



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

2015-16

**Strategic Regional Analysis  
EXECUTIVE SUMMARY**

February 1, 2016

# Strategic Regional Analysis (SRA) 2015-16

2014-15 marked the first iteration of the **Strategic Regional Analysis (SRA)**. Each year, the SRA is updated with current year data and analyses, and also includes new data.

## What's new in SRA 2015-16:

- **Full Service Community School District:**
  - Map and count of OUSD district-run community schools with a Community Schools Manager (OUSD staff or lead agency partner)
- **Demographics & Enrollment:**
  - Additional enrollment data from 5 of 7 Alameda County-authorized charter schools
  - Ethnicity, home language, and English learner student enrollment from 42 of 44 charter schools
  - Attrition/Transition data broken down by student ethnicity
- **School Choice/Assignment/Enrollment:**
  - Count of students applying on-time, late, or filing no application
  - Percent of students who could not continue in current school because of end of grade span
  - Ratio of 1<sup>st</sup> choice to enrollment for highest and lowest 1<sup>st</sup> choice applications
  - Analysis of choice option for K-8 and grade 6-12 grade span schools
  - Count of districtwide student live/go patterns across grade spans
- **School Programs:**
  - **Early Childhood Education**
    - Pre-Kindergarten enrollment and capacity
    - Transitional Kindergarten enrollment and projections
  - **College & Career “Linked Learning” Pathway Programs**
    - Regional map of students and share of students at each school enrolled in career pathway programs
    - Inclusion of Project Lead the Way schools
  - **Newcomer Programs in Secondary Schools**
    - Count, percent and map of newcomer students by region and district-run secondary school
    - Current and projected capacity for 2016-17
    - Count by region of unaccompanied minors
  - **Programs for Exceptional Children**
    - Count, percent and map of students receiving Special Education Services across all levels of service (e.g., Resource, Inclusion, different types of Special Day Classes, etc.).
  - **Teacher Retention**
    - Annual retention rates for teachers returning to the same district-run school, by region, by year, and by 5-year average.
- **Appendices:**
  - Regional detail of choice, live/go and teacher retention data.

# Strategic Regional Analysis (SRA) 2015-16

- **Regions & Schools:** shows all OUSD district-run schools, OUSD-authorized charter schools, and Alameda County-authorized charter schools in each region of Oakland. It also shows schools with Community School Managers as OUSD moves toward a Full Service Community District.
- **School Environment/Place Matters:** compares stress factors in the neighborhood where each school is located. Environmental stress factors are measured across all regions and schools.
- **Demographics & Enrollment:** describes the number and demographics of students attending OUSD district-run schools and OUSD and Alameda County-authorized charter schools.
- **Capture gap:** describes the gap between the number of school-aged children living in a region and the number of students attending OUSD district-run and OUSD and Alameda County-authorized charter schools.
- **Transition gap:** describes the rate of students leaving district-run schools in the transition from grade 5 to 6, and grade 8 to 9. The attrition rate indicates a need for quality middle school and high school options to attract and retain students.
- **Performance gap:** identifies gaps in performance of schools in each region.
- **School choice:** identifies most chosen and least chosen district-run schools, and looks at enrollment patterns for families participating in the choice lottery.

# Strategic Regional Analysis (SRA) 2015-16

- The **Strategic Regional Analysis (SRA)** is a factual, data-driven, key planning document that supports the OUSD Strategic Priorities in the *Pathway to Excellence – 2015-2020*. Our goal is to ensure that we are good stewards of our schools and are expanding our portfolio of quality schools.
- In every area of our city, we must provide our families and community with access to a quality school. Our School Performance Framework will anchor and level-set our expectations around **quality**.
- The SRA details the current state of school performance, demographics, enrollment patterns, school programs, choice, and capacity by region, and identifies the gaps for each. This document is intended to identify the areas in need of additional resources to improve the quality options available to increase student achievement.
- The SRA will inform how we fund, support, and resource our schools.
- The **Call for Quality Schools** invites applicants to propose innovative ways to improve and expand the number of quality school options in different regions. It addresses gaps identified in the SRA.

# Strategic Regional Analysis (SRA) 2015-16

## What it is ...

- A starting point for discussion
- Factual (quantitative) data on the state of our district
- An objective look at our district's portfolio of schools
- Showcases the need for urgency and for expanding quality options in every neighborhood
- Information for the *Pathway to Excellence* to inform recommendations

## What it is not ...

- Intended to blame teachers, leaders, or communities for the information in the SRA
- Meant to answer every question or capture the complete picture
- A conclusion to discussion

*It is the district's responsibility to address: Access, Equity, Quality, and Resources to improve the outcomes for students. **We are all needed in this pursuit of Excellence!***

# BACKGROUND

## 2000 - Present

- **Declining enrollment** of combined OUSD district-run schools (86 schools) and OUSD charter schools (37 schools) – from 55,000 to 49,000 since 2000.
- **Demographic shifts** have reduced the proportion of African American students from 48% to 29% in district-run schools, while Latino enrollment has grown from 29% to 41% over the same period. Many more English language learners (Latino, Asian, Arab) are expanding in Central, East, and West Oakland. Newcomer students are increasing, including unaccompanied minors from Central America.
- **2001-2007: New small school creation**, mostly in Central and East regions with equity goal to relieve overcrowding and provide quality schools in the heartlands. Many of these schools outperformed the schools they replaced, and contributed to Oakland’s status as the “most improved large, urban district in California.” With declining enrollment and Options/Choice, some schools have become unsustainably small.
- **Charter schools:** Oakland has seen a rapid increase in the number of charter schools, including 6 conversions of district-run schools to OUSD or Alameda County charter schools since 2005. There were 9 OUSD charters in 2000-01, and today there are 37 OUSD charters and 7 Alameda County charters – totaling 44.

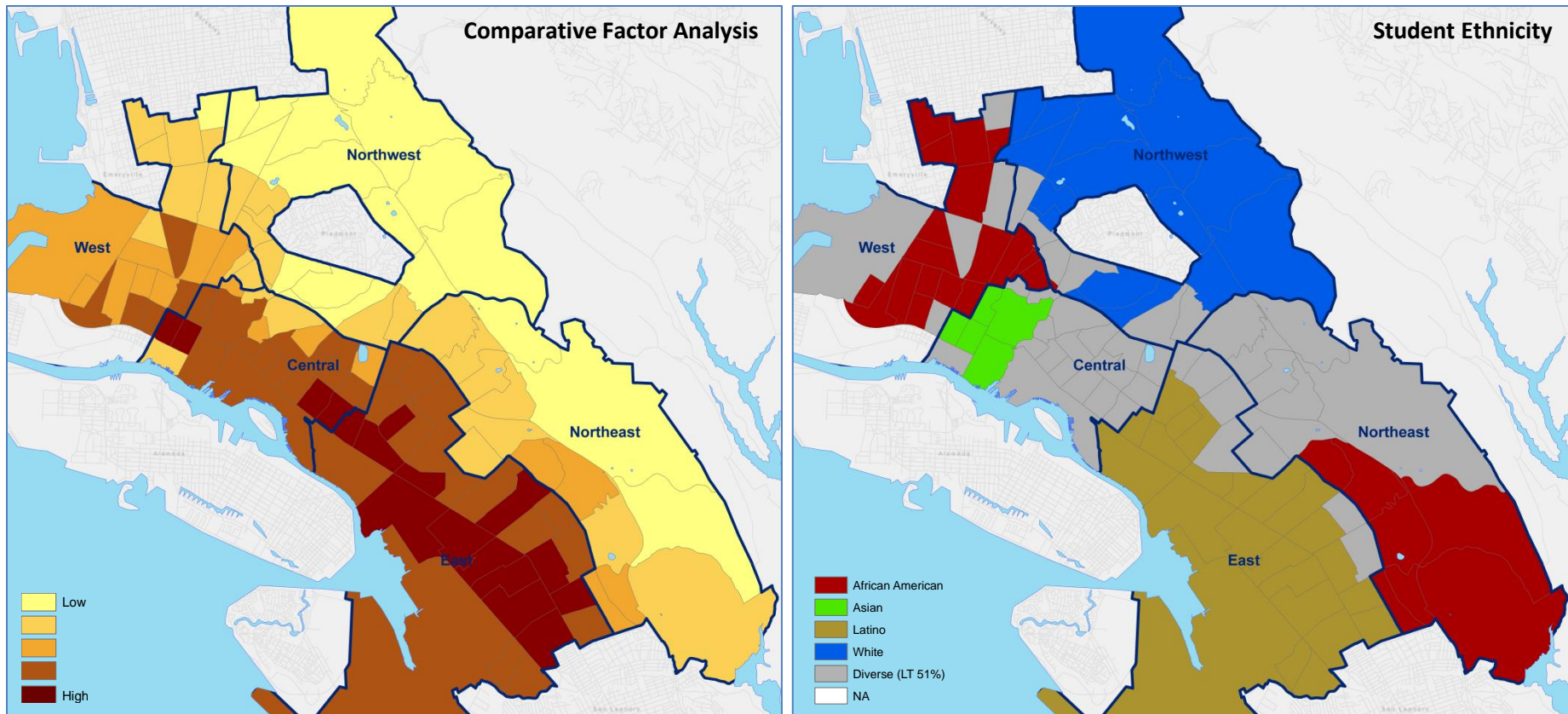
# 5 Regions defined

A central purpose of the Strategic Regional Analysis (SRA) is to provide a picture of where we have quality schools and where we do not. The SRA will help guide our planning so that all students, including those with the highest need, have full access to high quality schools from pre-K-12 within their neighborhoods and region. The SRA is about *equity and access*.

In determining the boundaries, we looked at whether there were shared factors for students and families living in different parts of Oakland with respect to income/poverty, language, race/ethnicity and culture. The five SRA regions – West, Northwest, Central, Northeast, and East – allow for the particular assets and needs of different communities to be visible within the larger citywide discussion about quality public school programs and facilities in every part of Oakland.

Note: The East Region is by far the largest in enrollment, and can be divided into at least 2 sub-regions in future subregional analyses.

# 5 Regions defined



- **SRA divides Oakland into 5 regions – Central, East, Northeast, Northwest, & West**

- Comparative factor analysis for each census tract is based on an **index of four factors**:
  - % of students eligible for free or reduced price lunch
  - % of population on MediCal
  - % of students who are English Language Learners
  - % of students for whom English is not their home language

The darker the color of the census tract, the higher the needs of the students with respect to poverty and English fluency.

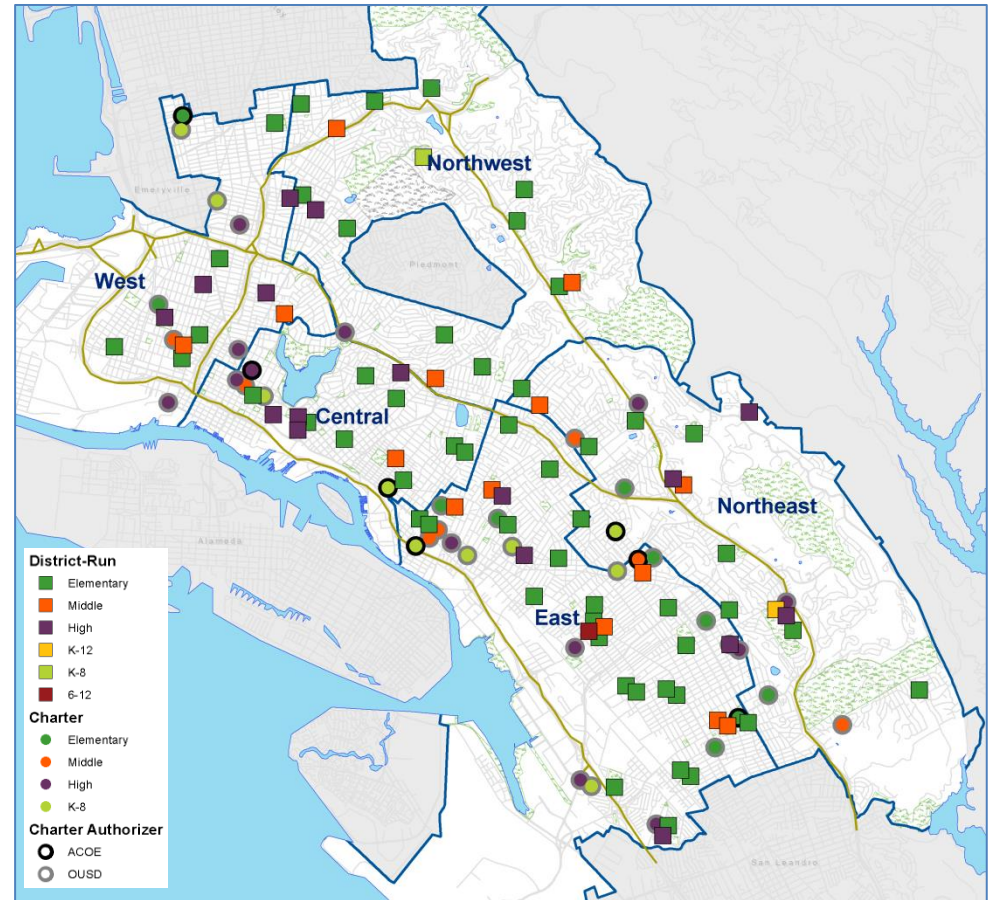
- Student Ethnicity: Majority student race/ethnicity for census tracts with greater than 51% concentration of any one race/ethnicity.



# EXECUTIVE SUMMARY

## I. Regions & Schools

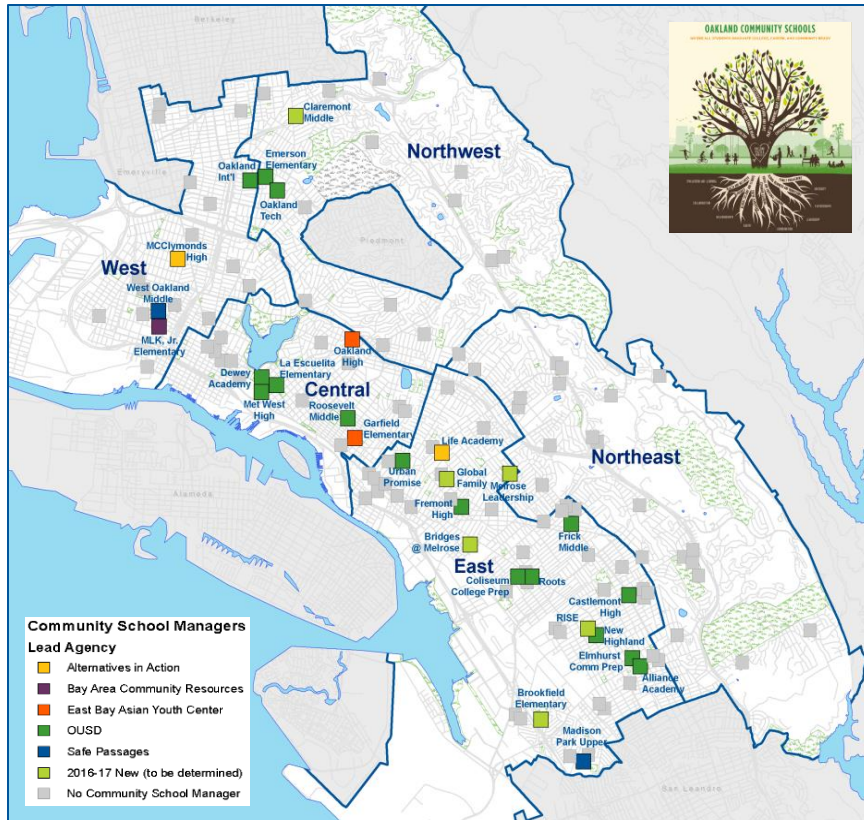
- 130 district-run public schools and charter public schools in Oakland
  - **West:** 19 schools
  - **Northwest:** 16 schools
  - **Central:** 18 schools
  - **Northeast:** 22 schools
  - **East:** 55 schools
- 6 new charter schools opened in 2015-16
- Charter schools comprise larger share of public schools in East and West Regions
- 23 district-run community schools have Community School Managers



# EXECUTIVE SUMMARY

## I. Regions & Schools

- Full Service Community District



SCHOOL REGION	2015-16 SCHOOLS WITH COMMUNITY SCHOOL MANAGER	2016-17 NEW
Central	6	
East	11	+5
Northeast	0	
Northwest	2	+1
West	4	
<b>TOTAL</b>	<b>23</b>	<b>+6</b>

Community Schools leverage community partnerships and resources so that our campuses become hubs of support and opportunity for students, families, and community members.

Through this approach, our schools become better equipped to break down barriers to achievement and tap into the unique talents and gifts of every student, teacher, and staff member in our district.

### MISSION

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

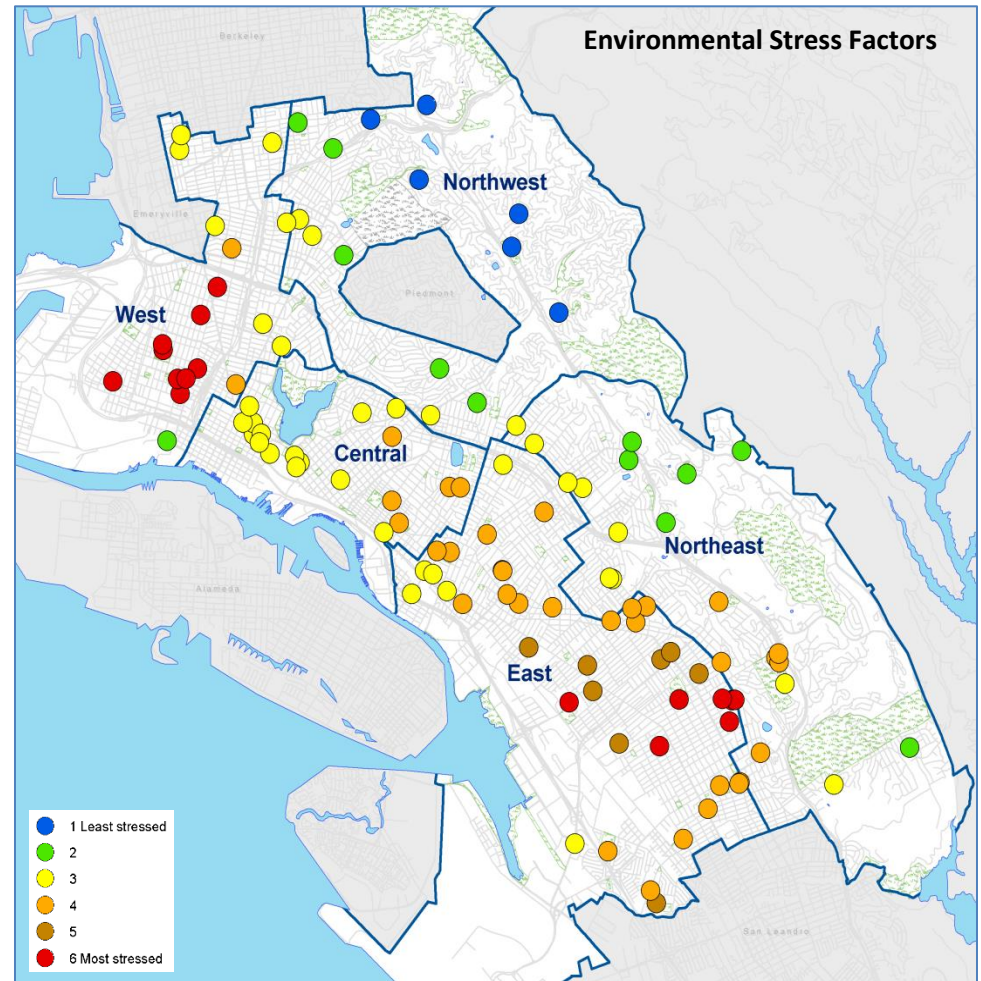
### VISION

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success.

# EXECUTIVE SUMMARY

## II. School Environment

- **Place matters.** Schools located in neighborhoods with the highest level of stress factors are heavily concentrated in the West and East Regions.
- Environmental stress factors tend to be interrelated and concentrated where:
  - violent crime, unemployment, residential vacancy, and poverty rates are high
  - air quality is poor
  - access to fresh food is limited
  - liquor stores may outnumber grocery stores
- These environmental factors have a compounding effect on schools in the most disinvested parts of the city, largely serving students from the surrounding communities.



# EXECUTIVE SUMMARY

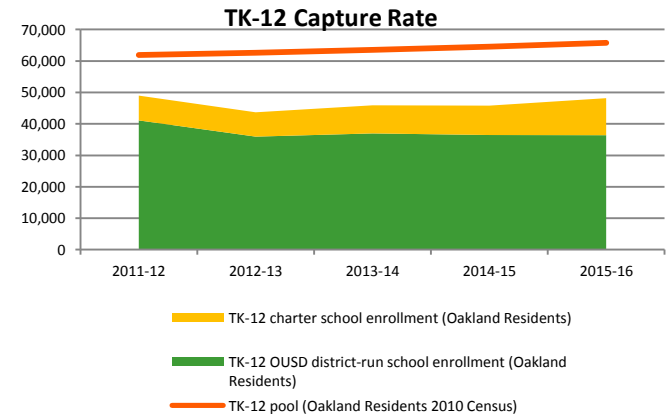
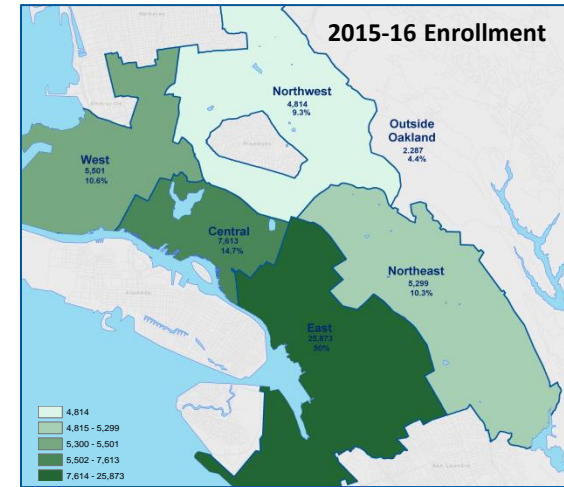
## III. Demographics & Enrollment\*

- Enrollment:** Over the past six years, combined enrollment in OUSD district-run and OUSD charter schools has stabilized at about 48,000, with an increase to 49,000 in 2015-16. The increase was in the charter sector.

STUDENT REGION	OUSD		ALAMEDA COUNTY		TOTAL	%	Change 2014-15 to 2015-16
	DISTRICT-RUN	CHARTER	CHARTER	PEC <sup>1</sup> PROG-RAMS			
Central	6,079	1,301	117	116	7,613	14.7%	4.93%
East	17,889	6,541	1,000	443	25,873	50.1%	8.00%
Northeast	4,040	944	185	130	5,299	10.3%	5.96%
Northwest	4,233	421	74	86	4,814	9.3%	5.69%
West	4,173	1,158	52	118	5,501	10.6%	5.82%
Outside Oakland	511	1,504	272	0	2,287	4.4%	6.52%
Address not found	150	108	8	31	297	0.6%	
<b>TOTAL</b>	<b>37,075</b>	<b>11,977</b>	<b>1,708</b>	<b>924</b>	<b>51,684</b>		<b>6.78%</b>
<b>% SCHOOLTYPE</b>	<b>71.7%</b>	<b>23.2%</b>	<b>3.3%</b>	<b>1.8%</b>		<b>100.0%</b>	

<sup>1</sup>PEC (Off-site): Programs for Exceptional Students include students with disabilities who attend non-public schools, home & hospital, young adult, and infant and pre-K special programs.

- Demographics:**
  - The largest racial/ethnic group remains Latino (43.6%), and the second largest is African American, decreasing from 30.5% to 26.5% over the past four years.
  - English Learners decreased from 32.2% to 28.9% since 2014-15, largely due to increased English fluency reclassification, in spite of increase of newcomer students.
- Capture Rate**
  - Percent of school-aged children enrolled in public district-run or charter schools in Oakland = 73.3%
  - Kindergarten has highest capture rate at 92.7%
  - 35% of 5<sup>th</sup> grade students in district-run schools enroll in a non-district-run school for 6<sup>th</sup> grade. In the Northwest Region, the attrition rate is 50%.



	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Capture Rate</b>	<b>79.1%</b>	<b>69.8%</b>	<b>72.3%</b>	<b>70.9%</b>	<b>73.3%</b>

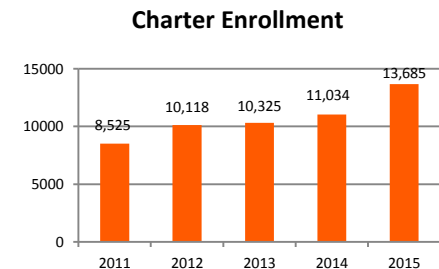
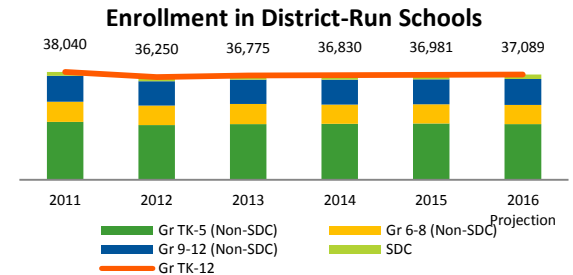
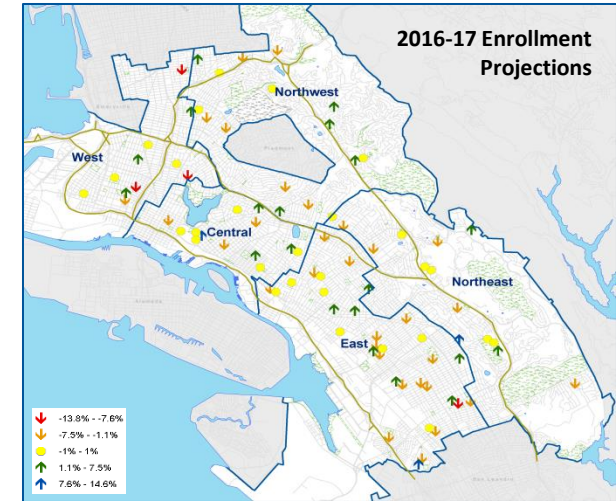
\*2015-16 enrollment counts include all OUSD district-run and OUSD-authorized charter schools, and 5 of 7 Alameda County-authorized charter schools. Prior year's enrollment counts did not include Alameda County charter schools. Source: Aeries Student Information System - OUSD District-Run students; Rosters of charter students from individual charter schools.

# EXECUTIVE SUMMARY

## III. Demographics & Enrollment

### • Enrollment Projections:

- 2016-17 overall enrollment in OUSD district-run schools is expected to increase slightly by 0.3%. The Central Region is projected to experience a 1.1% increase, while the West Region may see a 1.8% decline. Other regions are expected to remain relatively stable, experiencing less than a 1% change.
- Declining enrollment in district-run schools may reflect growth in enrollment in Oakland charter schools (OUSD-authorized and Alameda County-authorized charters). Oakland charter schools have experienced a steady four-year enrollment growth rate of 38% between 2011 and 2015, with six additional charter schools opening in Oakland in 2015-16 and expanding grade levels in 2016-17.



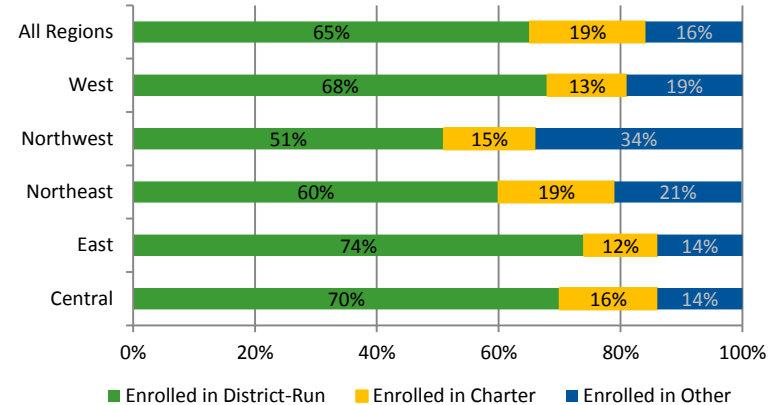
# EXECUTIVE SUMMARY

## III. Demographics & Enrollment

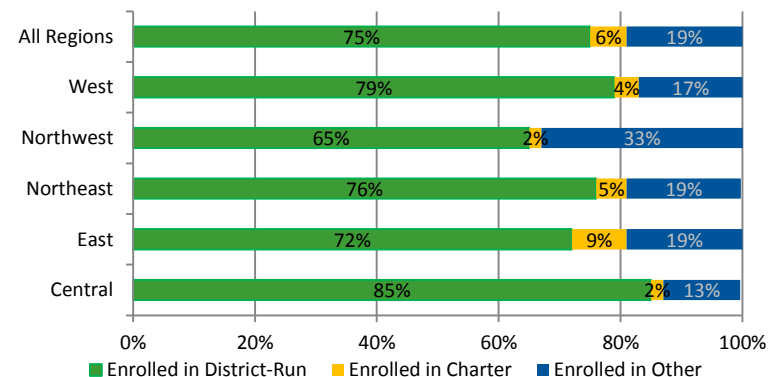
### • Transition Grades:

- Each year, many students in grades 5 and 8 make the transition to a new school level. OUSD experiences attrition of students attending 5<sup>th</sup> or 8<sup>th</sup> grade at a district-run school, and enrolling at a charter or other non-district-run school the next year.
- Attrition rates vary by region.
  - **Grade 5 to 6 transition:** The Northwest stands out, with an attrition rate of almost 50%. 34% of the Northwest students who were enrolled in a district-run school for grade 5 enrolled in a school other than an Oakland public school for grade 6. The Northeast experienced an uptick this year, with a current attrition rate of 40%, and 21% of these students enroll in a school other than an Oakland public school.
  - **Grade 8 to 9 transition:** About one out of four students in a district-run school for grade 8 enrolled in a non-district-run school for grade 9. The Northwest stands out, with an attrition rate of 35%, followed by the East at 28%. 33% of the Northwest students who attended a district-run school in grade 8 enrolled in a school other than an Oakland public school for grade 9, compared to 19% in the East.

**2014-15 to 2015-16 Transition: Grade 5 to 6**  
*Students in OUSD district-run schools in grade 5 – in what kind of school did they enroll for grade 6?*



**2014-15 to 2015-16 Transition: Grade 8 to 9**  
*Students in OUSD district-run schools in grade 8 – in what kind of school did they enroll for grade 9?*



# EXECUTIVE SUMMARY

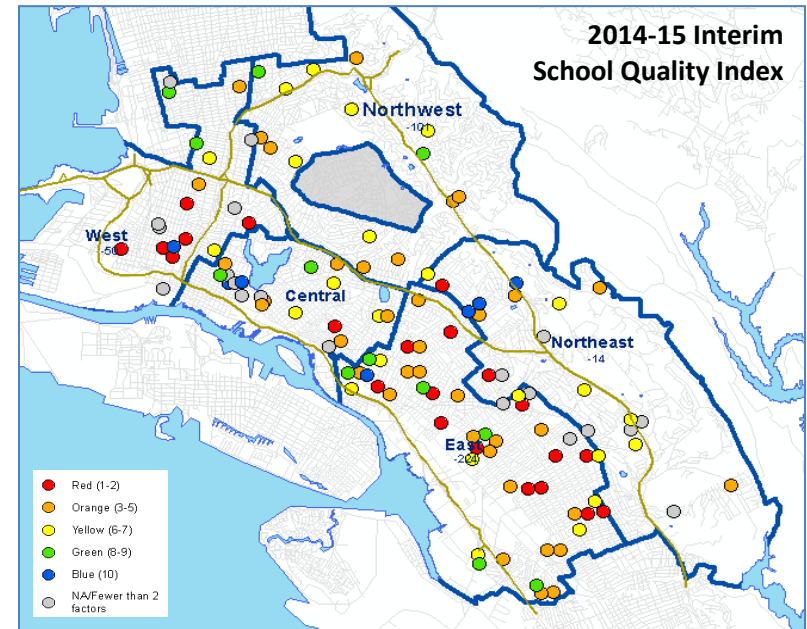
## IV. School Performance

The SRA requires a set of school quality indicators that are common to both district-run schools and charter schools in Oakland. In 2016-17, the SRA will utilize a School Performance Framework that includes multiple measures of academic performance and growth, as well as measures of school culture/climate and social emotional learning. In the meantime, the SRA uses indicators reported by the California Department of Education.

The 2014-15 Interim school quality index is based on the most recent available annual data reported by the state for a small number of key indicators. They are:

- 2012-13 Similar Schools Ranking
- 2012-13 Academic Performance Index (API)
- 2012-13 Cohort Graduation Rate (High Schools only)
- 2012-13 A-G Completion Rate (High Schools only)

The API, graduation rate, and A-G rate were standardized to range from 1-10 (deciles) like the state's Similar Schools Rank. The 1-10 range for graduation and A-G rates were based on the performance of a high school relative to other OUSD high schools. An average was taken and rounded to come up with the final score.



NOTE: The 2014-15 Interim School Quality Index is not a measure of *current* school performance and growth. Because the State based Similar Schools Rankings and Academic Performance Index largely on the California Standards Test (CST) results, and the CST was discontinued after 2012-13, these are the most recent available results. The California Department of Education did not report Academic Performance Index (API) scores or Similar Schools Rankings based on the new Smarter Balanced (SBAC) state test. In Fall 2017, the School Performance Framework will replace the Interim School Quality Index.

# EXECUTIVE SUMMARY

## V. School Choice/Assignment/Enrollment

- **School CHOICE:**
- OUSD has a school choice lottery each year for district-run schools. Most applications are submitted for Kindergarten, grade 6, and grade 9 – entry years for elementary, middle, and high school levels.
- On average, two thirds of the students living in Oakland who are currently enrolled in grades TK/K, 6, and 9 submitted on-time applications for the choice lottery, and about one third did not submit any application. A very small number of families submitted late applications after the lottery.
- On-time application rates vary by region. For example, the East region has more families with no TK/K application than it has on-time applications ; while in the Northwest, 86% of families submitted on-time applications for TK/K.

### Grade K students

SRA Region	On-time	Late	No application
Central	356	4	227
East	745	23	965
Northeast	246	2	169
Northwest	479	1	74
West	187	10	180
<b>Total</b>	<b>2,013</b>	<b>40</b>	<b>1,615</b>

### Grade 6 students

SRA Region	On-time	Late	No application
Central	268	2	48
East	814	8	253
Northeast	162	2	58
Northwest	194	0	16
West	166	3	35
<b>Total</b>	<b>1,604</b>	<b>15</b>	<b>410</b>

### Grade 9 students

SRA Region	On-time	Late	No application
Central	287	4	59
East	676	10	295
Northeast	168	2	49
Northwest	201	0	12
West	166	4	72
<b>Total</b>	<b>1,498</b>	<b>20</b>	<b>487</b>



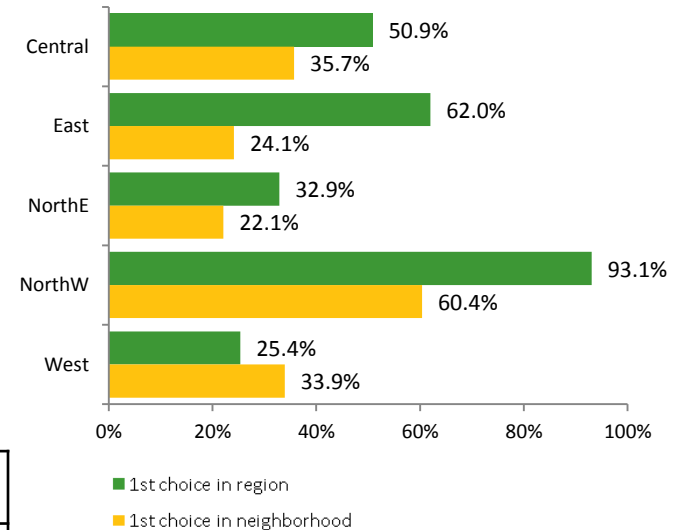
# EXECUTIVE SUMMARY

## V. School Choice/Assignment/Enrollment

- **Choosing schools in neighborhood or region –**  
The rate of families choosing first-choice schools in their neighborhood or region also varies by region.
  - More than 9 out of 10 families living in the Northwest region choose schools in their region at grades TK/K, 6, and 9, and more than 6 out of 10 choose a school in their neighborhood attendance area for grades TK/K and 6.
  - Three out of four families in the West region chose a school outside their region for TK/K, and less than one out of ten chose a school in the West region for grade 9.

Grade K, 6, 9 Students: Region of Residence	1st choice in region	1st choice in neighborhood	Total
Central	830	583	1,413
East	2,401	935	3,336
Northeast	387	260	647
Northwest	1,777	1,153	2,930
West	250	334	584

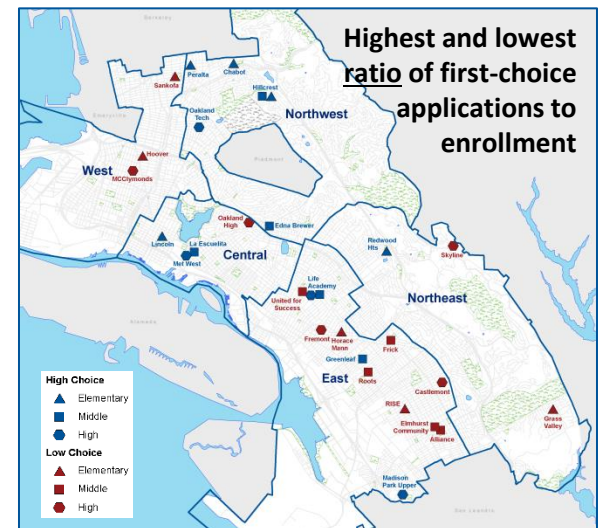
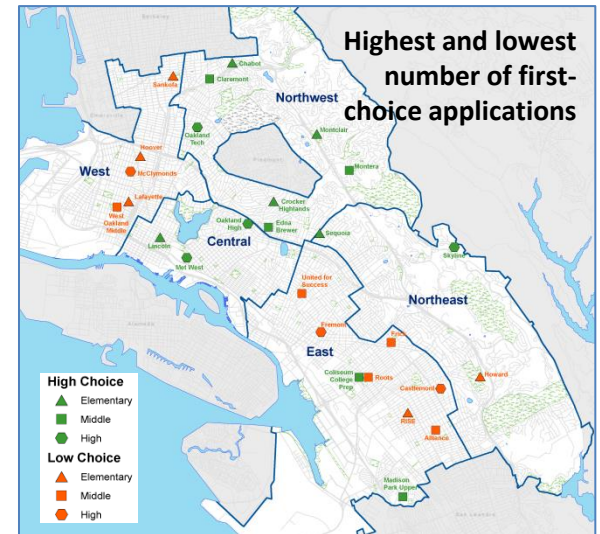
**FAMILIES CHOOSING A SCHOOL IN THEIR NEIGHBORHOOD OR REGION AS THEIR FIRST CHOICE: GRADES K, 6, & 9**



# EXECUTIVE SUMMARY

## V. School Choice/Assignment/Enrollment

- **Highest and lowest first-choice applications**
- District-run schools with the highest number of first-choice are concentrated in the Northwest and Central regions. There are no lowest choice schools in the Northwest or Central regions.
- District-run schools with the lowest number of first-choice applications are concentrated in the East and West regions.
- There are no highest choice schools in the West region, and none in the East region at the elementary level, though notably there are two highest choice schools for grade 6 in the East.
- **Highest and lowest ratio of first-choice applications to enrollment**
- Looking at the ratio of first-choice applications to enrollment provides a way to identify schools that receive many more applications than seats for enrollment. Central and Northwest regions have more schools with a high ratio of first-choice applications to enrollment, and there is only one low ratio school in Central.
- All three East region schools with high ratios are for grade 6 or grade 9, or both, and all are gradespan schools (K-8 or 6-12 gradespans). There are no high ratio schools in the East for TK/K.
- Low ratio schools are concentrated in the East region, followed by the West and Northeast regions.

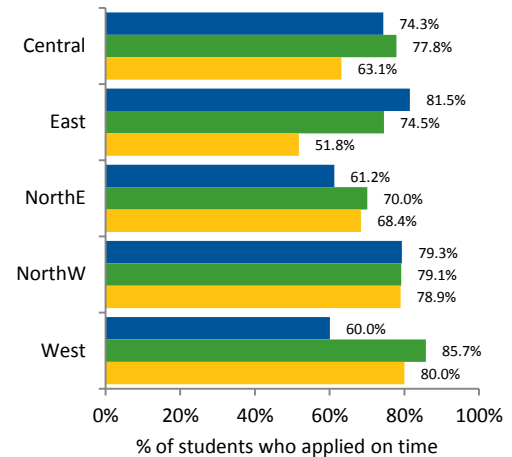


# EXECUTIVE SUMMARY

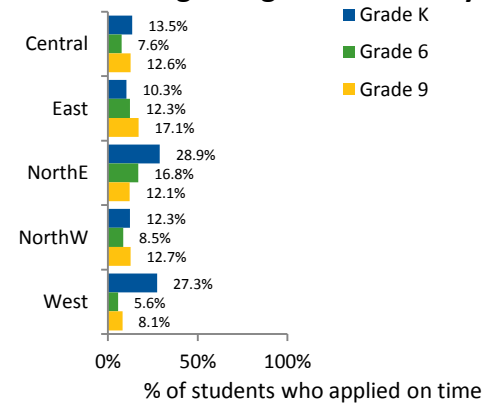
## V. School Choice/Assignment/Enrollment

- **School ASSIGNMENT**
- On-time applications are assigned a school based on the lottery criteria and process, and on the enrollment capacity of schools with the highest ratio of first-choice applications to enrollment.
  - A majority of applicants across all regions are assigned to their first-choice school. The Northwest has the highest rates, with 8 out of 10 applicants assigned to their first-choice schools for grades TK/K, 6, and 9.
  - However, some applicants are assigned to none of their choices, including more than one out of four TK/K applicants in the West and Northeast regions.

Students assigned to their 1<sup>st</sup> choice according to region where they live



Students assigned to none of their choices according to region where they live

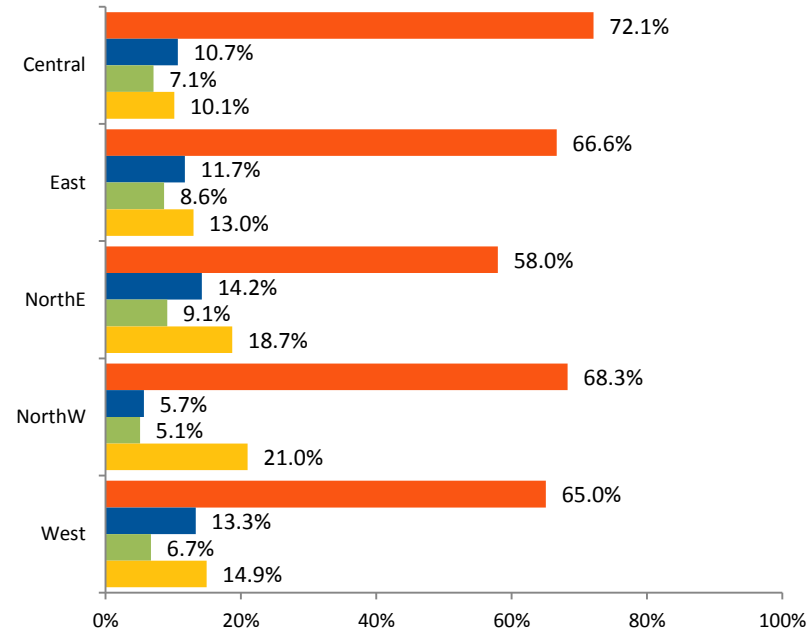


# EXECUTIVE SUMMARY

## V. School Choice/Assignment/Enrollment

- **School ENROLLMENT**
- A majority of school choice applicants at grades TK/K, 6, and 9 ultimately enroll in the assigned district-run school. However, this varies across grades and regions.
- TK/K students attend assigned school at the highest rates, though more than 7% of students living in the Northwest or East regions who were assigned to their first-choice school ultimately did not enroll in any district-run school.
- There is an even higher percentage of students in grades 6 and 9 who were assigned to their first-choice school but ultimately did not enroll in any district-run school. The rate goes from a low of 13% in the East to a high of 33.5% in the Northwest for grade 6, and from a low of 8.8% in Central to a high of 24.6% in the Northwest for grade 9.

WHERE DO STUDENTS WHO APPLIED TO THE LOTTERY ON TIME ULTIMATELY ENROLL? GRADES K, 6, & 9



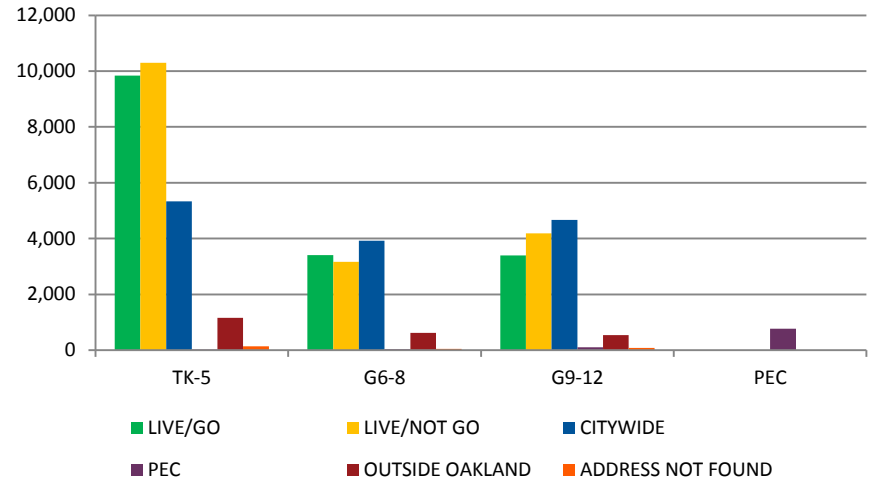
Grade K, 6, & 9 Students: Region of Residence	attends assigned OUSD school	attends non-assigned OUSD school	attends charter	unknown	Total
Central	1,174	174	115	165	1,628
East	2,574	453	334	501	3,862
Northeast	681	167	107	220	1,175
Northwest	1,304	108	97	401	1,910
West	640	131	66	147	984

- attends assigned OUSD school
- attends non-assigned OUSD school
- attends charter
- unknown

# EXECUTIVE SUMMARY

## VI. Live/Go Patterns – District-wide

- Nearly equal numbers of students in district-run elementary, middle, and high schools are attending the school in their attendance area, or attending a district-run school outside their attendance area.
- Live/Go patterns (where students live, where they go to school) vary by Region and grade level.
- 13,935 students are attending a district-run or charter school that draws students citywide, and does not have a geographic attendance area.
- Students are travelling a total of **131,823 miles** each way to school every day.



**Live/Go:** students attend district-run schools in their attendance area

**Live/Not Go:** students attend district-run schools outside their attendance area

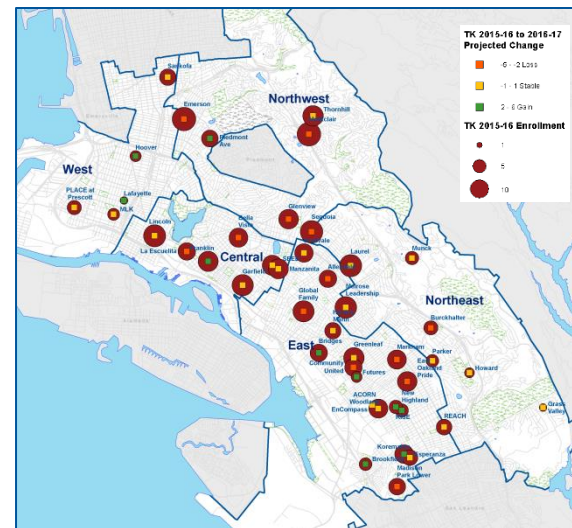
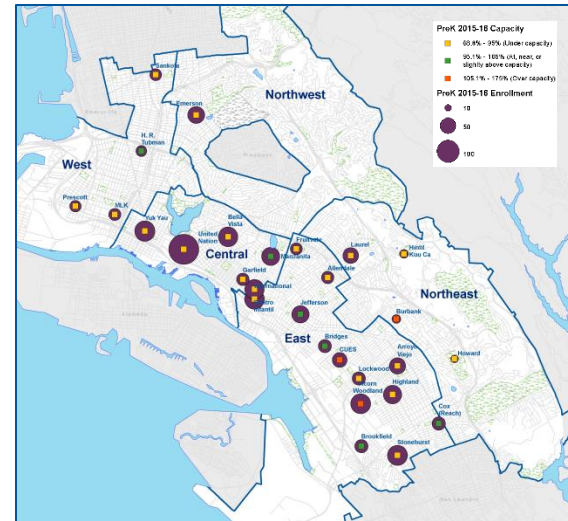
**Citywide:** students attend either district-run or charter school that does not align with a geographic attendance area

**PEC:** students in Programs for Exceptional Children with disabilities who attend non-public schools, home & hospital, young adult, and infant and pre-K special programs

# EXECUTIVE SUMMARY

## VII. School Programs

- **Early Childhood Education: Pre-Kindergarten**
- OUSD Pre-K programs provide affordable, state-subsidized early childhood education for who are at least 3 years old and meet eligibility requirements.
  - 29 pre-K sites in 2015-16
  - 1,320 students enrolled at 90.3% of capacity
- **Early Childhood Education: Transitional Kindergarten**
- OUSD Transitional Kindergarten is a one-year program that includes students turning five years old between September 2 and December 2. These students enter Kindergarten the following school year.
  - 44 TK sites at district-run and charter elementary schools



# EXECUTIVE SUMMARY

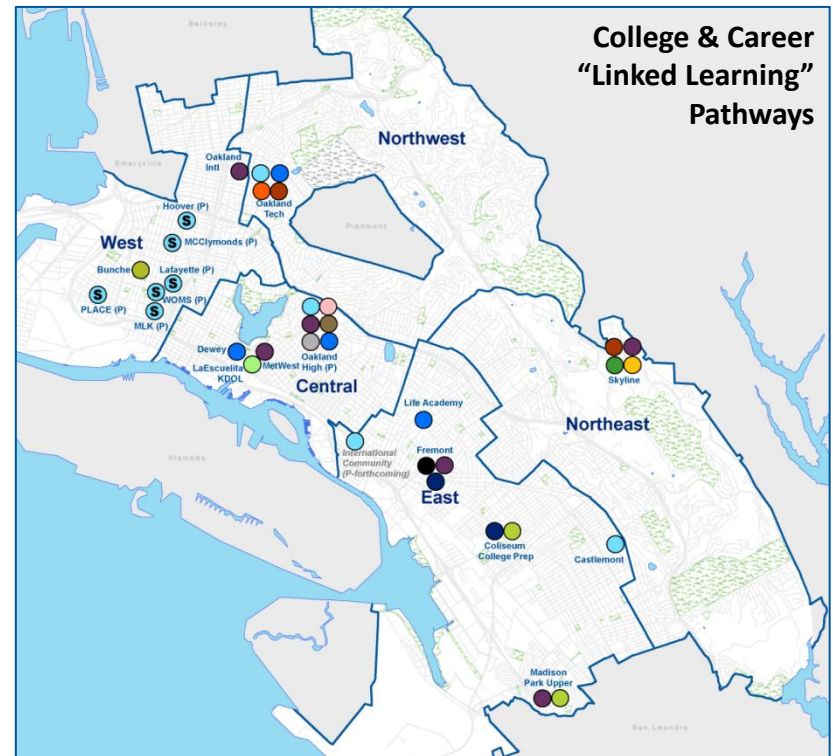
## VII. School Programs

### College & Career “Linked Learning” Pathways

Linked Learning Pathway School Sites: Industry Sector	# Students Enrolled
○ Khepera Pathway (African American Male Achievement)	41
● Agriculture and Natural Resources	188
● Arts, Media & Entertainment	542
● Building Trades and Construction	227
● Business and Finance	130
● College Preparatory (AVID Pathway)	110
● Education, Child Development and Family Services	177
● Energy, Environment and Utilities	323
● Fashion and Interior Design	136
● Health Science and Medical Technology	647
● Hospitality, Tourism and Recreation	83
● Information and Communication Technology	330
● Marketing Sales and Service	164
● Public Service	285
● Engineering and Design	631
● West Oakland Stem Corridor <sup>1</sup>	
● Project Lead The Way <sup>1</sup>	
<b>TOTAL</b>	<b>4,014</b>

<sup>1</sup>Student counts do not include 1,166 elementary and middle school students in the West Oakland STEM Corridor participating in Project Lead The Way. McClymonds and Oakland High School students participating in Project Lead The Way are accounted for in the Engineering and Design industry sector student counts.

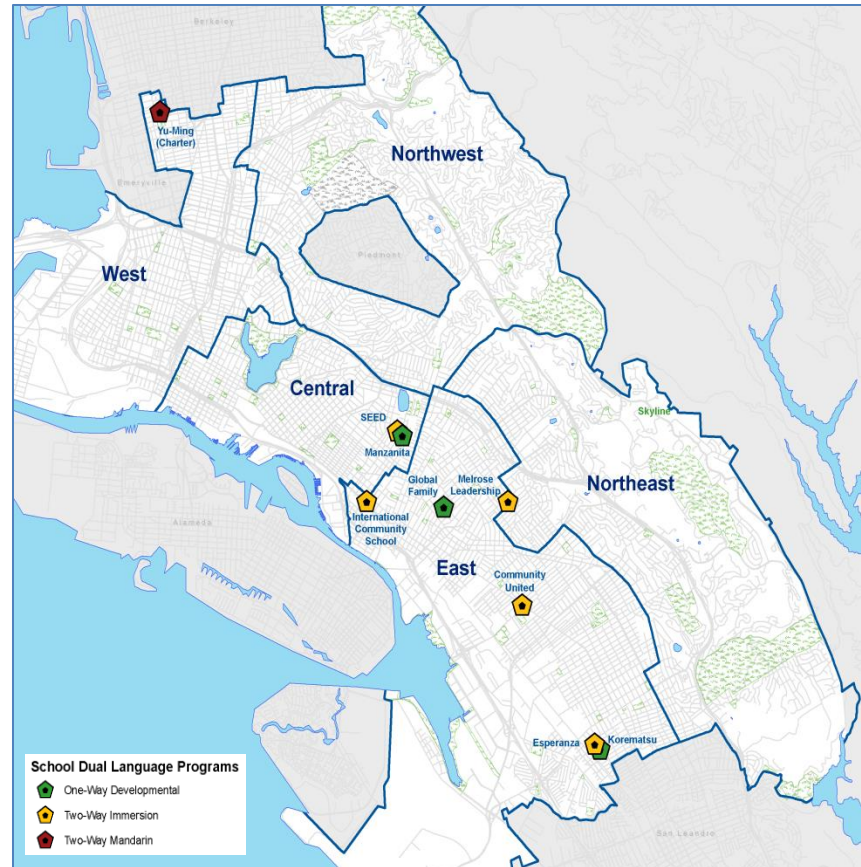
REGION/STUDENT	# PATHWAY STUDENTS	# GRADE 9-12 STUDENTS	% PATHWAY STUDENTS
Central	790	1,632	48.4%
East	2,018	4,725	42.7%
Northeast	398	1,049	37.9%
Northwest	302	760	39.7%
West	421	1,164	36.2%
Outside Oakland	85	179	47.5%
<b>TOTAL</b>	<b>4,014</b>	<b>9,509</b>	<b>42.2%</b>



# EXECUTIVE SUMMARY

## VII. School Programs

- **Dual Language Programs**
- Dual language programs are designed to support student achievement of full bilingualism, biliteracy, and cross-cultural competency. Content area instruction is provided in both English and the target language, with at least 50 percent of instruction in the target language. These programs can facilitate intellectual flexibility and higher academic achievement for students, and increase multicultural awareness for students and families.
- The largest number of dual language programs are in the East region and in the Central region bordering on the East. There is one Mandarin (Chinese) two-way dual language immersion program in the West region.

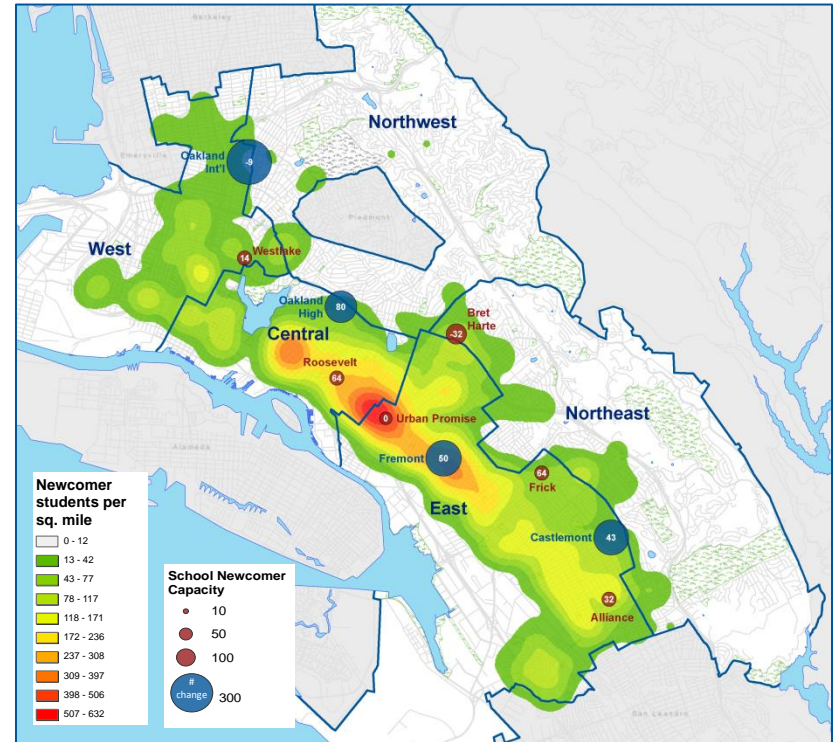




# EXECUTIVE SUMMARY

## VII. School Programs

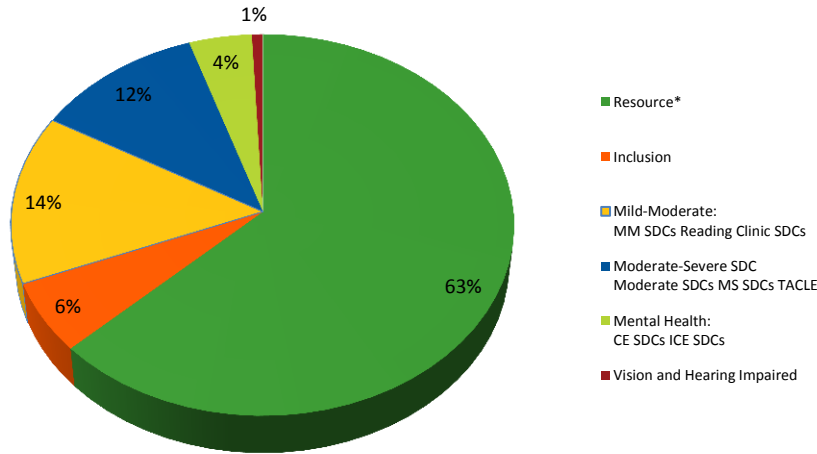
- **Newcomer Programs in Secondary Schools**
- A newcomer is a non-U.S. born student with a home language other than English, and who has been in the U.S. for less than three years.
- Oakland’s newcomer population is growing, and to date includes some 300 unaccompanied minors from Central America.
- Newcomer students who enter school at the secondary level need special instruction and support to access middle school and high school course content while learning a new language.
- 1,741 newcomer secondary students attend OUSD district-run schools and are enrolled in Newcomer programs. The number of newcomer students at the secondary level varies by region.
  - The largest number (936) live in the East region, and include two out of three unaccompanied minors.
  - Central region has the highest percentage (7.7%) of newcomer students who live in the region and attend district-run middle schools and high schools.



STUDENT REGION	# NEWCOMER STUDENTS	% OF NEWCOMER OUSD	% OF OUSD STUDENTS IN DISTRICT-RUN SCHOOLS	# UNACCOMPANIED MINORS
Central	470	27.0%	7.7%	52
East	936	53.8%	5.2%	205
Northeast	74	4.3%	1.8%	10
Northwest	38	2.2%	0.9%	0
West	164	9.4%	3.9%	12
Address not found	59	3.4%	8.6%	18
<b>TOTAL</b>	<b>1,741</b>	<b>100.0%</b>	<b>4.7%</b>	<b>297</b>

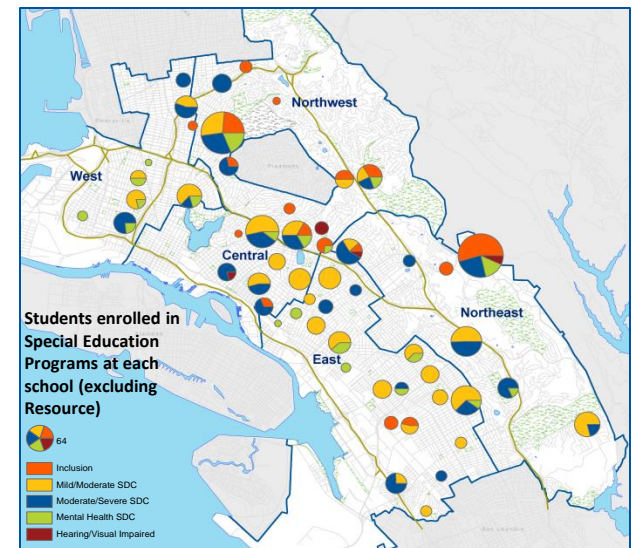
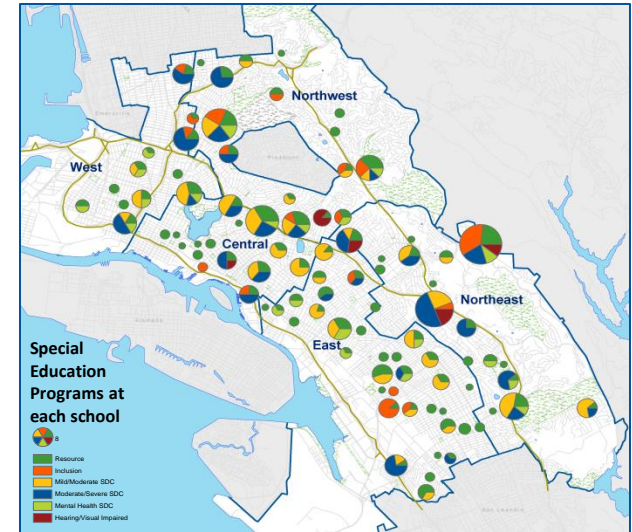
# EXECUTIVE SUMMARY

## VII. School Programs Programs for Exceptional Children



Program Type	# Students	% of Total SDC and Inclusion	% of Total Students Receiving Special Ed Services (including RSP)
Resource*	3,249	n/a	63.0%
Inclusion	310	16.2%	6.0%
Mild-Moderate: MM SDCs Reading Clinic Special Day Class	739	38.7%	14.3%
Moderate-Severe Special Day Class			
Moderate SDCs MS SDCs TACLE	600	31.4%	11.6%
Mental Health: CE SDCs ICE SDCs	223	11.7%	4.3%
Vision and Hearing Impaired Programs	39	2.0%	0.8%
<b>TOTAL ALL STUDENTS WITH SPECIAL ED SERVICES</b>	<b>5,160</b>		
<b>TOTAL SDC/INCLUSION STUDENTS</b>	<b>1,911</b>		

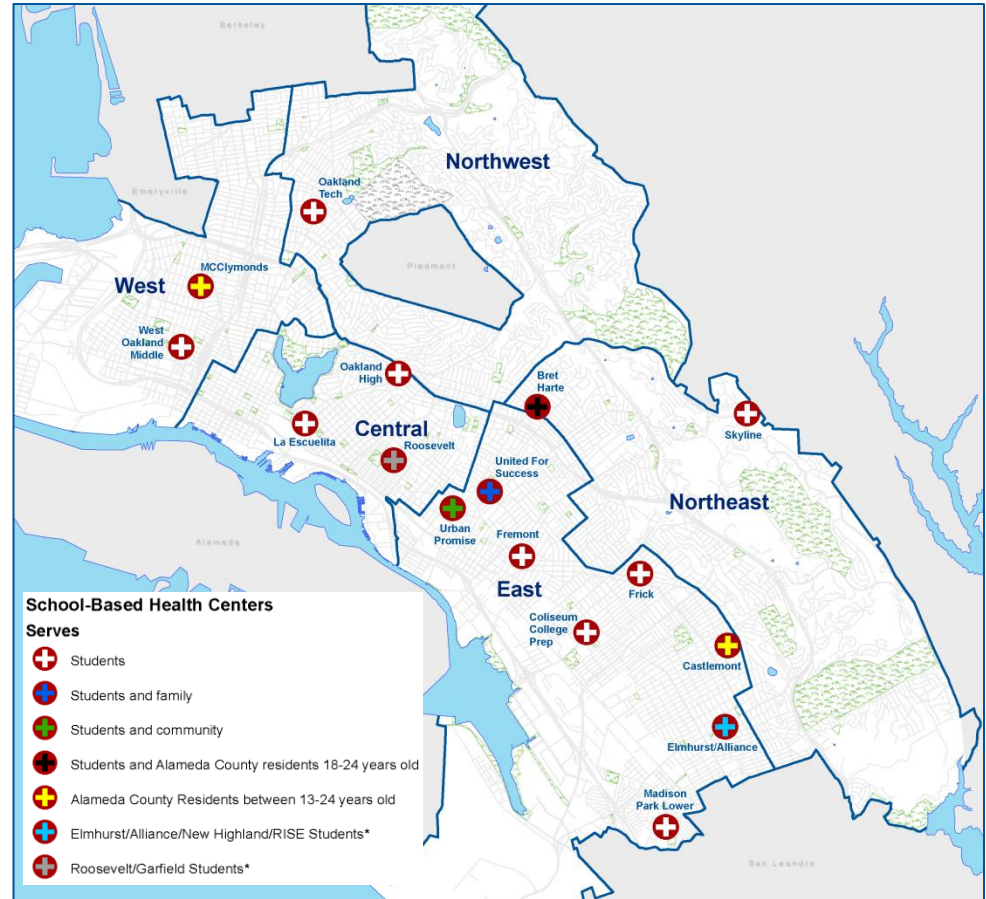
\* RSP numbers estimated based on AERIES coding



# EXECUTIVE SUMMARY

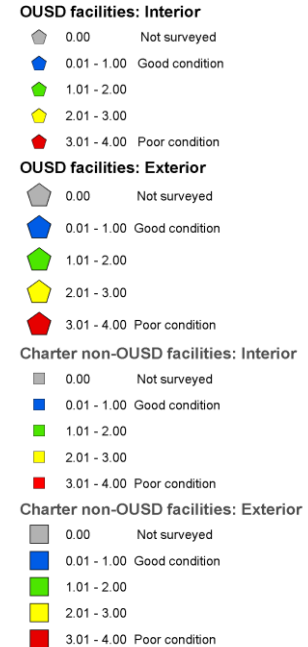
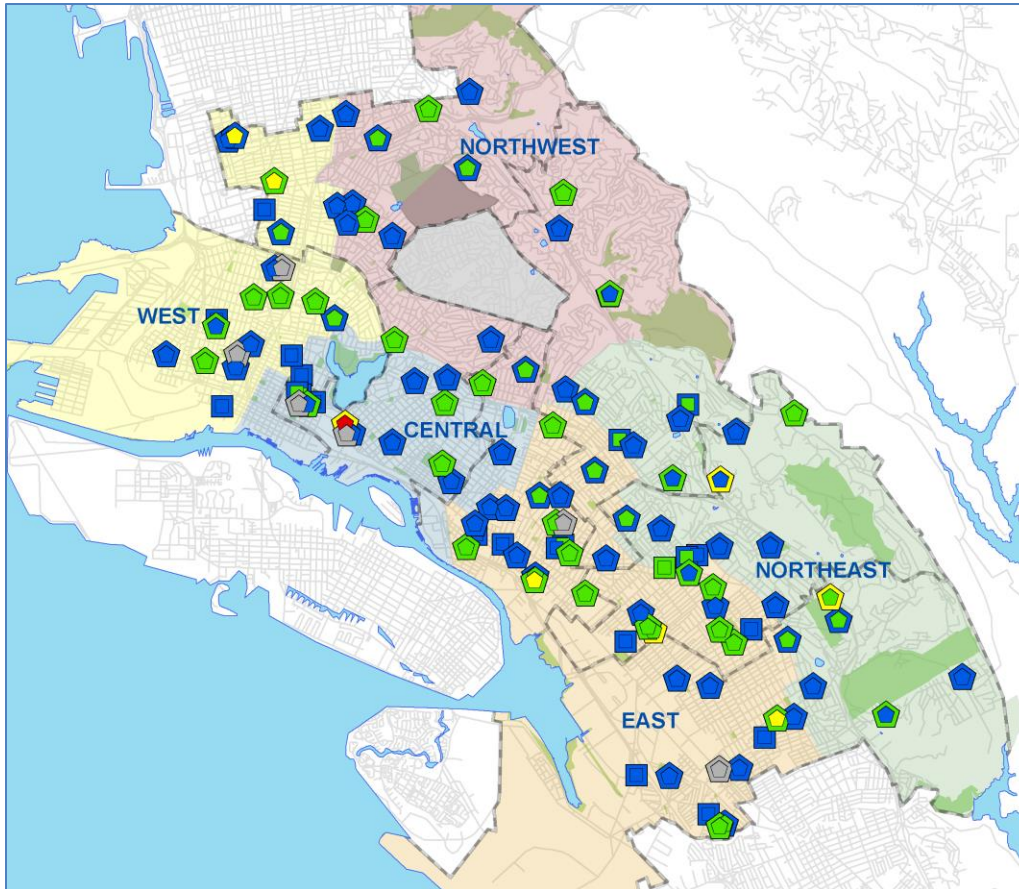
## VII. School Programs

- **School-Based Health Centers**
- In 2015-16, OUSD has 16 school-based health centers located in district-run schools, half in the East Region where the student population is the largest.
- School-based health centers provide medical, dental, and other health services on-site, during the school day.
- In 2015-16, some health centers expanded services to students at nearby schools. For example, Roosevelt Middle School's health center now serves Garfield Elementary students as well, and the health center at the Elmhurst Community Prep/Alliance campus now also serves students from New Highland Elementary and RISE Community School.
- These health centers are an important part of becoming a Full Service Community District.



# EXECUTIVE SUMMARY

## VIII. Building Conditions



Most school interior and exterior facilities are in moderate to good condition. Three sites have fair interior or exterior conditions.

*\*OSD facilities building conditions data as of 2012 Facilities Master Plan (awaiting modernization update); condition rating weighted by building square footage. Non-OSD building conditions data for some charters schools as of Spring 2015.*

# EXECUTIVE SUMMARY

## IX. Teacher Retention

- Having teachers return to the same school from year to year is important for a school's stability, its mix of teacher years of experience, and its development of strong, collaborative instructional teams and school-wide professional learning community.
- On average, the average year-to-year teacher retention rate from 2010-11 to 2014-15 in OUSD district-run schools is 77% for general education teachers, and 82.6% for special education teachers. This rate varies across Regions.
  - The highest average teacher retention rate is in the Northwest (81.9%), and the lowest is in the West (71.5%).

REGION/SCHOOL	Average 2010-2014 <sup>1</sup>		
	# teachers on site	# teachers returning	Retention rate
Central	23.5	18.8	80.3%
East	18.9	13.7	72.6%
Northeast	18.6	14.8	78.5%
Northwest	24.7	20.0	81.9%
West	14.7	10.4	71.5%
Special Education (District-wide)	353.8	291.2	82.6%
<b>AVERAGE (Non-Special Education)</b>	<b>20.1</b>	<b>15.5</b>	<b>77.0%</b>

