduation rate by 2 percentage points.



#### Cohort Dropout

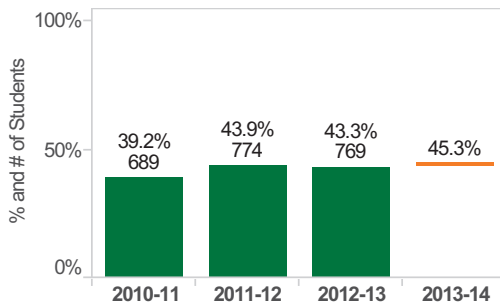
Reduce the four-year cohort dropout rate by 3 percentage points.



The purpose of the Balanced Scorecard (BSC) is to identify a small set of key indicators to help measure our progress towards achieving our goals and assist the District and school communities in focusing their continuous improvement efforts.

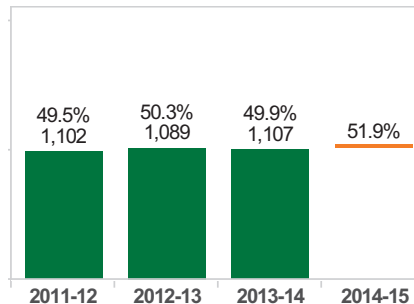
#### A-G Completion

Increase the A-G completion rate with a grade of C or better by 2 percentage points.



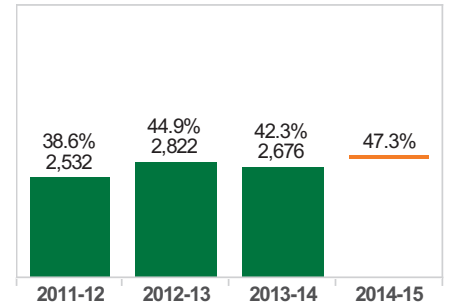
#### CAHSEE Pass Rate

Increase the Grade 10 CAHSEE passing rate by 2 percentage points.



#### Pathway Participation

Increase the Grade 10-12 career pathway participation rate by 5 percentage points annually.



### Goal: Students are proficient in state academic standards

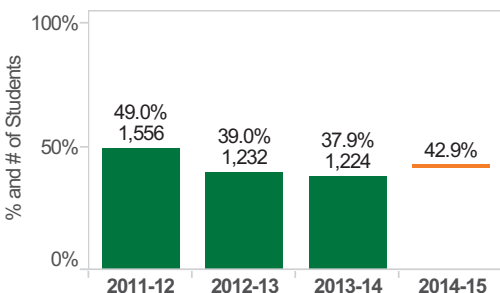
#### SBAC English Language Arts & Math

Establish baseline for proficiency rates on new online state tests in 2014-15.

### Goal: Students are reading at or above grade level

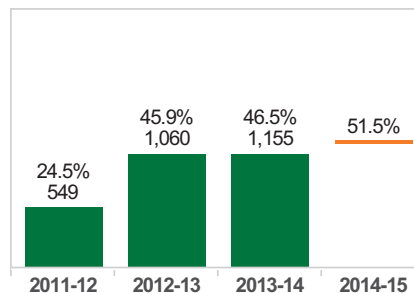
#### SRI - Grade 3

Increase the percent of students in Grade 3 reading at or above grade level by 5 percentage points.



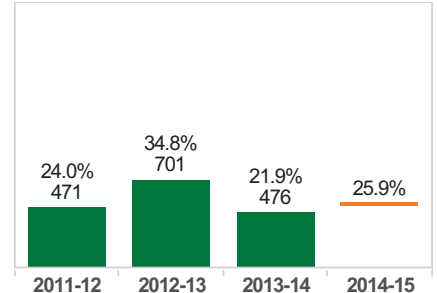
#### SRI - Grade 6

Increase the percent of students in Grade 6 reading at or above grade level by 5 percentage points.



#### SRI - Grade 9

Increase the percent of students in Grade 9 reading at or above grade level by 4 percentage points.



# Oakland Unified School District

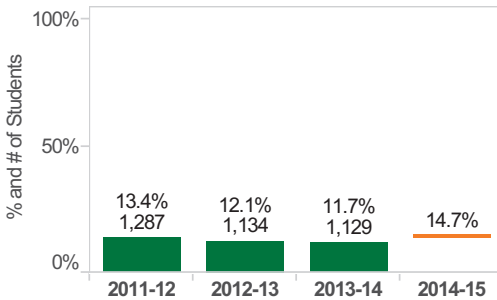


## District Balanced Scorecard - 2014-15

### Goal: English Learners are reaching English Fluency

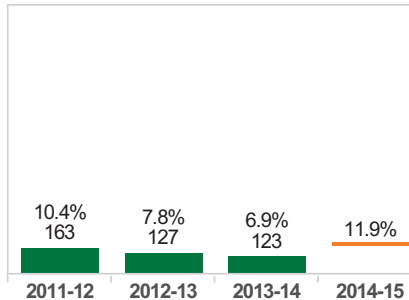
#### EL Reclassification

Increase the English Learner (EL) reclassification rate by 3 percentage points.



#### LTEL Reclassification

Increase the Long-Term English Learner (LTEL) reclassification rate by 5 percentage points.



### Definitions

**A-G:** High school course requirements that must be completed with a grade of "C" or better for students to be eligible for admission to the University of California or California State University systems.

**CAHSEE:** California High School Exit Exam, all high school students in California must pass CAHSEE to earn a high school diploma.

**Chronic Absence:** A student is defined as chronically absent if he or she misses 10% or more of school days for any reason, excused or unexcused.

**Cohort:** A four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave and as new students transfer in.

**College & Career Pathway:** A set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors.

**EL:** English Language Learner.

**LTEL:** Long-Term English Language Learner. A student is considered an LTELL if they have been an ELL for more than six years.

**Reclassification:** The process for determining that an English Language Learner has become Fluent English Proficient.

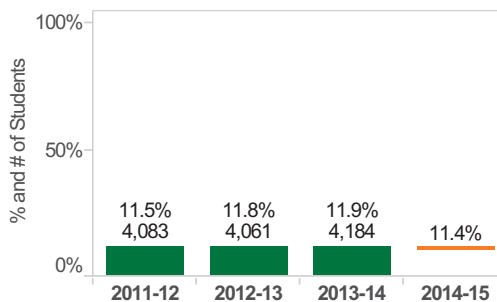
**SBAC:** Smarter Balanced Assessment Consortium, a multistate consortium working collaboratively to develop a student assessment system aligned with the Common Core State Standards in in ELA and Math).

**SRI:** Scholastic Reading Inventory, a screening assessment of reading levels.

### Goal: Students are engaged in school everyday

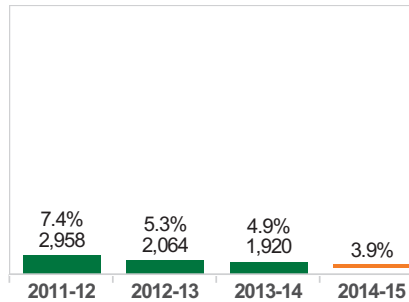
#### Chronic Absence

Reduce the chronic absence rate by 0.5 percentage points.



#### Suspension

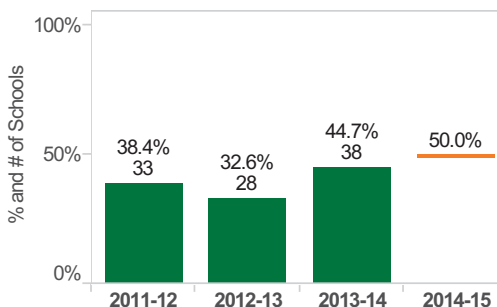
Reduce the off-campus suspension rate by 1 percentage point.



### Goal: Parents and families are engaged in school activities

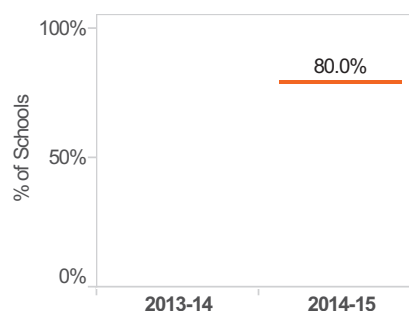
#### Parent Survey Participation

Increase the percent of schools with participation rates above 40% in the California Healthy Kids Parent Survey to 50%.



#### Parent Activities

Increase the percent of schools offering at least 3 academic activities for families per year to 80%.



# Oakland Unified School District

## District Balanced Scorecard Indicators by Subgroup – 2014-15

	Cohort Graduation	Cohort Dropout	A-G Completion	CAHSEE Pass Rate	Pathway Participation	SRI Grade 3	SRI Grade 6	SRI Grade 9	EL Reclassification	LTEL Reclassification	Chronic Absence	Suspension	Parent Survey Participation
White	76.9%	13.6%	71.3%	83.1%	50.2%	77.9%	83.3%	7.6%	14.2%	9.5%	5.4%	1.1%	
Asian	76.3%	13.3%	60.9%	64.2%	53.8%	55.8%	59.4%	32.4%	17.0%	4.7%	5.2%	1.4%	
All	<b>66.8%</b>	<b>21.1%</b>	<b>43.3%</b>	<b>49.9%</b>	<b>42.3%</b>	<b>37.9%</b>	<b>46.5%</b>	<b>21.9%</b>	<b>11.7%</b>	<b>6.9%</b>	<b>11.9%</b>	<b>4.9%</b>	<b>44.7%</b>
African American Male	52.4%	25.8%	26.0%	37.9%	28.0%	28.9%	36.5%	20.2%	15.1%		18.0%	12.7%	
African American	57.1%	23.7%	28.0%	42.1%	31.4%	29.7%	40.4%	21.1%	17.8%	10.0%	18.6%	10.0%	
Latino	59.1%	25.2%	41.7%	43.1%	44.8%	21.3%	40.6%	20.9%	10.1%	6.6%	11.1%	3.2%	
Pacific Islander	53.7%	26.8%	39.1%	61.3%	44.4%	31.7%	43.9%	25.0%	10.8%	11.1%	19.4%	5.6%	
Khmer-speaking			46.2%	40.6%	52.3%	40.9%	43.5%	27.3%	13.3%	2.5%	14.6%	4.2%	
Mien-speaking			41.9%	76.7%	65.7%	27.3%	25.0%	33.3%	14.0%	0.0%	10.2%	4.1%	
Native American	40.0%	40.0%		55.6%	35.5%	30.0%			0.0%		19.3%	5.1%	
Arabic-speaking			35.3%	22.0%	40.7%	17.3%	29.1%	15.6%	7.9%	7.0%	12.0%	2.7%	
Low Income			47.5%	46.7%	42.5%	26.7%	41.9%	23.0%	11.9%	7.1%	13.2%	5.7%	
Foster			6.7%	15.8%	26.4%	6.7%	25.0%	9.1%	13.0%		25.9%	16.1%	
Student With Disabilities	51.4%	24.5%	8.6%	10.1%	31.9%	9.9%	11.7%	4.6%	1.7%	0.5%	19.0%	10.3%	
English Learners	49.3%	32.6%	23.1%	10.7%	37.5%	8.1%	13.2%	4.5%			10.4%	2.9%	

# California School Parent Survey Participation

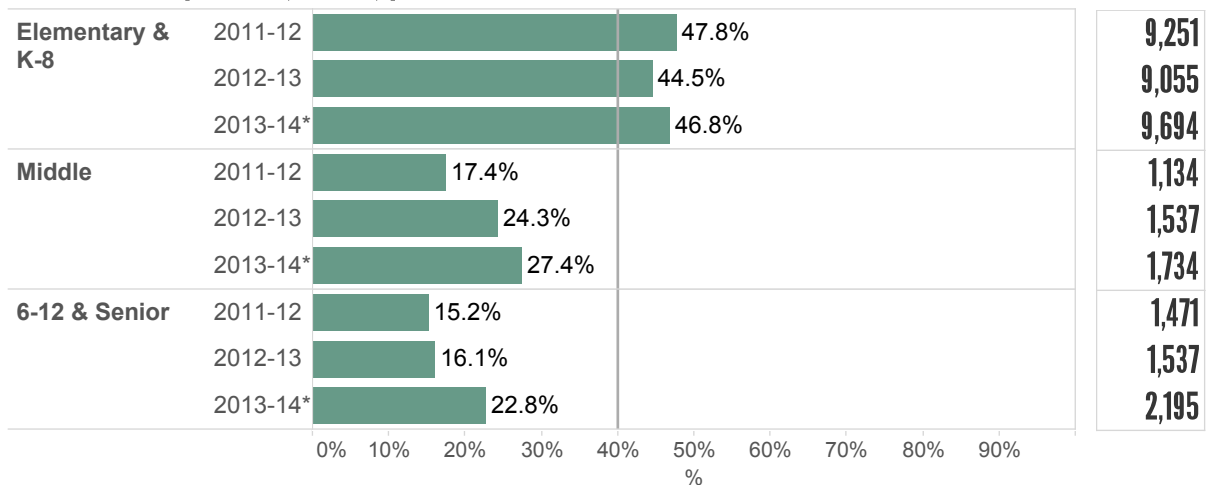


## Oakland Unified School District - All Schools - 2011-12- 2013-14

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District Overall		Total
2011-12	33.1%	12,447
2012-13	33.5%	12,129
2013-14*	37.1%	13,623

### District Participation by Site Type



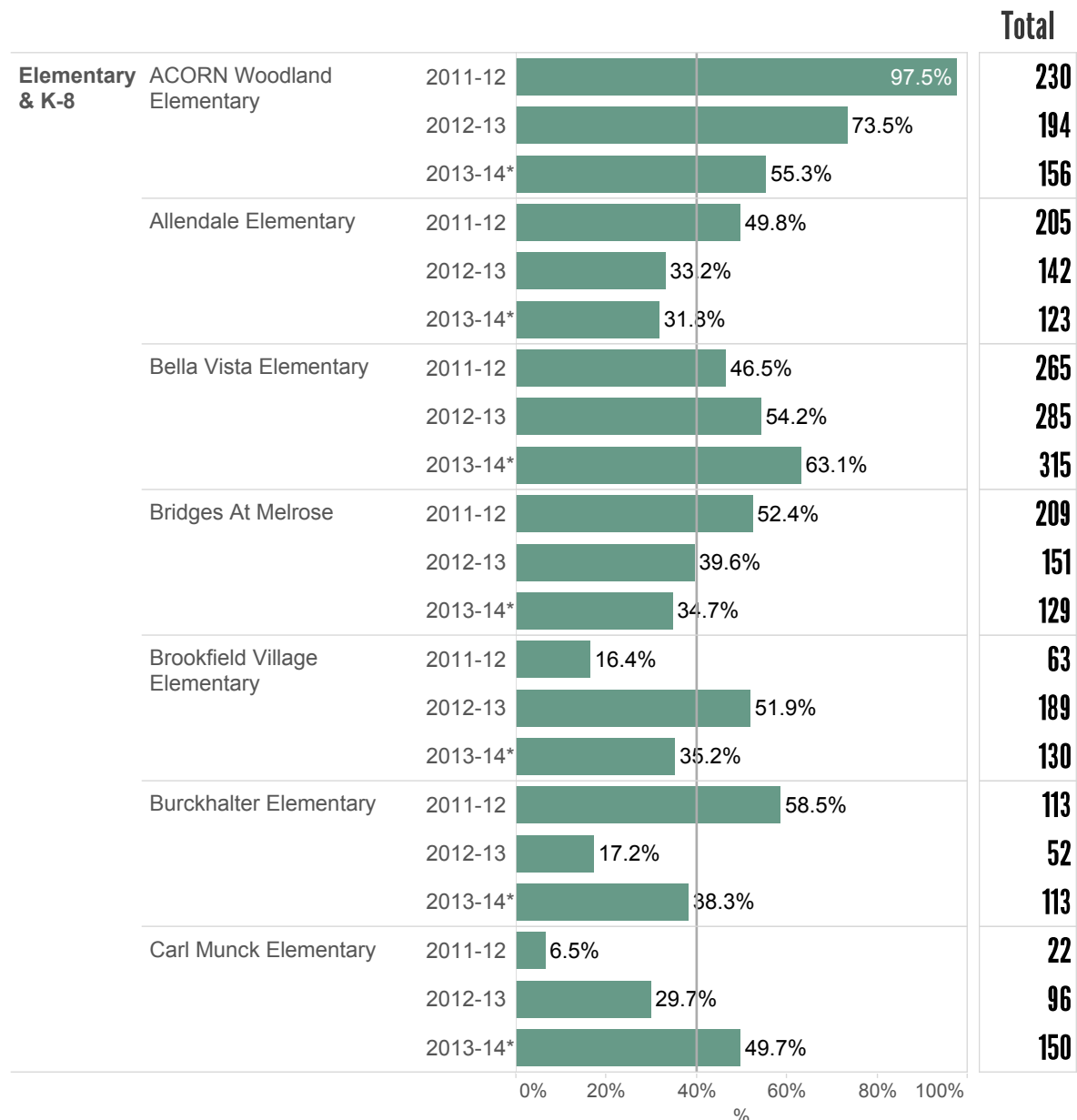
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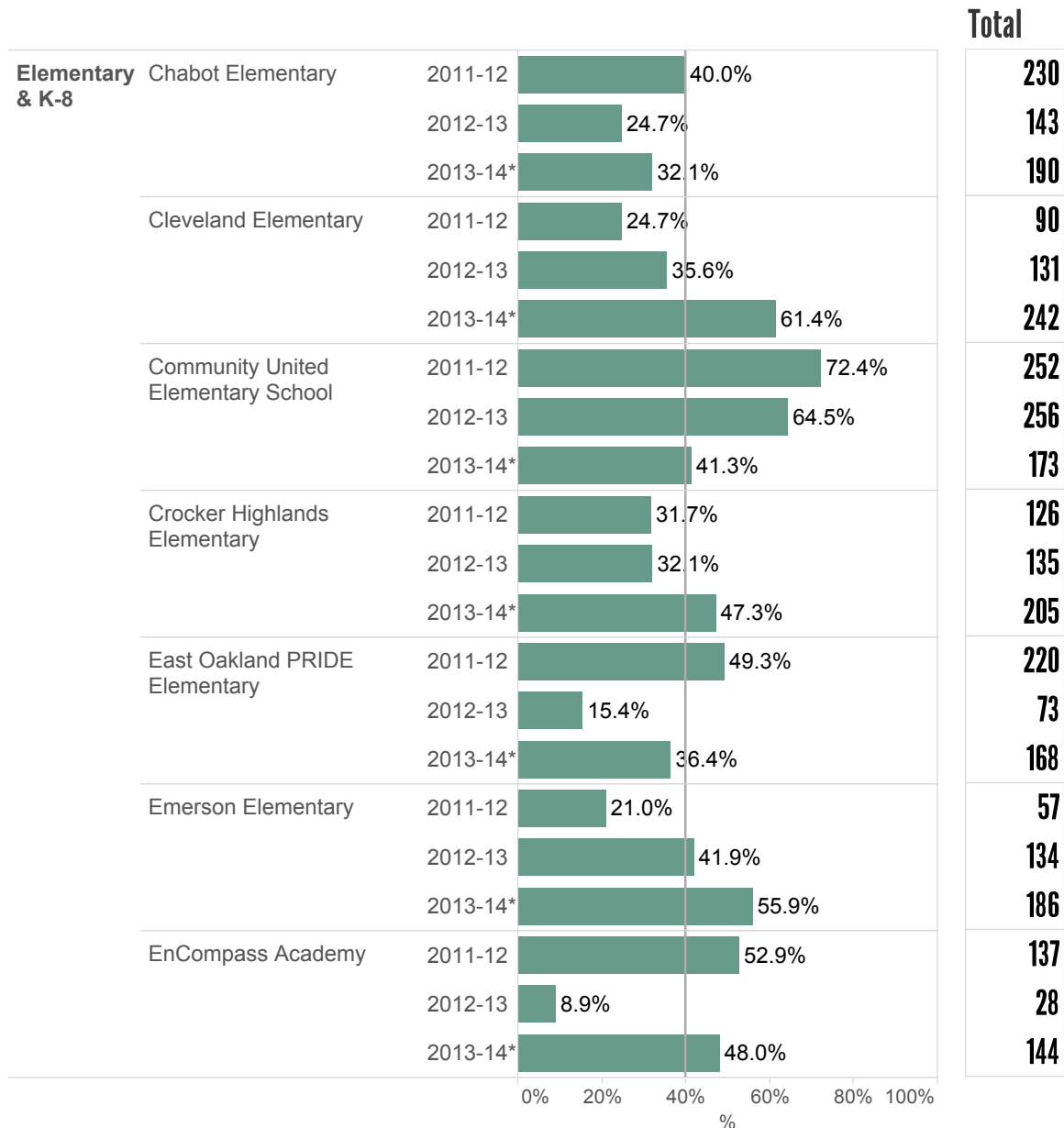
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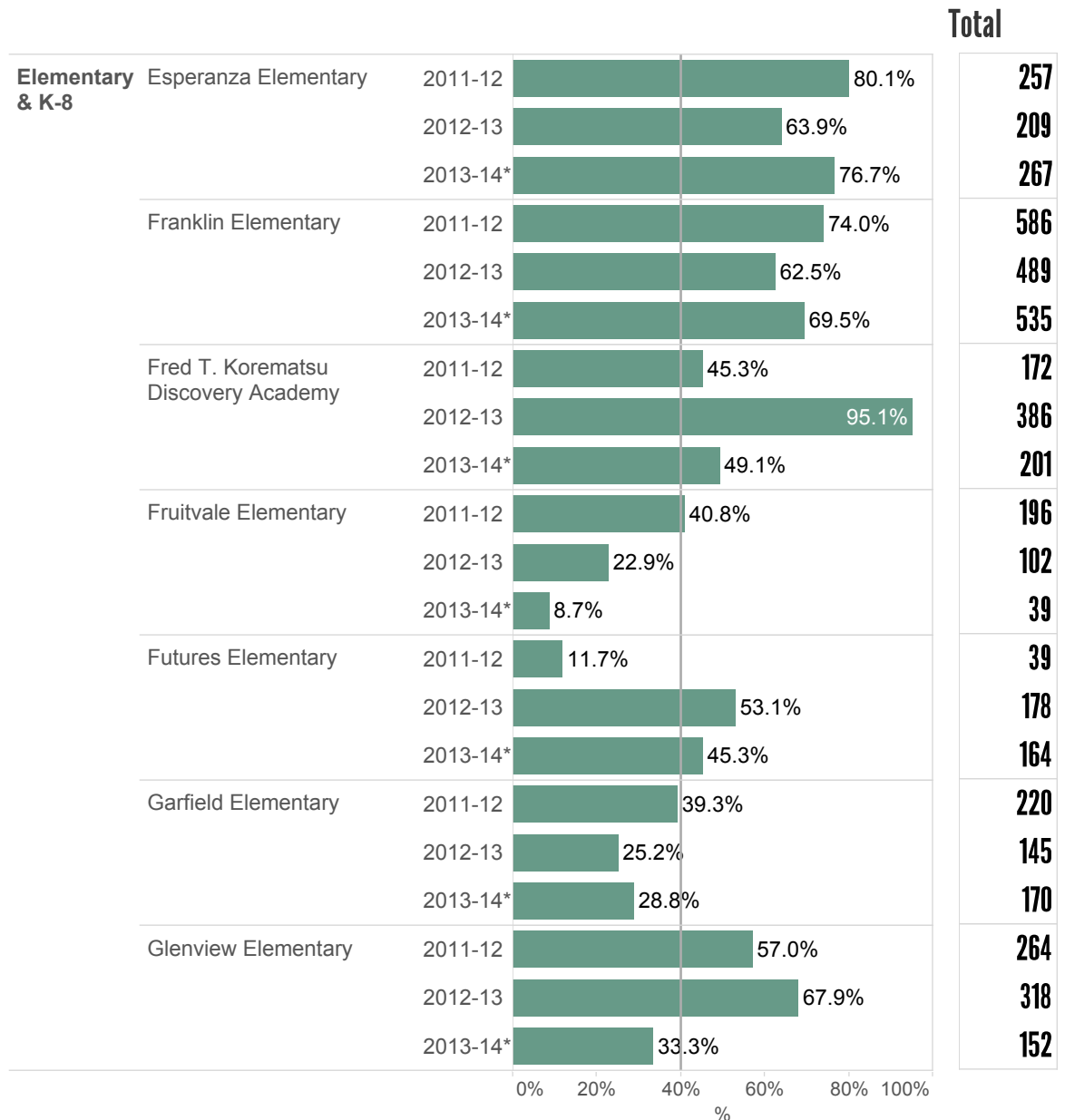
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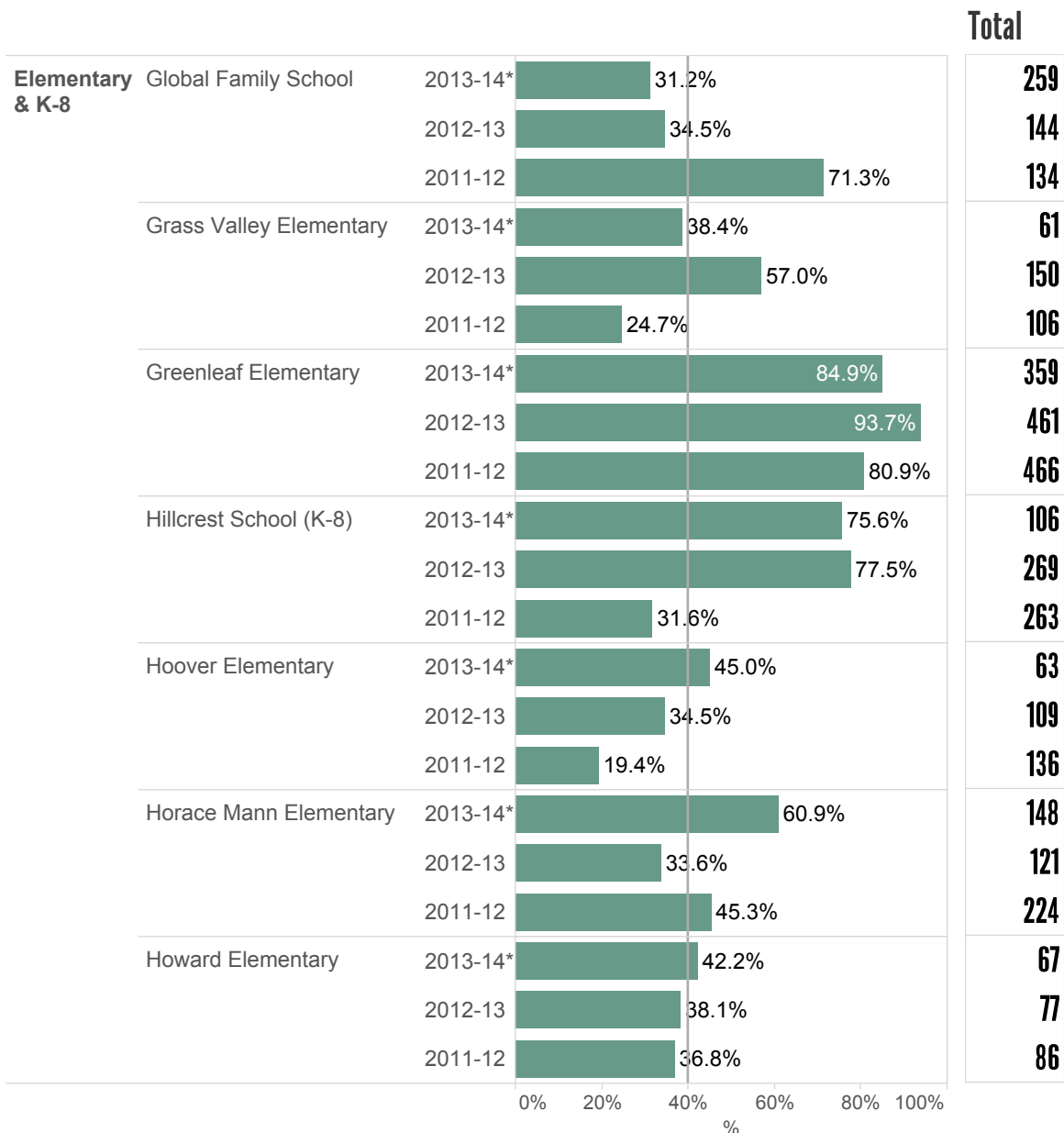
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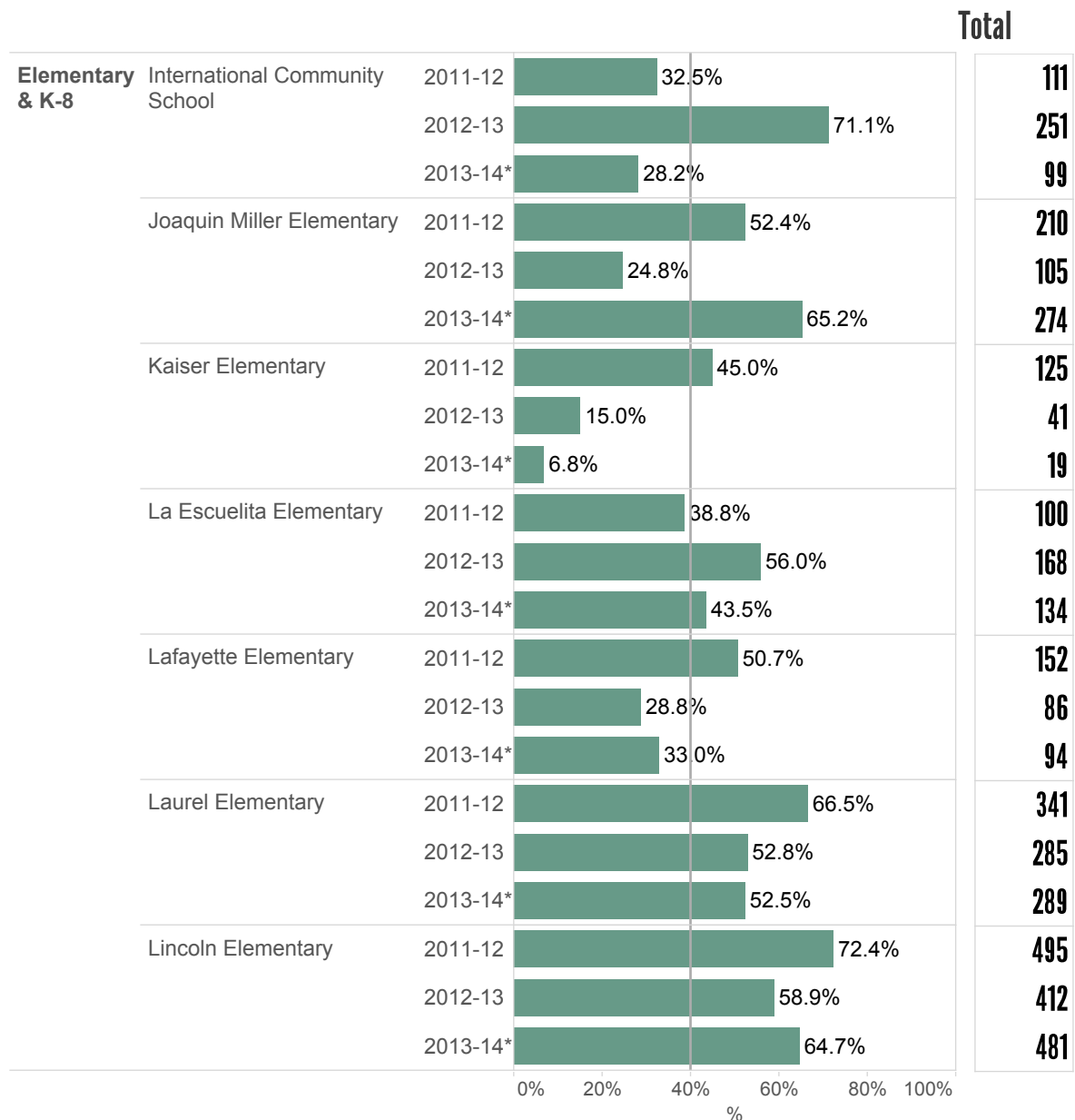


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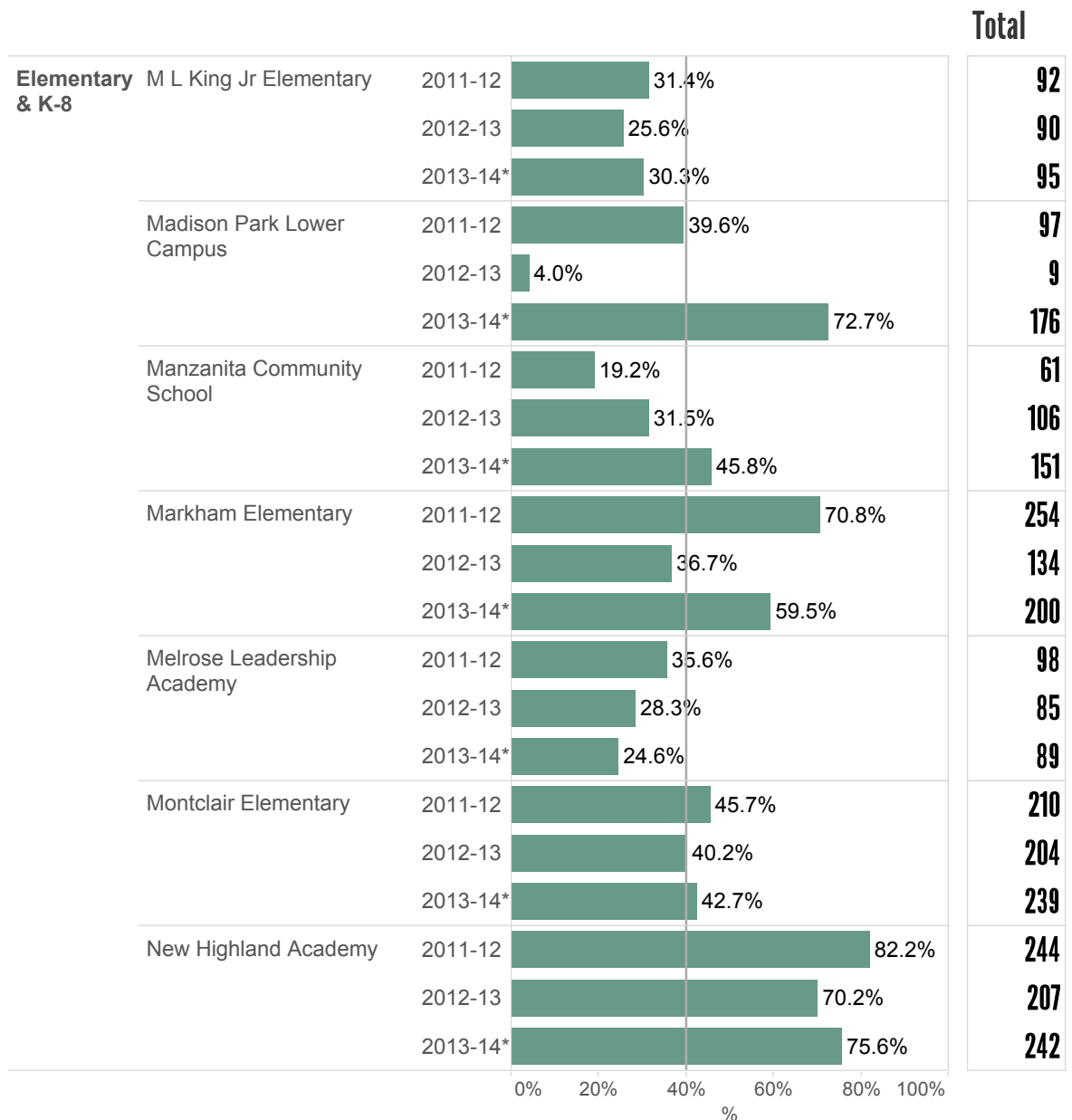
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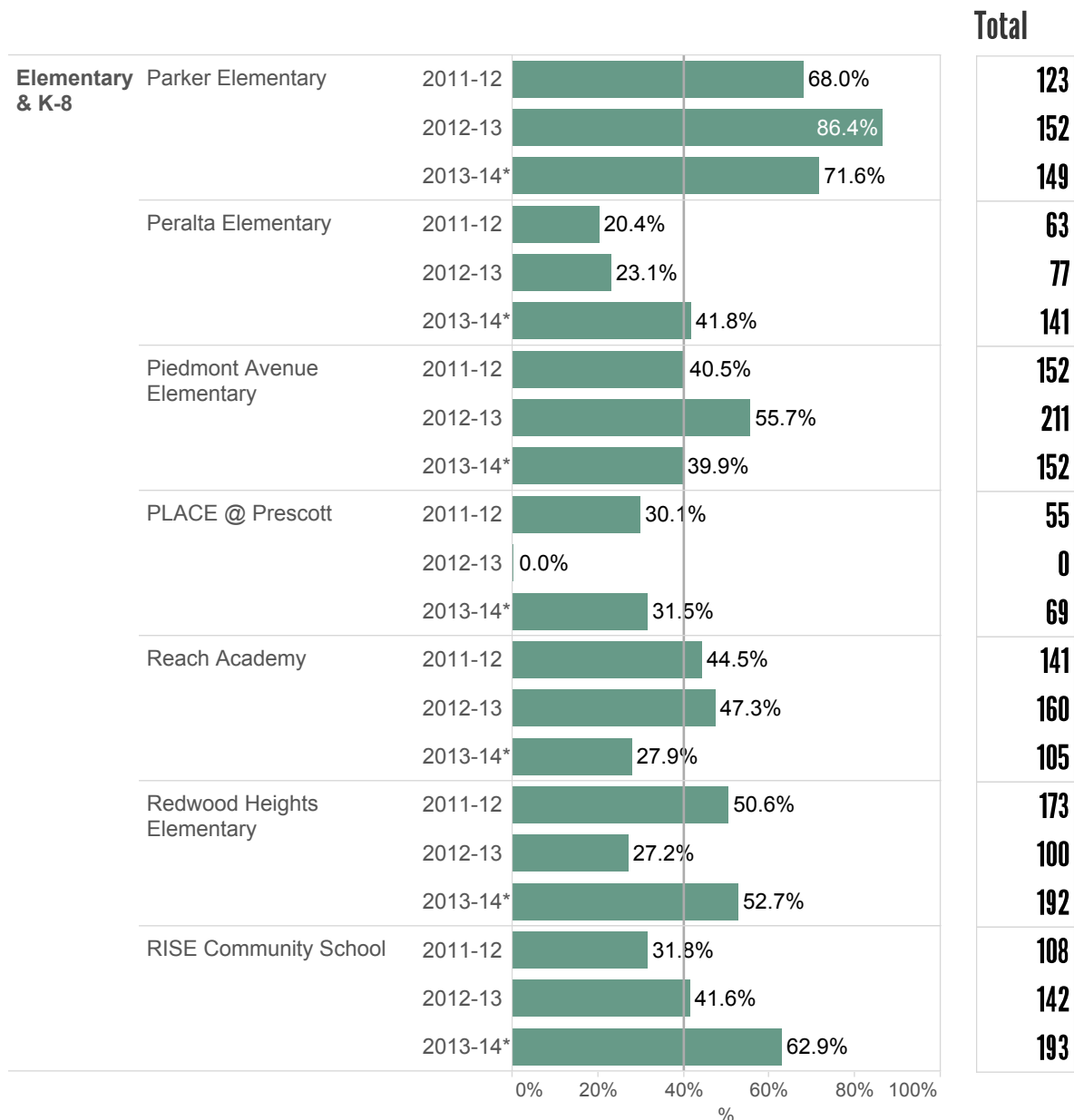
# California School Parent Survey Participation



OAKLAND UNIFIED  
SCHOOL DISTRICT  
Community Schools, Thriving Students

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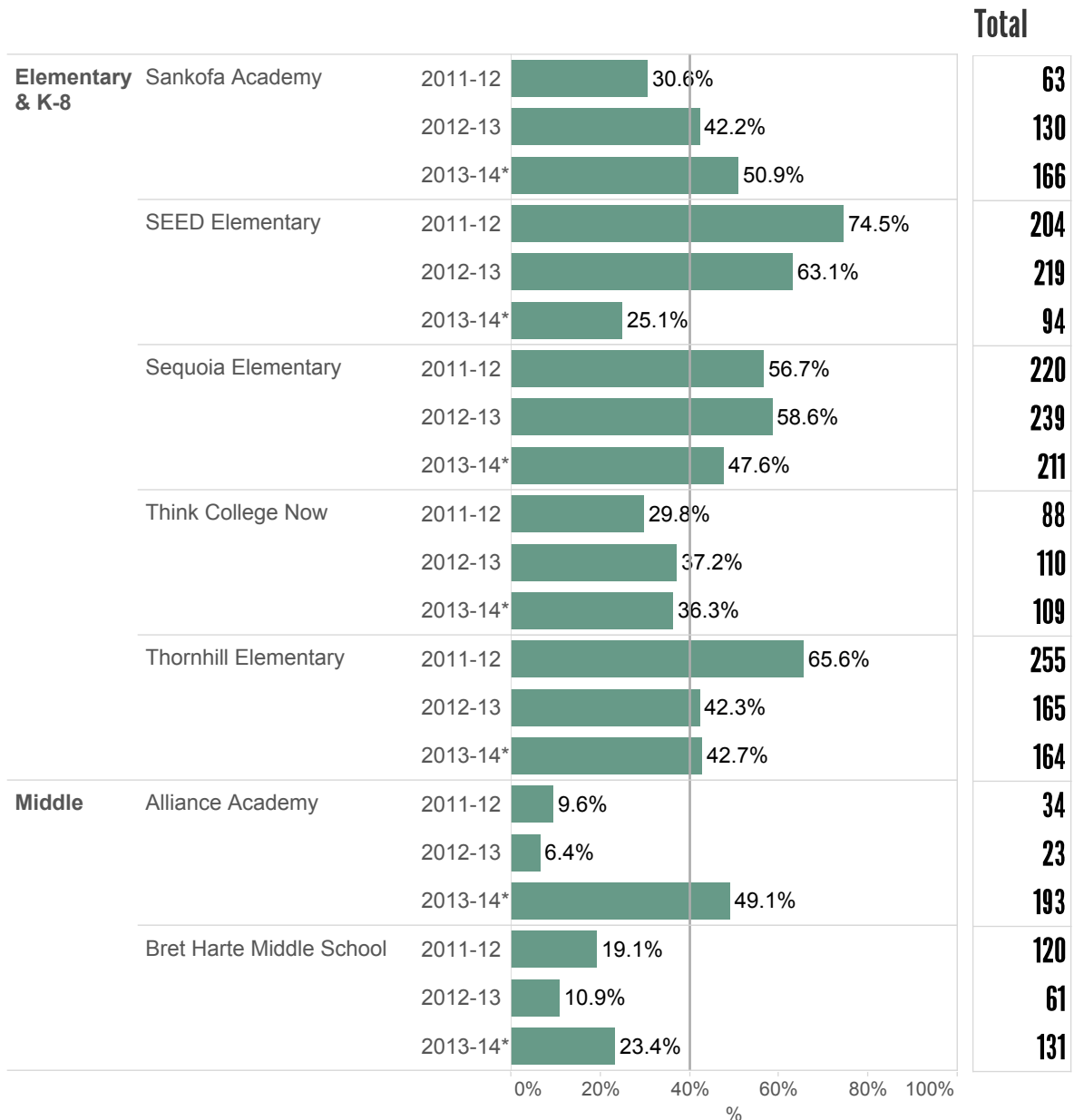
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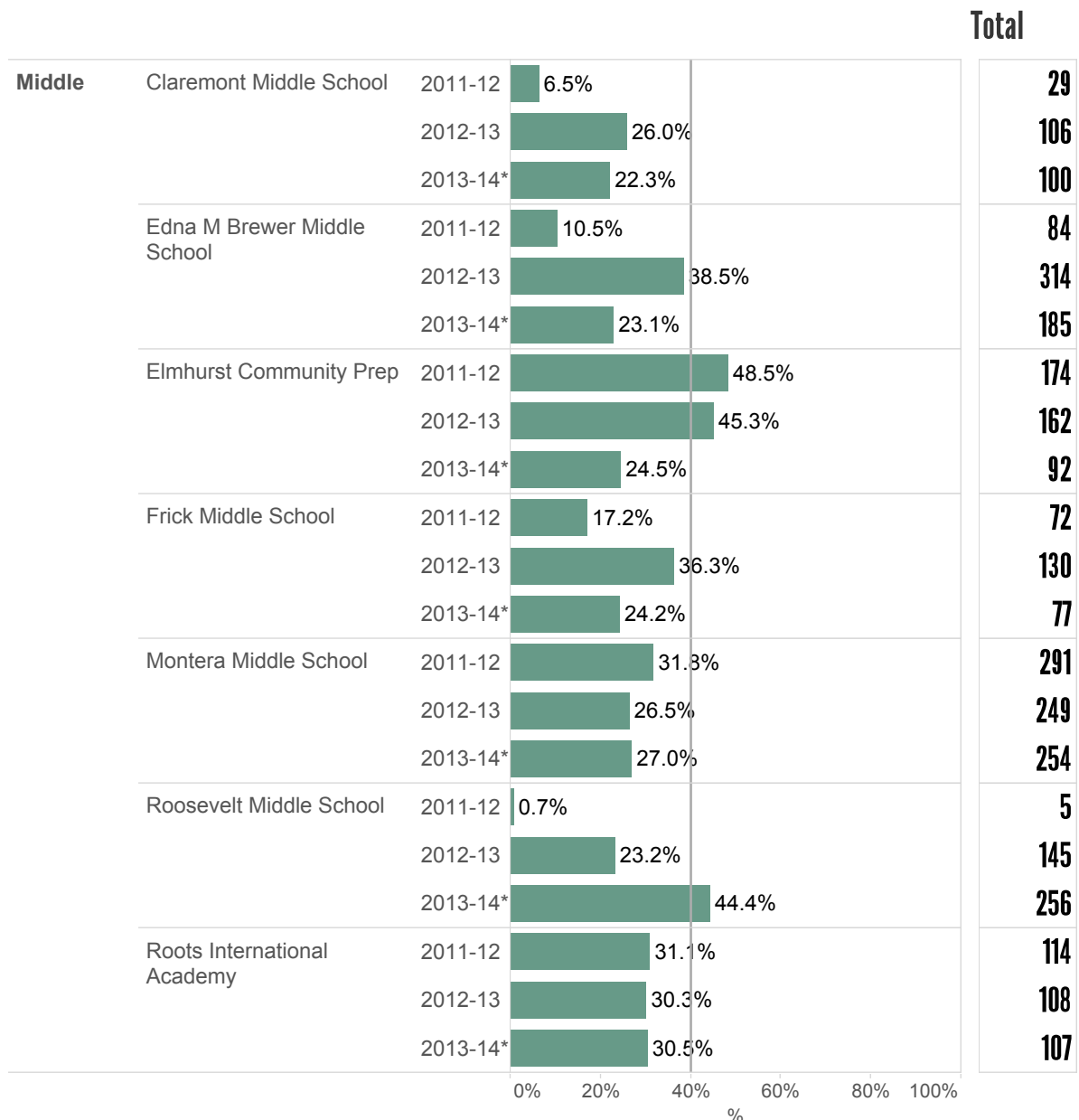
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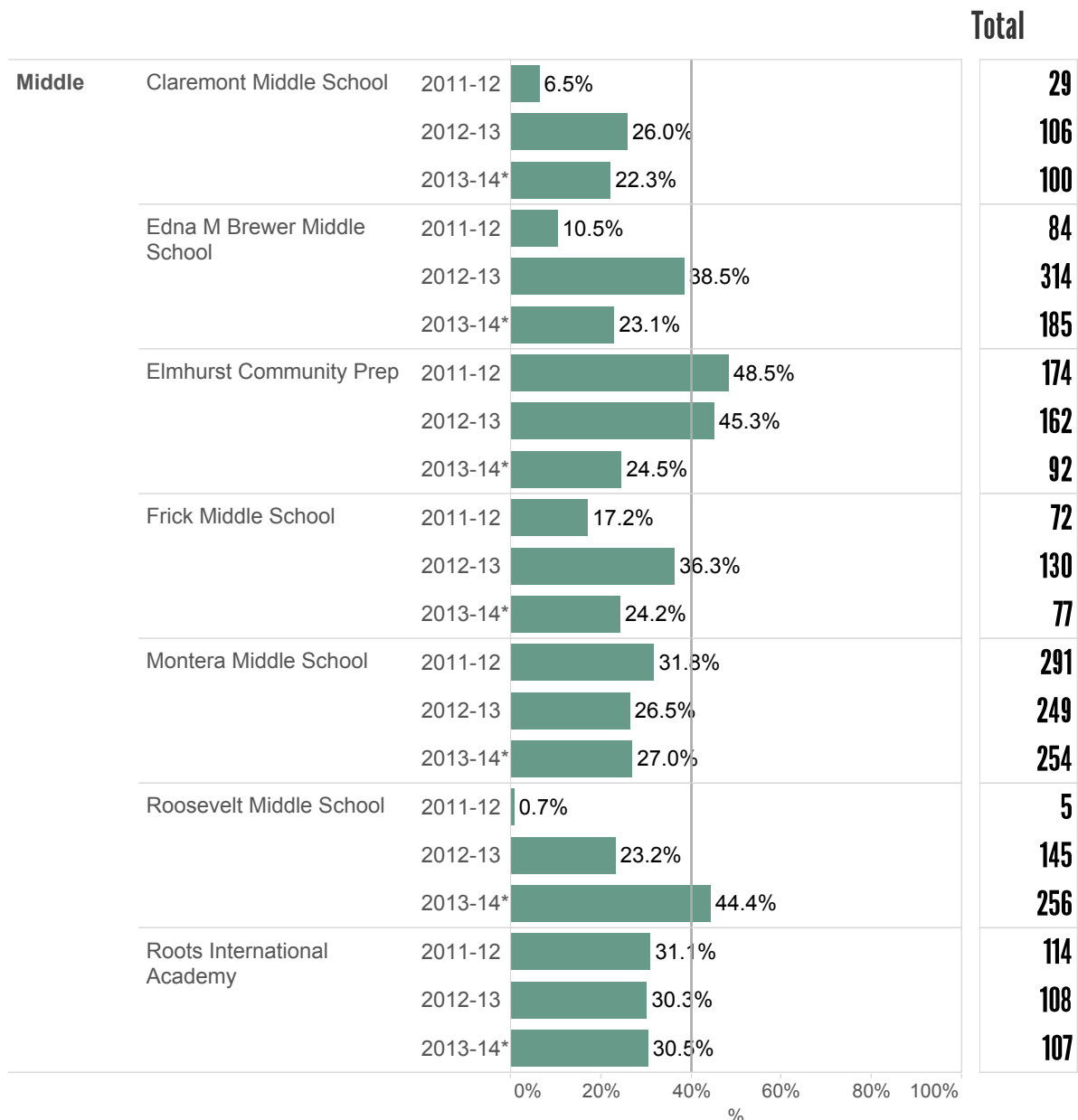
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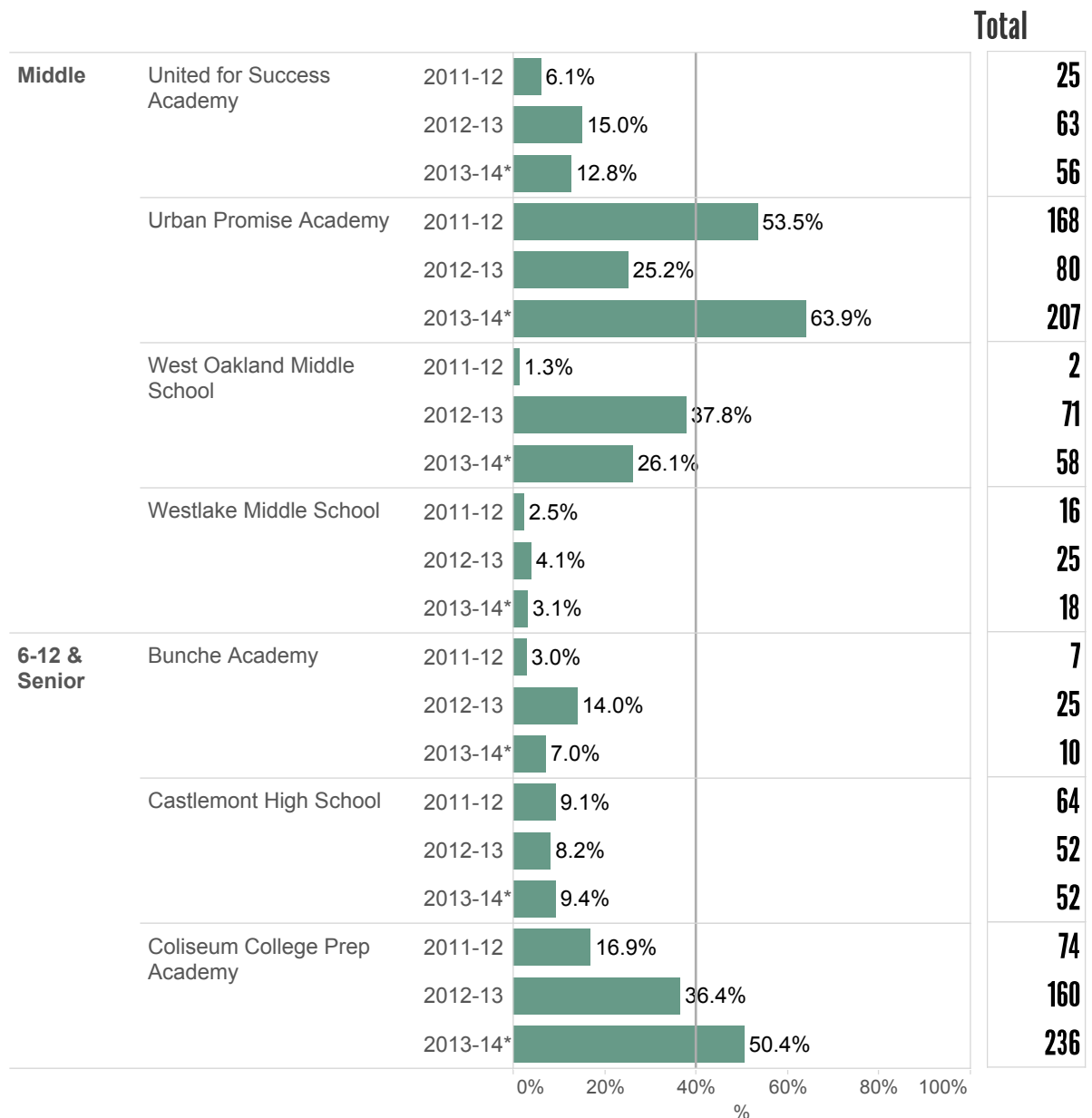
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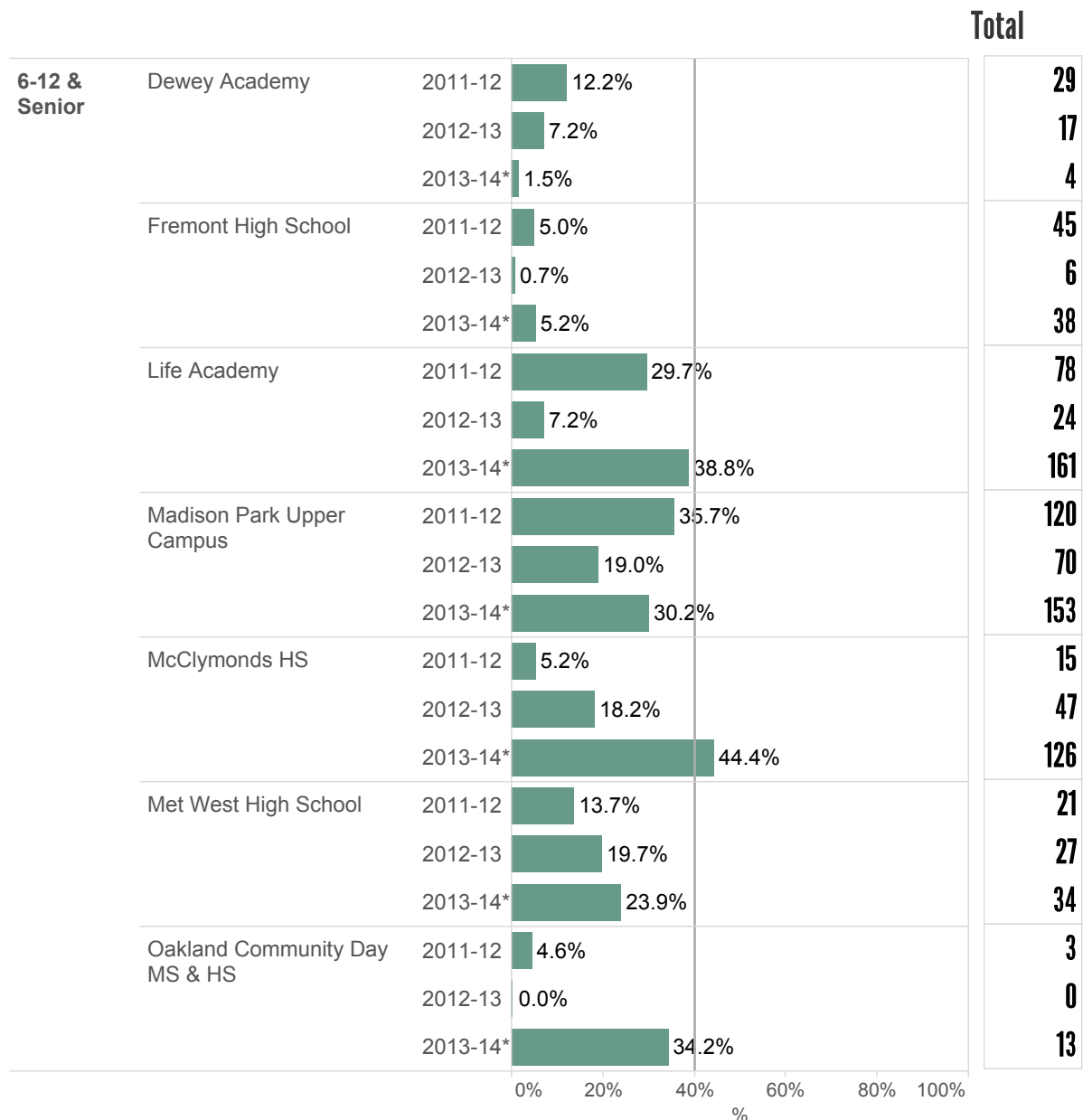
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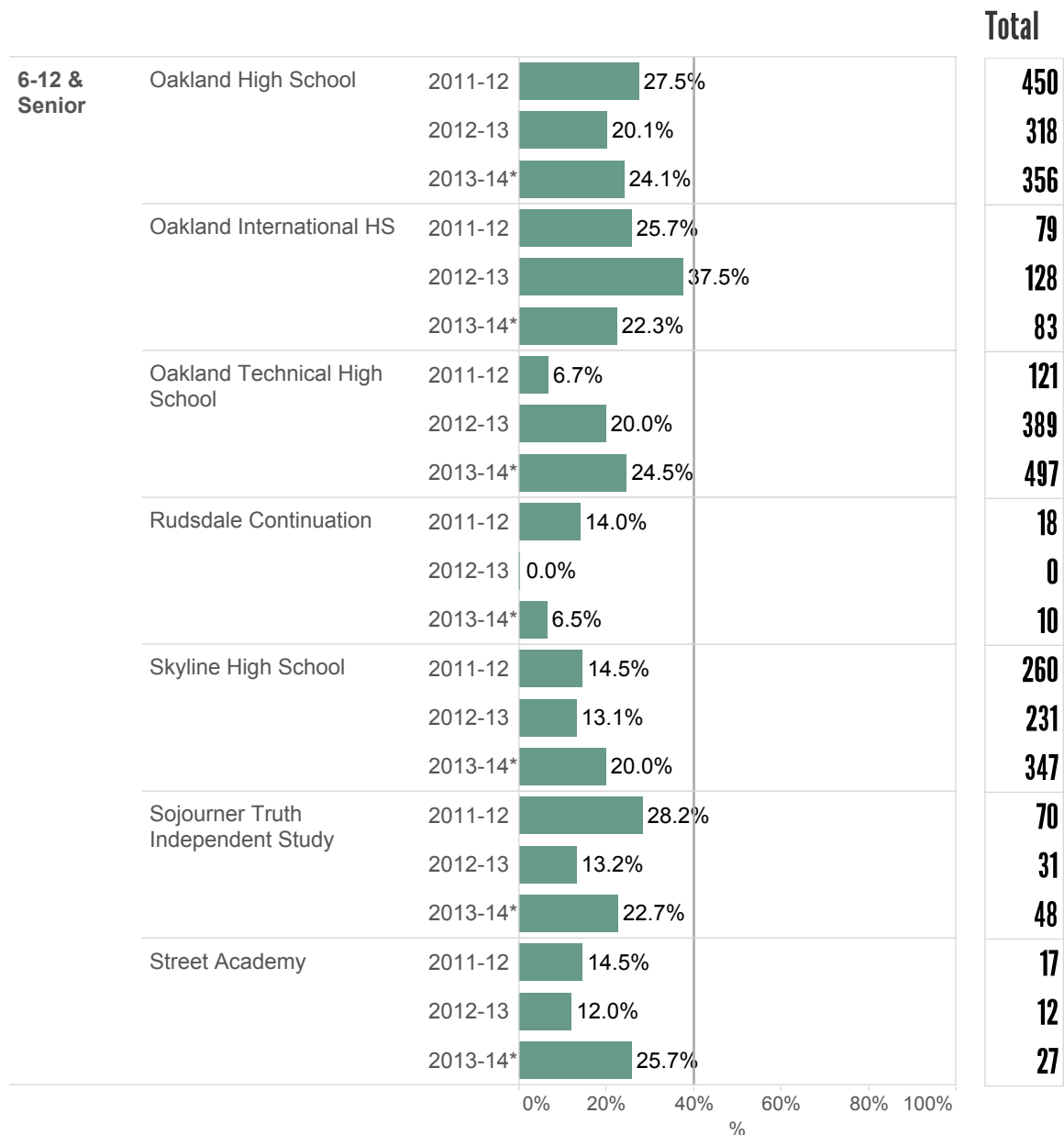


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# PATHWAY PARTICIPATION

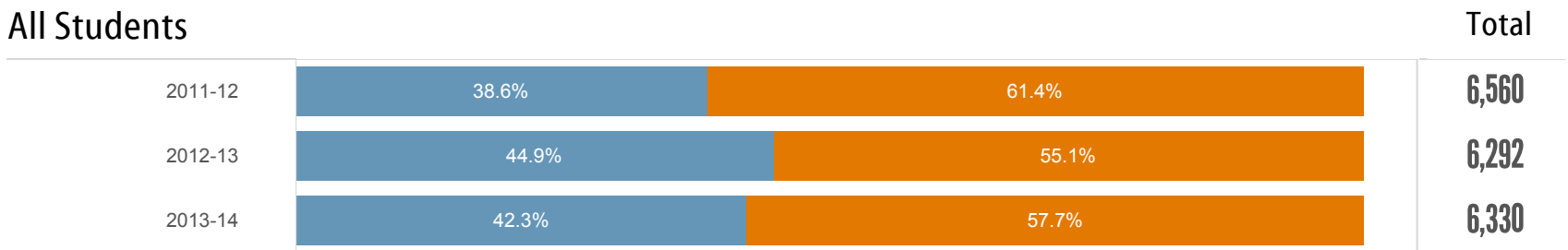


## Oakland Unified School District - All Students - Grade 10-12 - 2011-12 to 2013-14

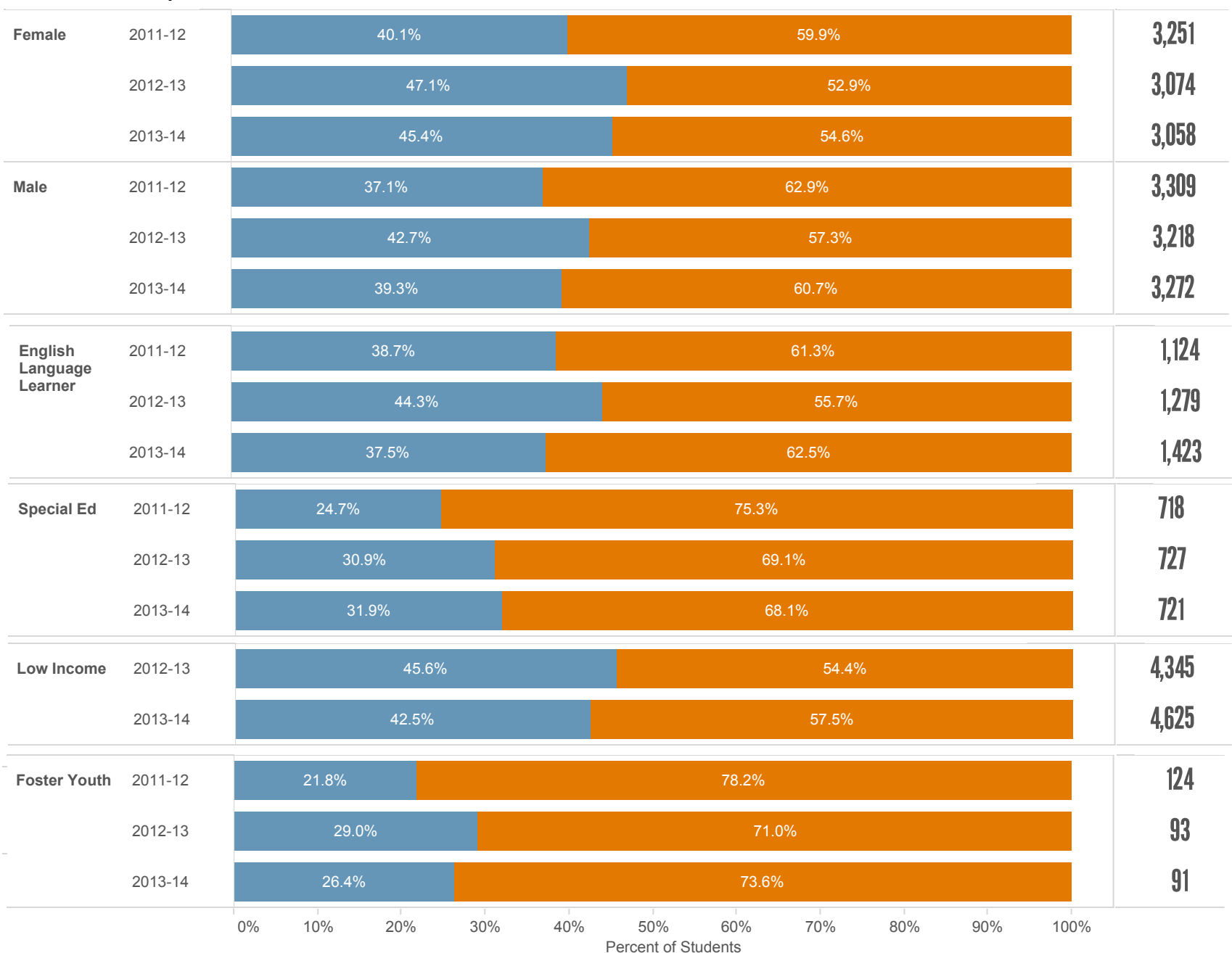


A college and career pathway—also called a Linked Learning pathway—is a set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors. This report shows the percent of 10th, 11th and 12th grade students enrolled in a career pathway or academy and is based on Aeries active end-of-year enrollment. If you have any questions, please contact **Kevin Schmidke** at [kevin.schmidke@ousd.k12.ca.us](mailto:kevin.schmidke@ousd.k12.ca.us).

### All Students



### Student Groups

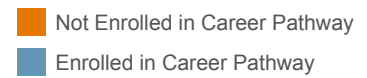


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# PATHWAY PARTICIPATION

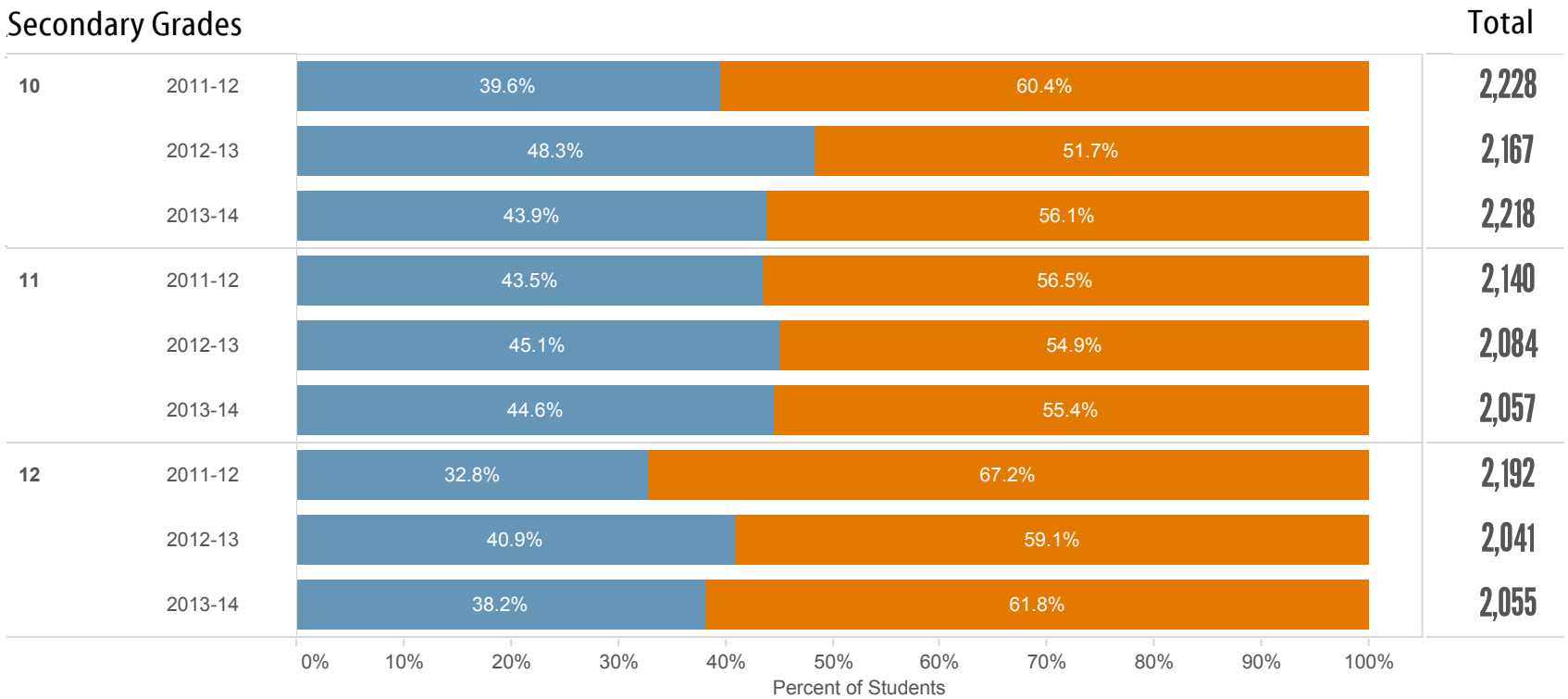


## Oakland Unified School District - All Students - Grade 10-12 - 2011-12 to 2013-14



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### Secondary Grades



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# PATHWAY PARTICIPATION



OAKLAND UNIFIED SCHOOL DISTRICT  
Community Schools, Thriving Students

## Oakland Unified School District - All Students - Grade 10-12 - 2011-12 to 2013-14

■ Not Enrolled in Career Pathway  
■ Enrolled in Career Pathway

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### Ethnicity

				Total
<b>AfrAmer Male</b>	2011-12	27.0%	73.0%	1,218
	2012-13	30.6%	69.4%	1,114
	2013-14	28.0%	72.0%	1,094
<b>African American</b>	2011-12	28.1%	71.9%	2,440
	2012-13	33.5%	66.5%	2,215
	2013-14	31.4%	68.6%	2,159
<b>Asian</b>	2011-12	49.3%	50.7%	1,322
	2012-13	55.4%	44.6%	1,220
	2013-14	53.8%	46.2%	1,111
<b>Latino</b>	2011-12	42.6%	57.4%	2,047
	2012-13	48.1%	51.9%	2,090
	2013-14	44.8%	55.2%	2,252
<b>Native American</b>	2011-12	13.9%	86.1%	36
	2012-13	22.2%	77.8%	36
	2013-14	35.5%	64.5%	31
<b>Pacific Islander</b>	2011-12	32.7%	67.3%	110
	2012-13	44.3%	55.7%	106
	2013-14	44.4%	55.6%	108
<b>White</b>	2011-12	46.8%	53.2%	442
	2012-13	55.5%	44.5%	465
	2013-14	50.2%	49.8%	494

# PATHWAY PARTICIPATION



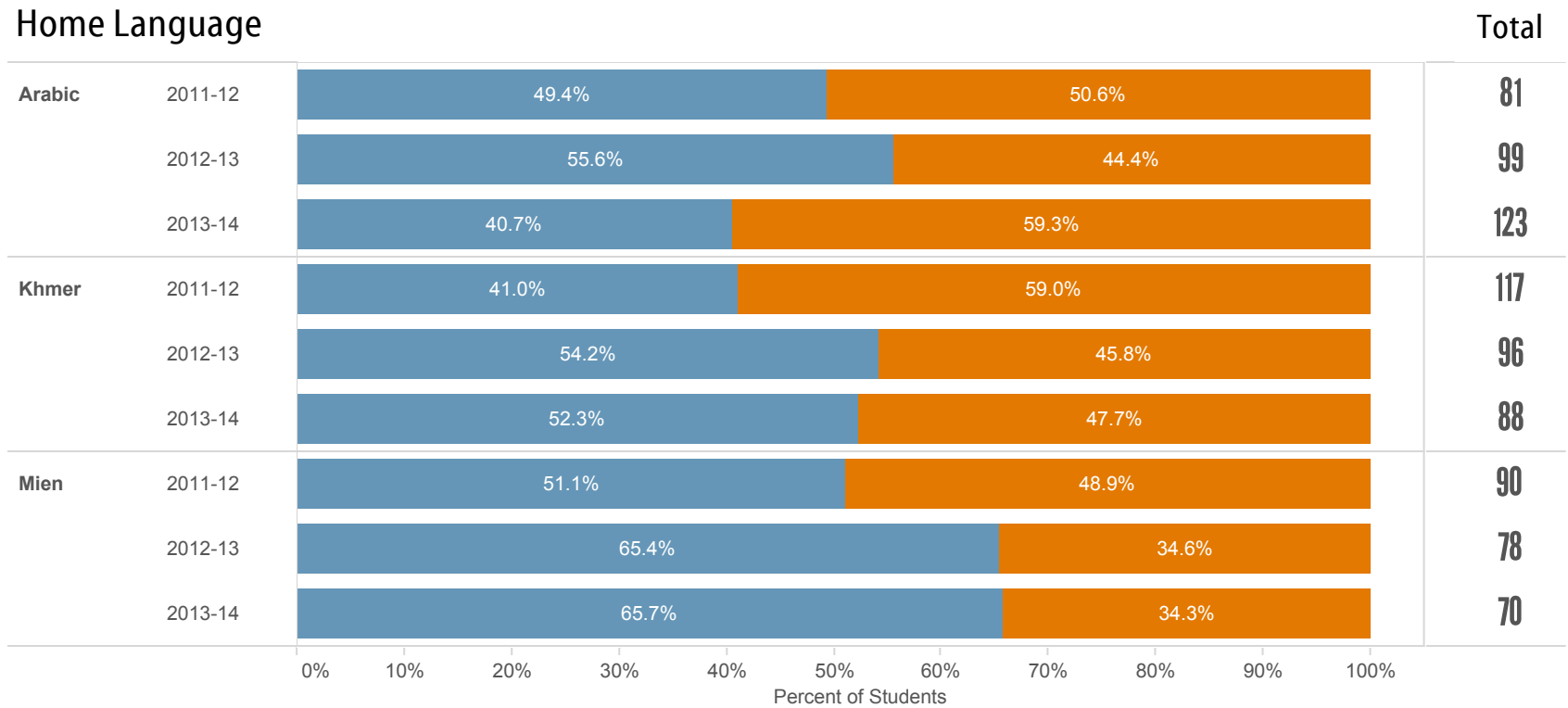
OAKLAND UNIFIED SCHOOL DISTRICT  
Community Schools, Thriving Students

## Oakland Unified School District - All Students - Grade 10-12 - 2011-12 to 2013-14

■ Not Enrolled in Career Pathway  
■ Enrolled in Career Pathway

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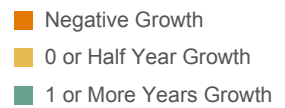
### Home Language



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# SCHOLASTIC READING INVENTORY

## DISTRICT - Growth Report - 2011-12 - 2013-14

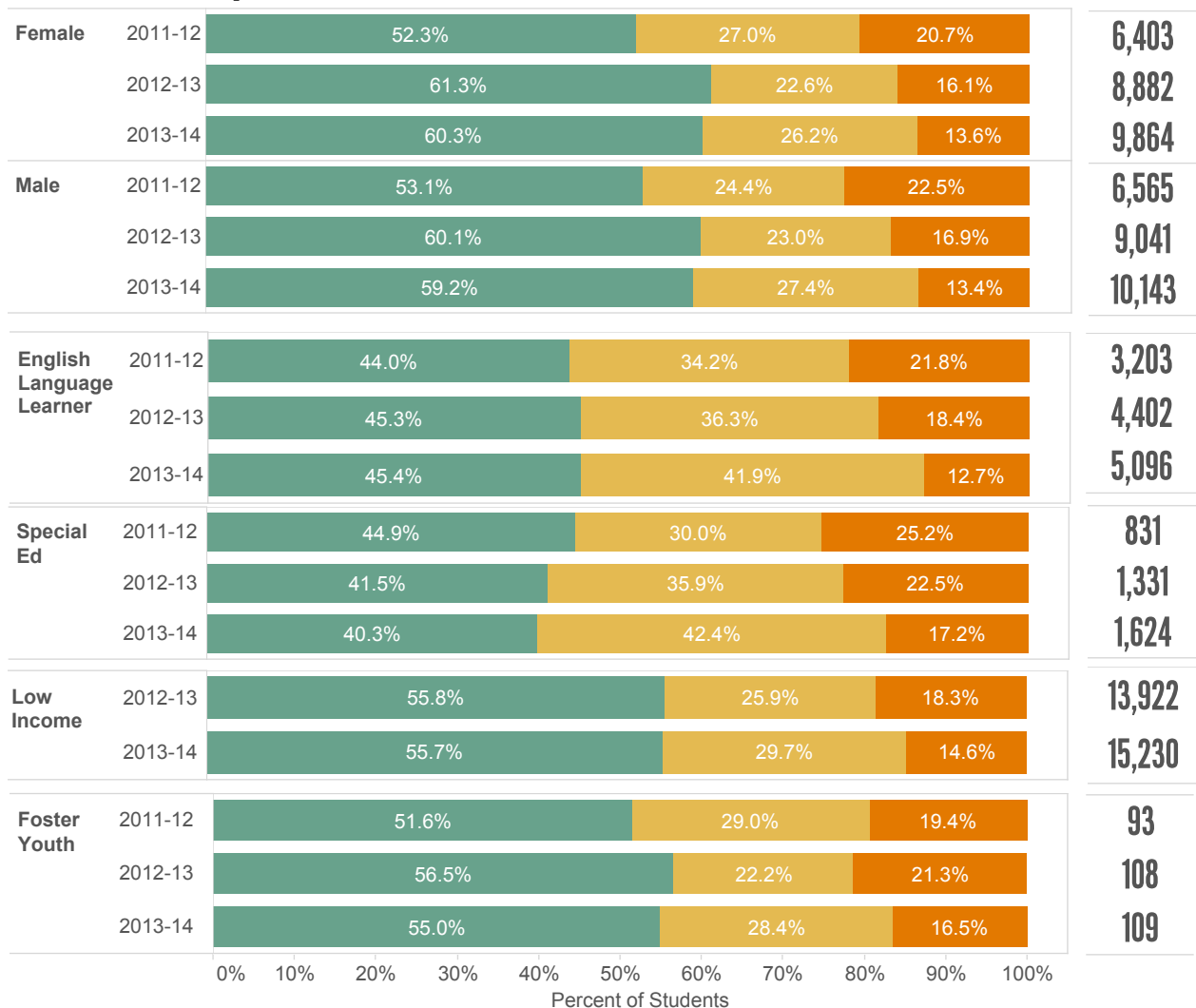


The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels currently given to all students in grades 2-12 not enrolled in a Severely Handicapped course. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. This report shows growth in reading grade levels between the beginning and end-of-year administrations of the SRI for students who took both tests. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at [kevin.smith@ousd.k12.ca.us](mailto:kevin.smith@ousd.k12.ca.us).

### All Students



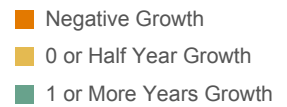
### Student Groups



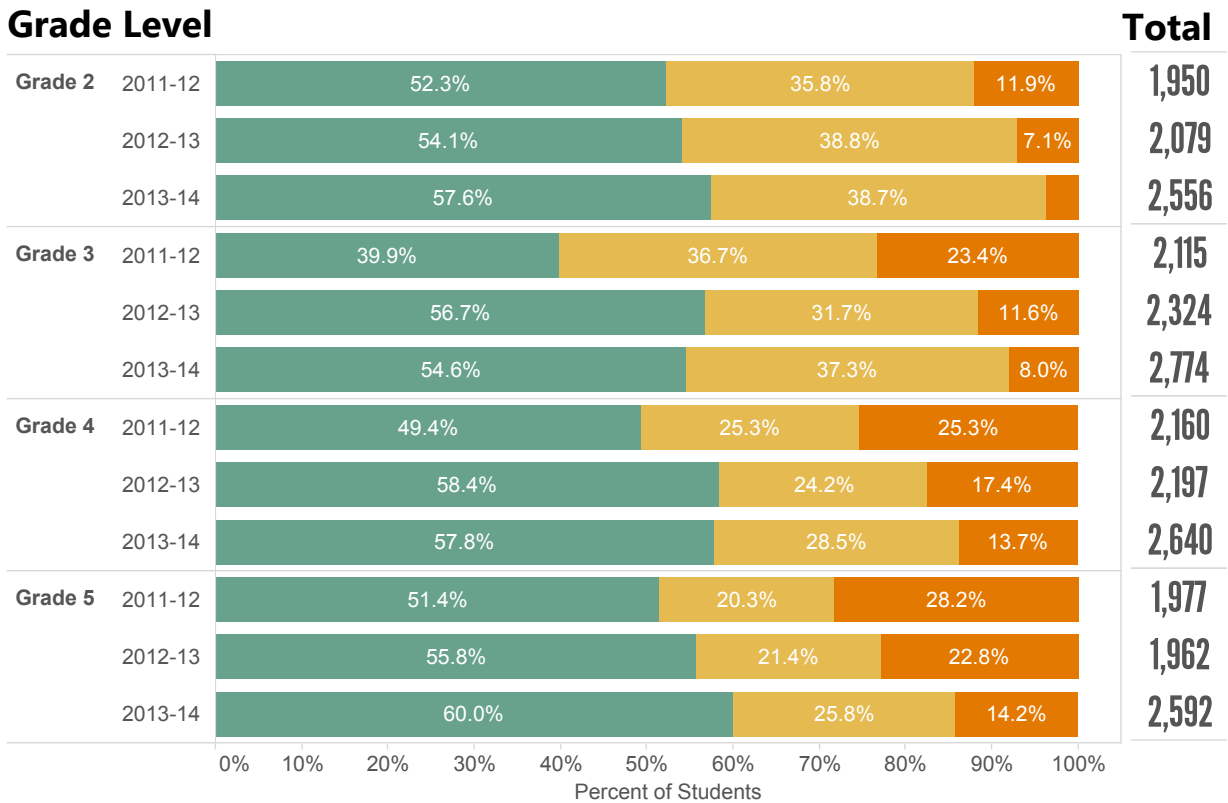
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# SCHOLASTIC READING INVENTORY

## DISTRICT - Growth Report - 2011-12 - 2013-14



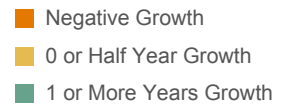
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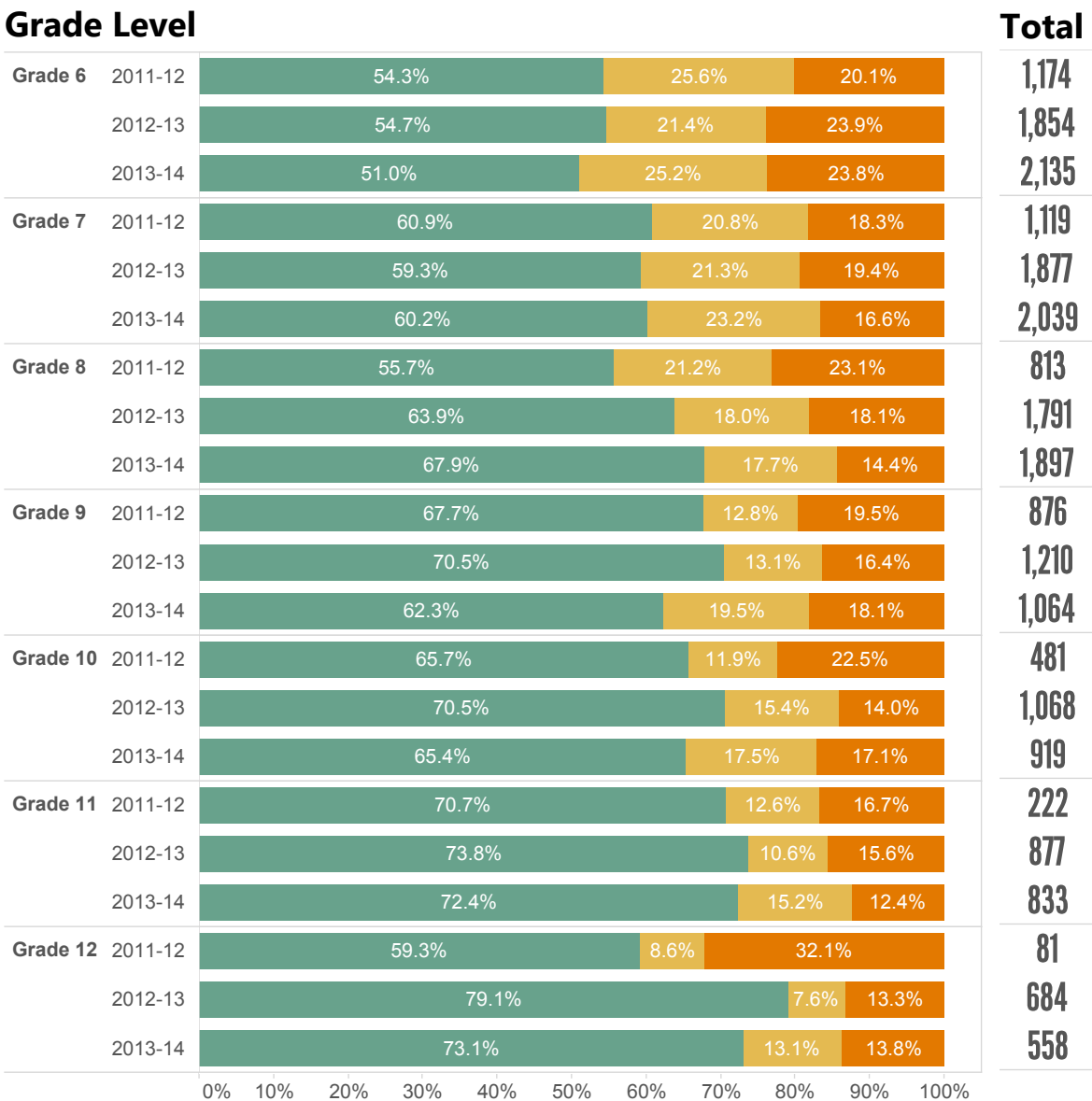
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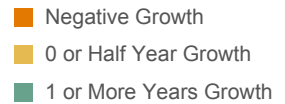


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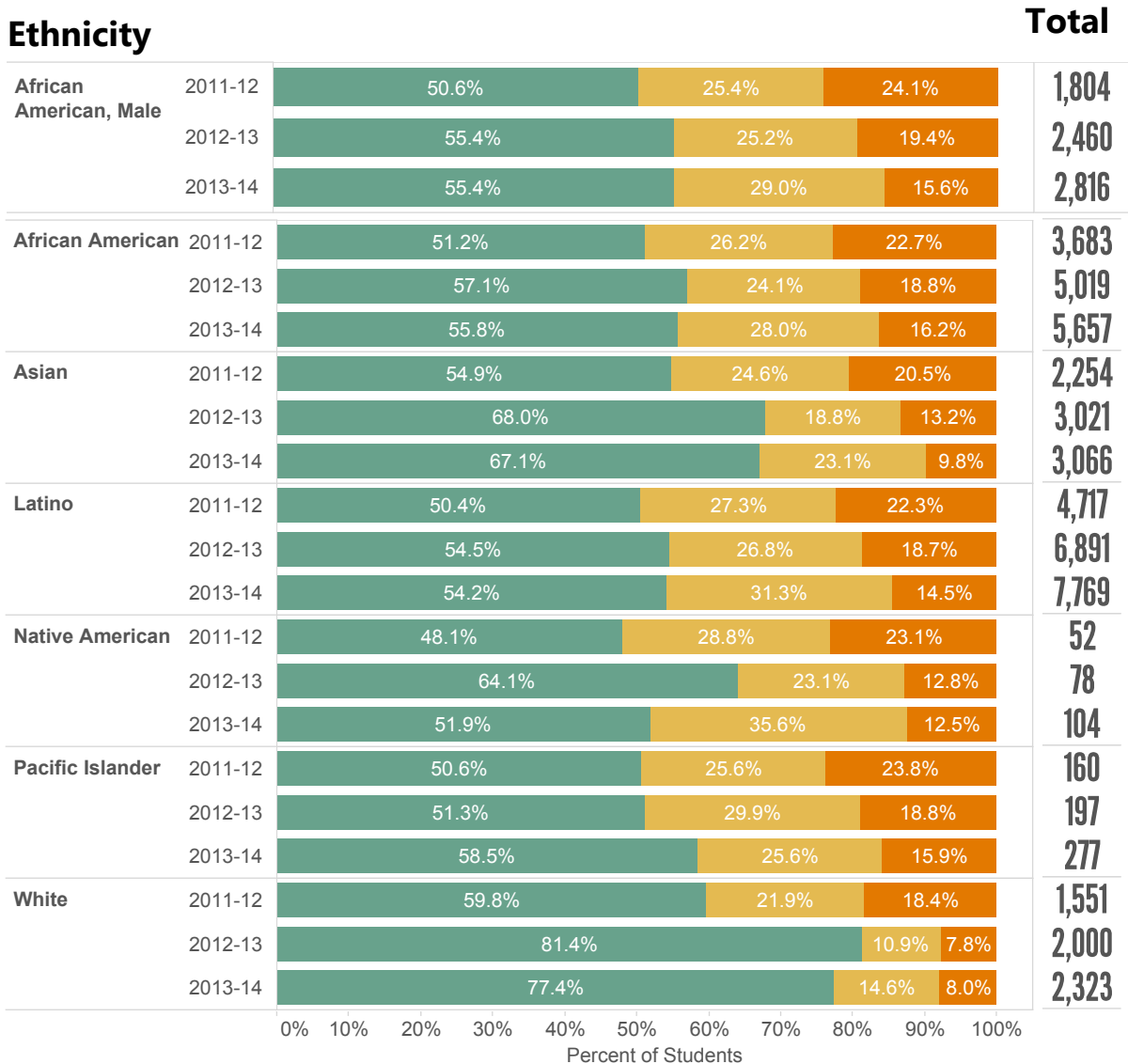


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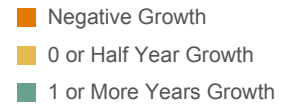
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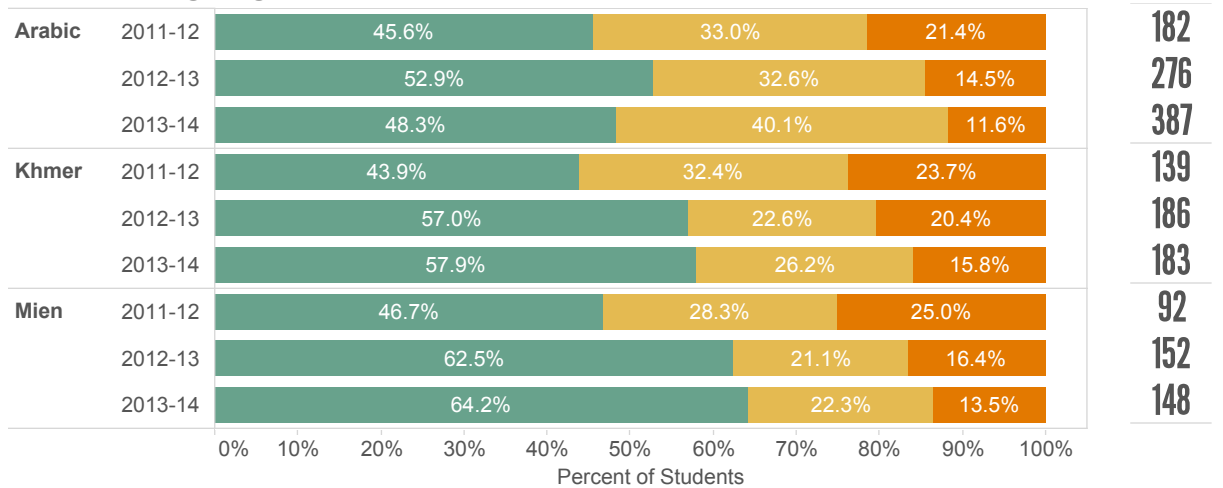
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### Home Language



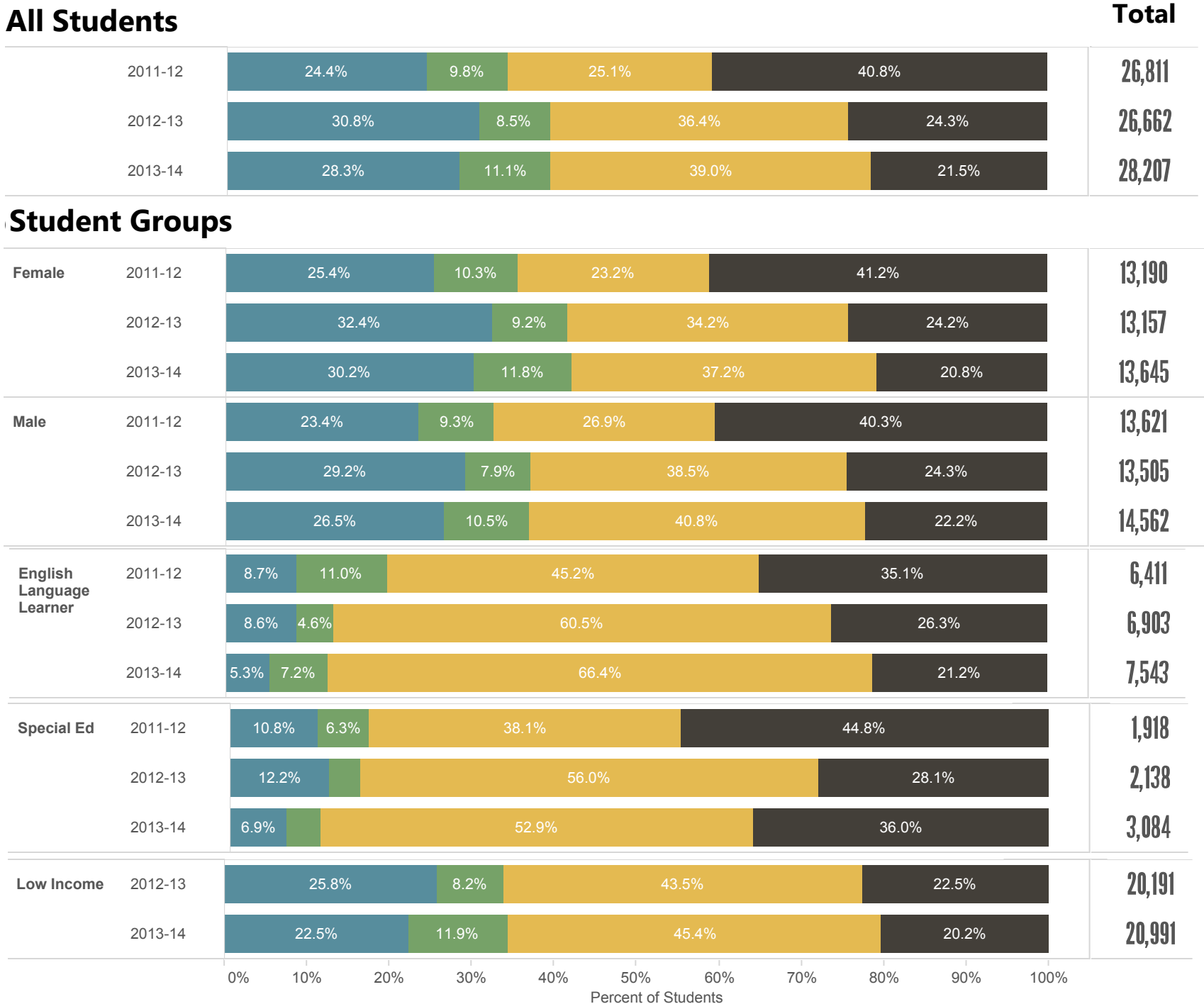
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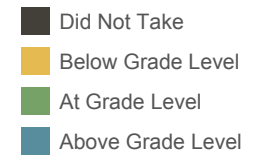
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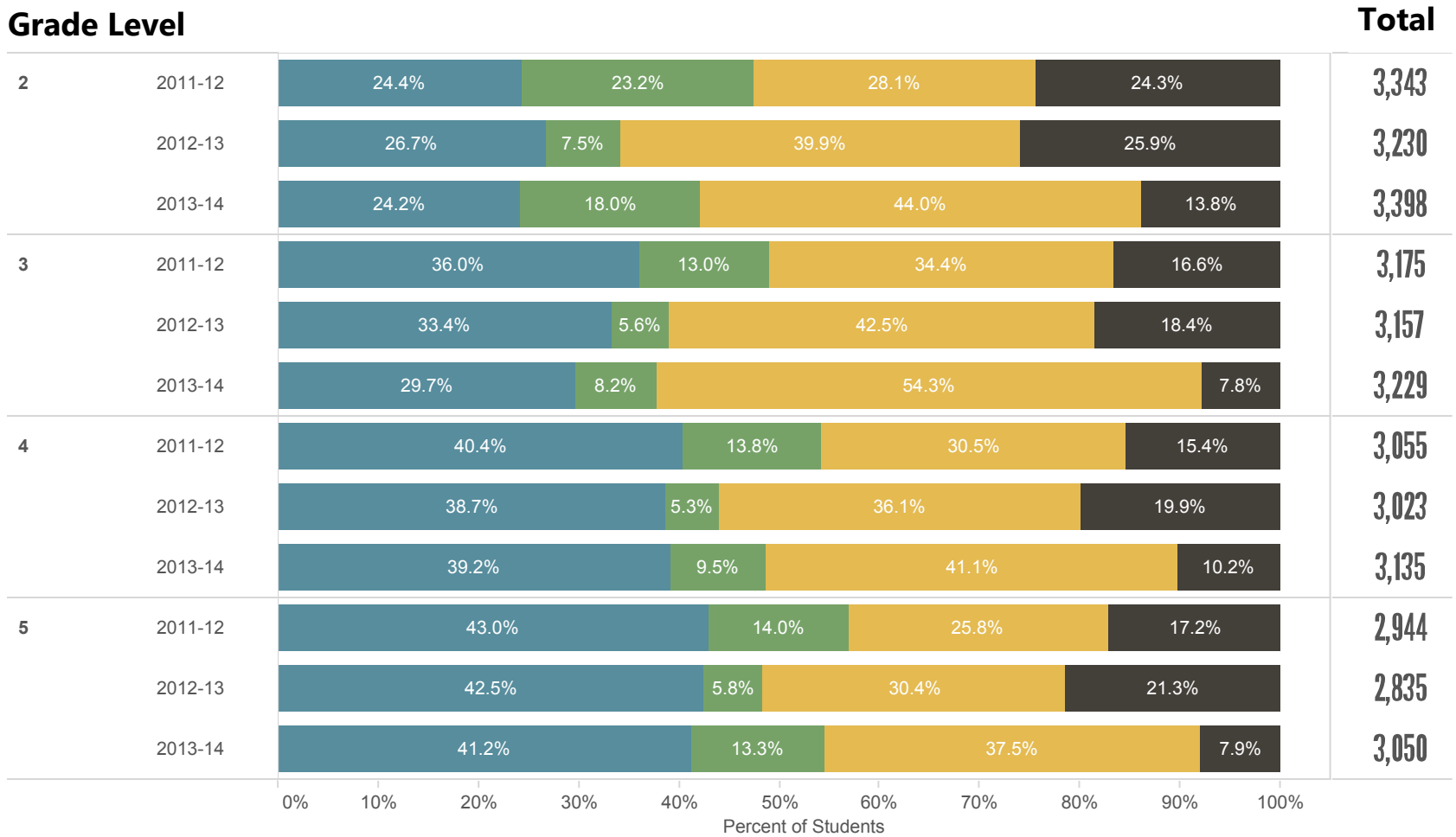
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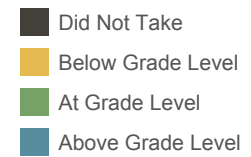
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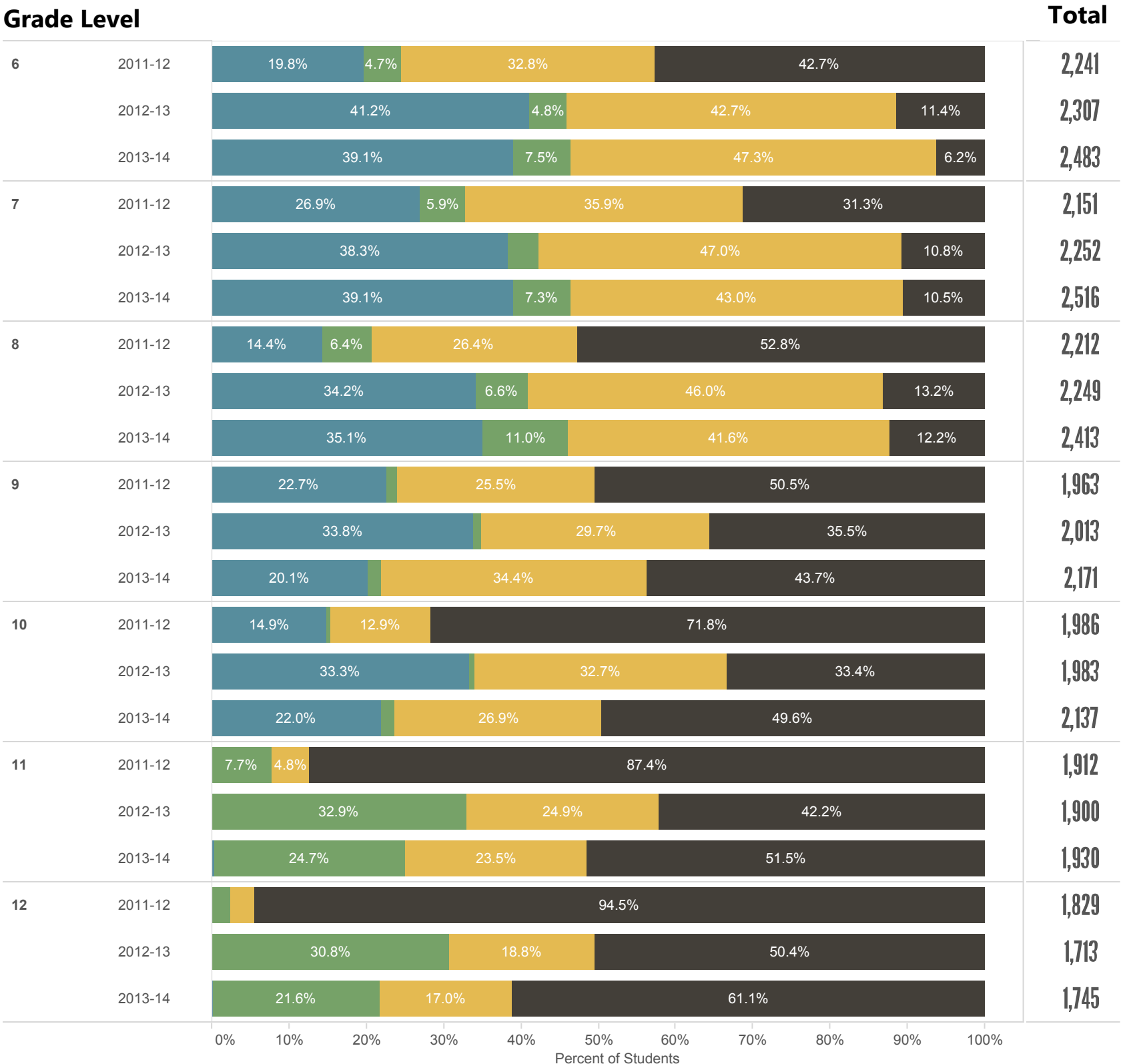
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# SCHOLASTIC READING INVENTORY



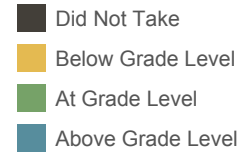
## Oakland Unified School District - Reading Levels Report - 2011-12 - 2013-14

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at [kevin.smith@ousd.k12.ca.us](mailto:kevin.smith@ousd.k12.ca.us).



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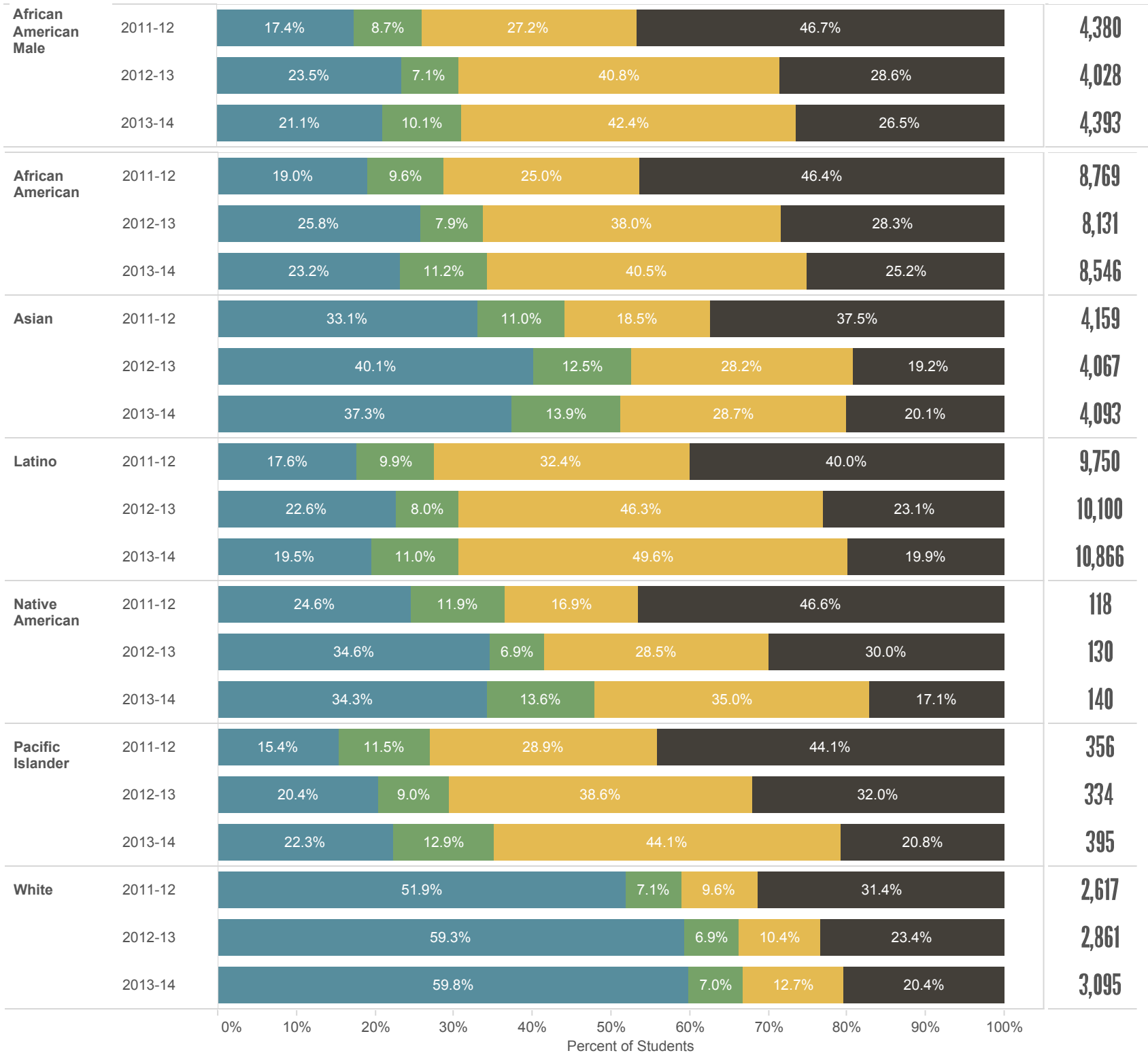
# SCHOLASTIC READING INVENTORY



## Oakland Unified School District - Reading Levels Report - 2011-12 - 2013-14

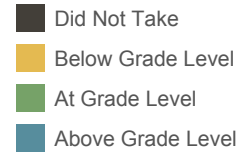
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### Ethnicity



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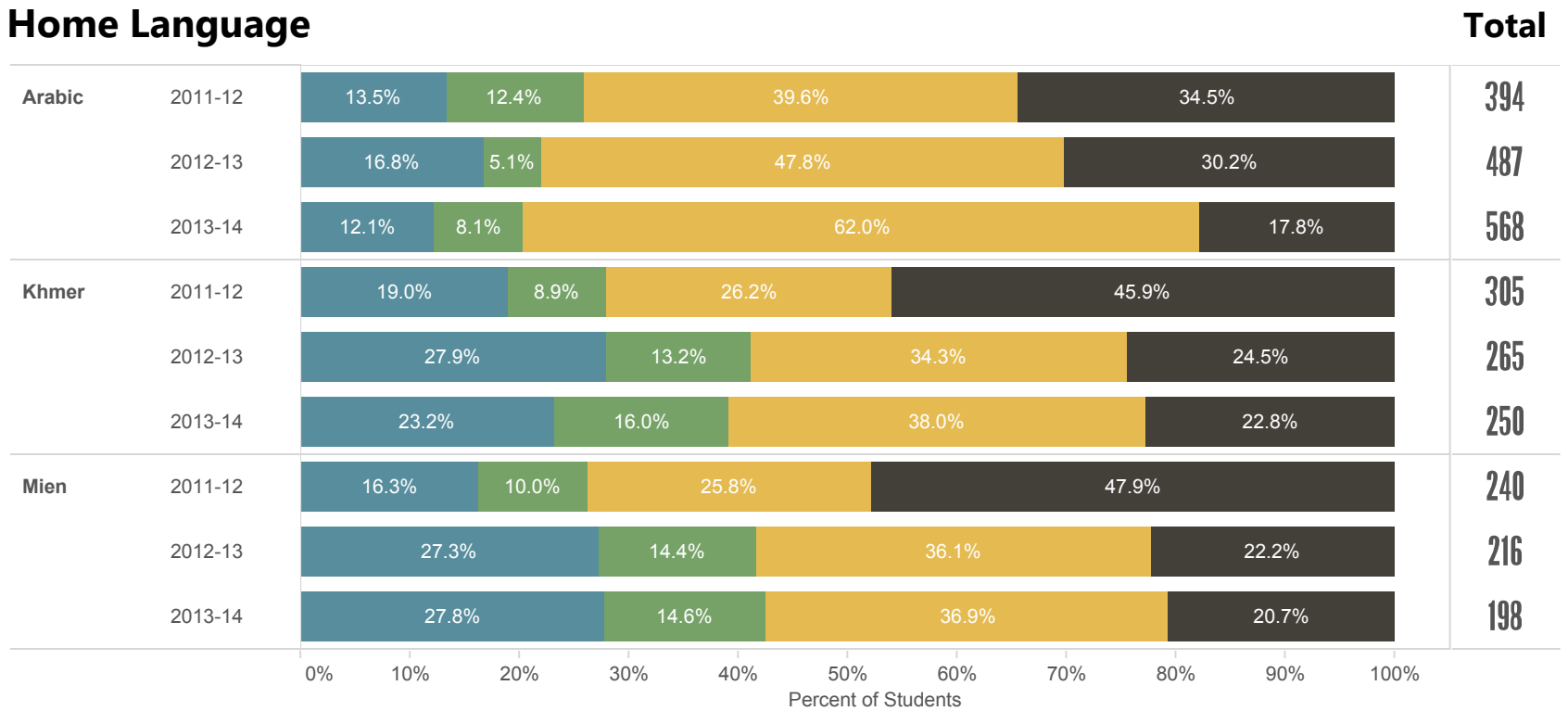
# SCHOLASTIC READING INVENTORY



## Oakland Unified School District - Reading Levels Report - 2011-12 - 2013-14

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### Home Language






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# SUSPENSION


















## Oakland Unified School District - 2011-12 - 2013-14

Suspension rates shown here are the percentage of students who received one or more out-of-school suspensions during the year, and include students who were enrolled at any time during the year. Suspension data comes from AERIES school discipline records that have a primary infraction code between 1 and 25 -- infractions for which the student is sent home. Out-of-school suspension does not include "on-campus" or "in-house" suspension. If you have any questions, please contact **Jay Tharp** at [james.tharp@ousd.k12.ca.us](mailto:james.tharp@ousd.k12.ca.us).

### All Students

			Total
2011-12		7.4%	40,158
2012-13		5.3%	38,630
2013-14		4.9%	39,127

### Student Groups

Student Group	Year	Suspension Rate	Total
Female	2011-12	 5.1%	19,292
	2012-13	 3.9%	18,630
	2013-14	 3.3%	18,793
Male	2011-12	 9.5%	20,866
	2012-13	 6.7%	20,000
	2013-14	 6.4%	20,334
English Language Learner	2011-12	 4.6%	11,799
	2012-13	 3.4%	11,290
	2013-14	 2.9%	11,640
Special Ed	2011-12	 13.8%	4,181
	2012-13	 11.1%	4,432
	2013-14	 10.3%	4,273
Low Income	2012-13	 6.1%	26,813
	2013-14	 5.7%	27,218
Foster Youth	2011-12	 23.2%	504
	2012-13	 14.0%	401
	2013-14	 16.1%	348

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%  
Percent of Students

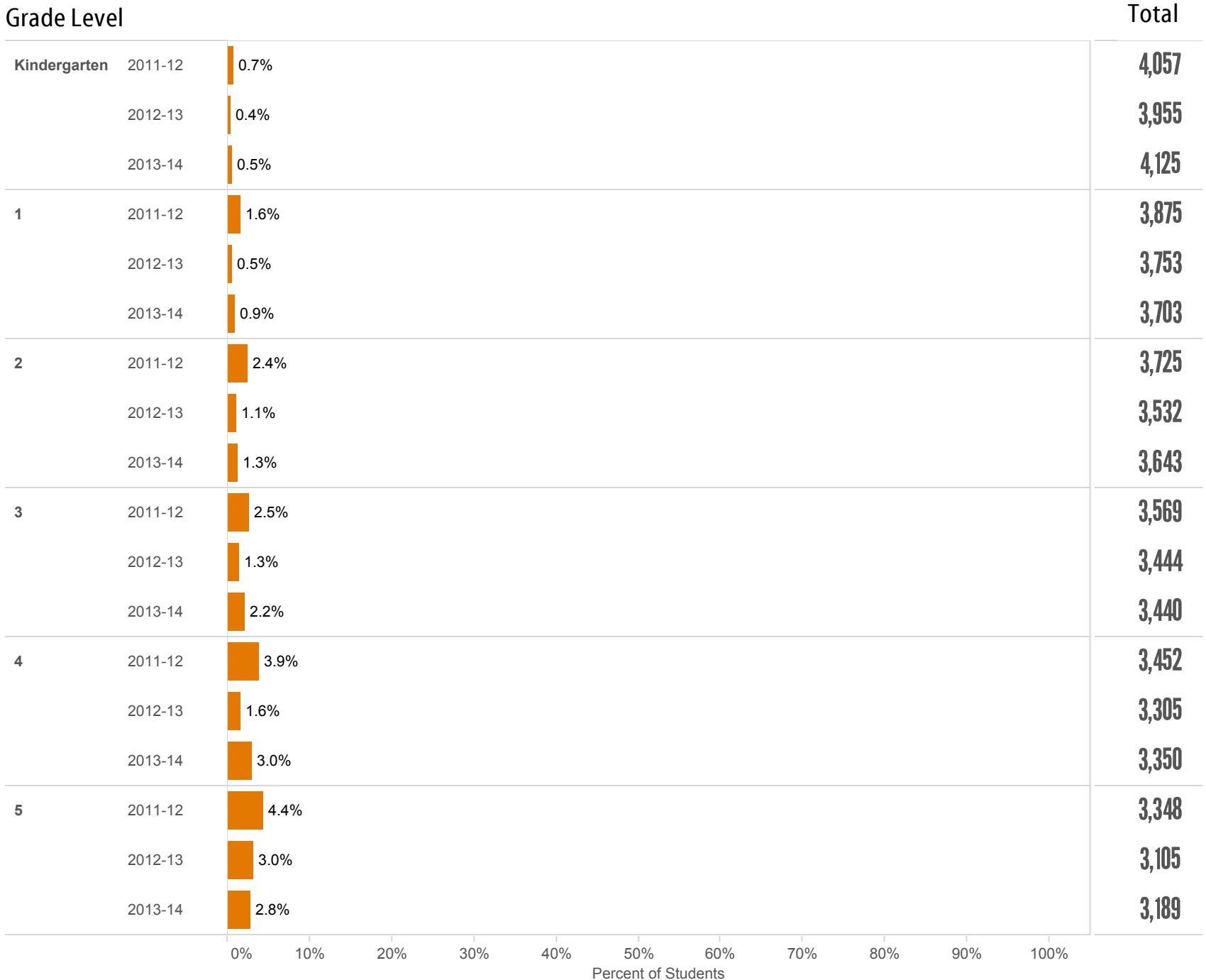
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# SUSPENSION

## Oakland Unified School District - 2011-12 - 2013-14

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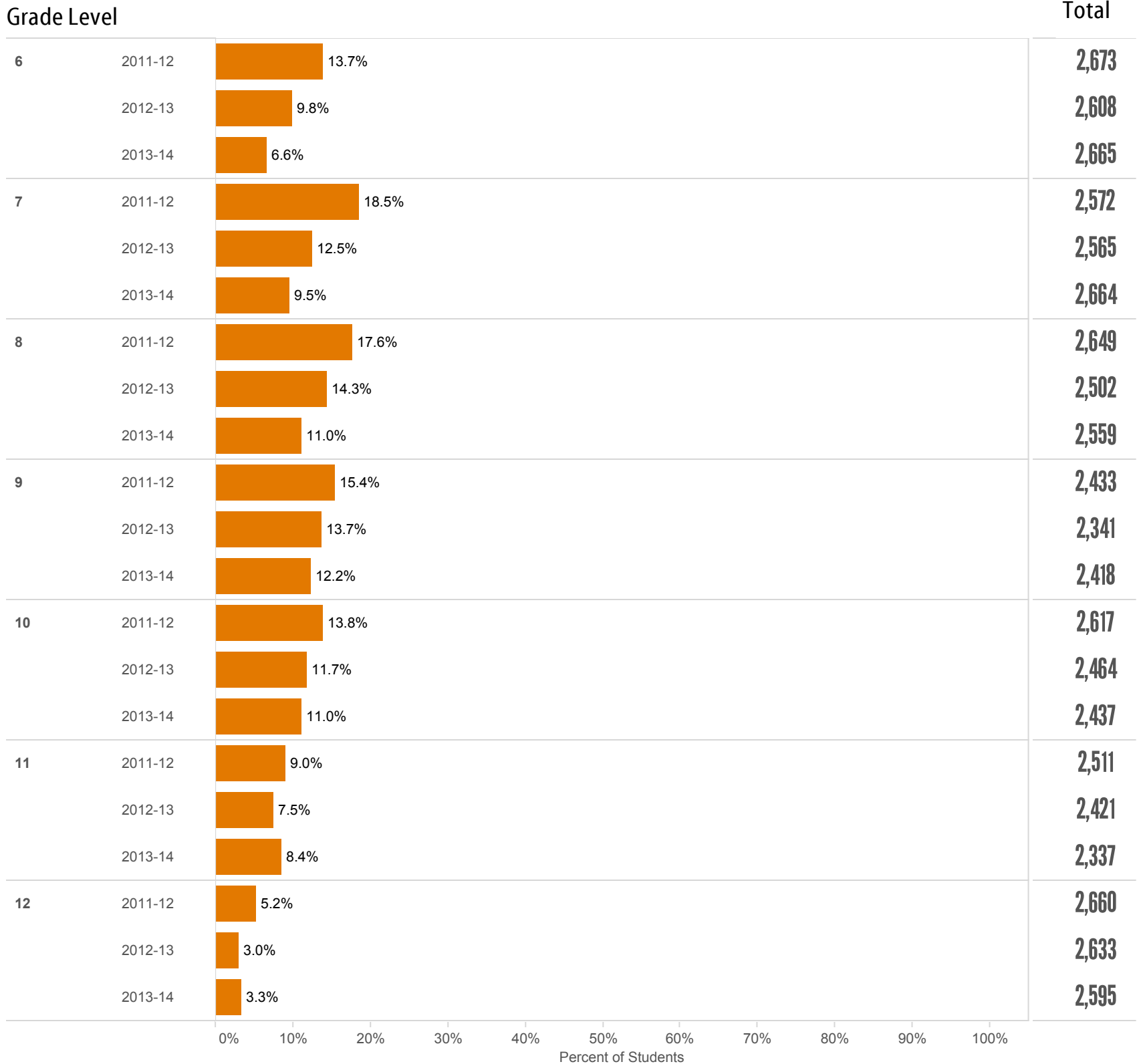


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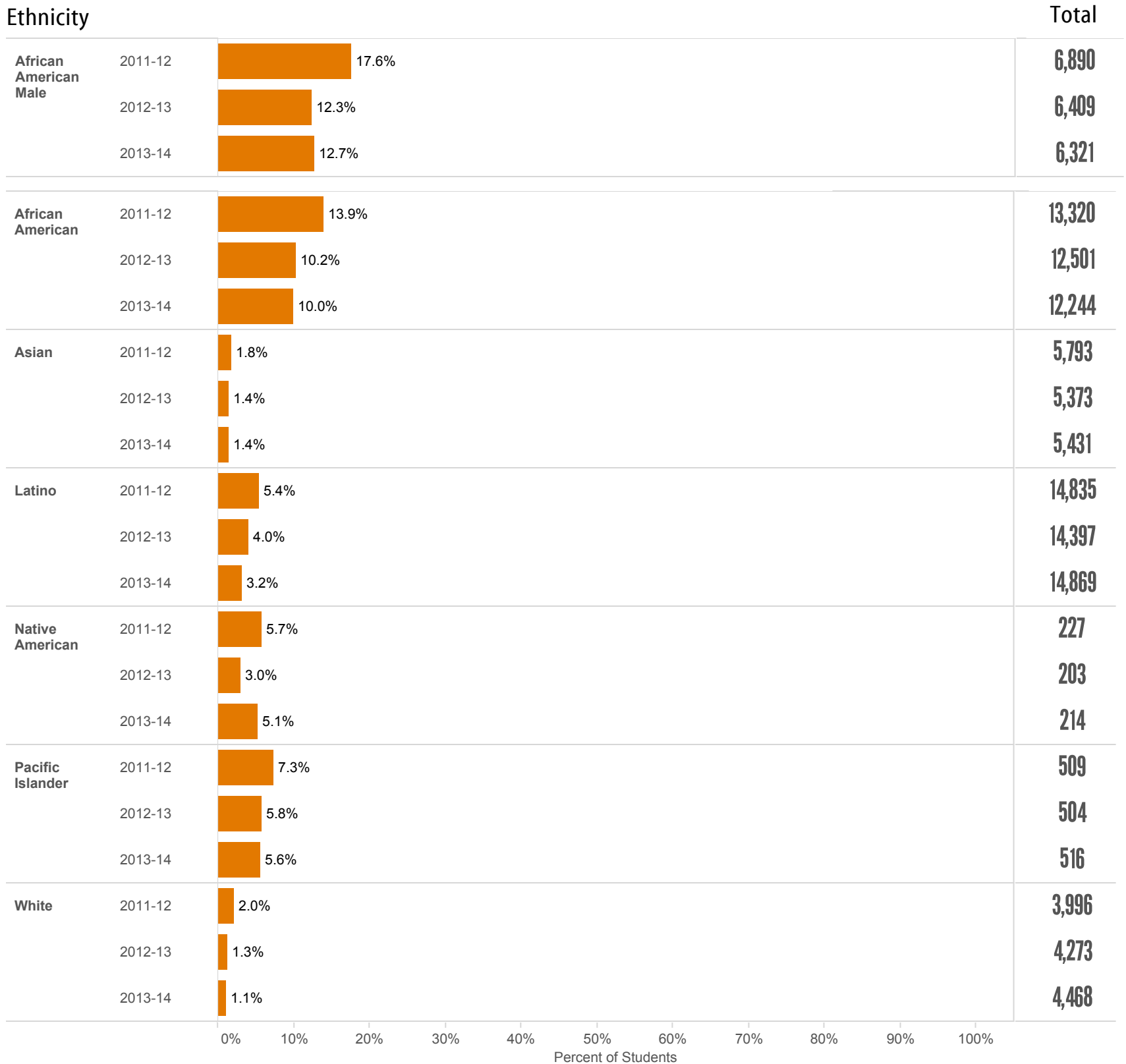
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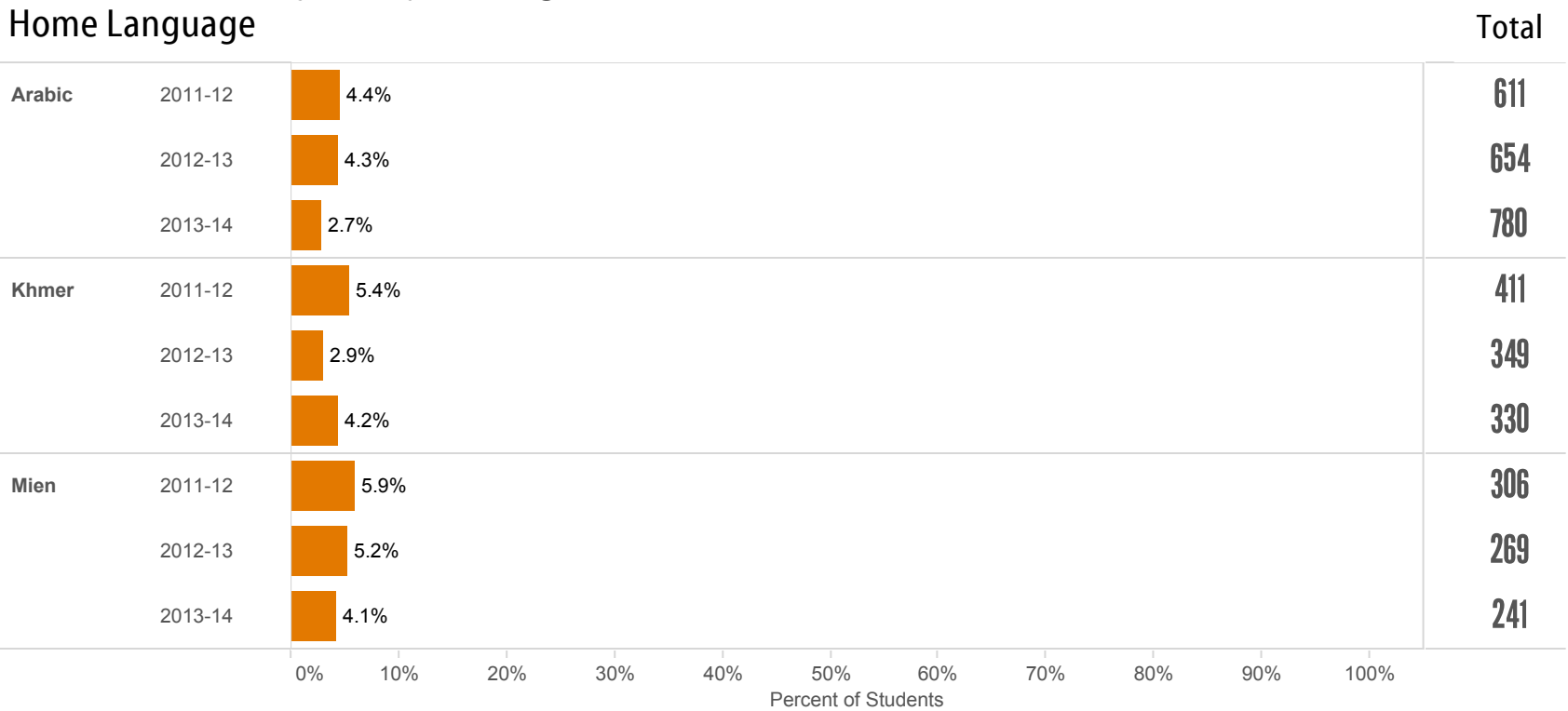


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