



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

BOE Engagement - Integration



Presented by:

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Presented to:

Oakland Unified School District Board of Education

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www.ousd.org



@OUSDnews

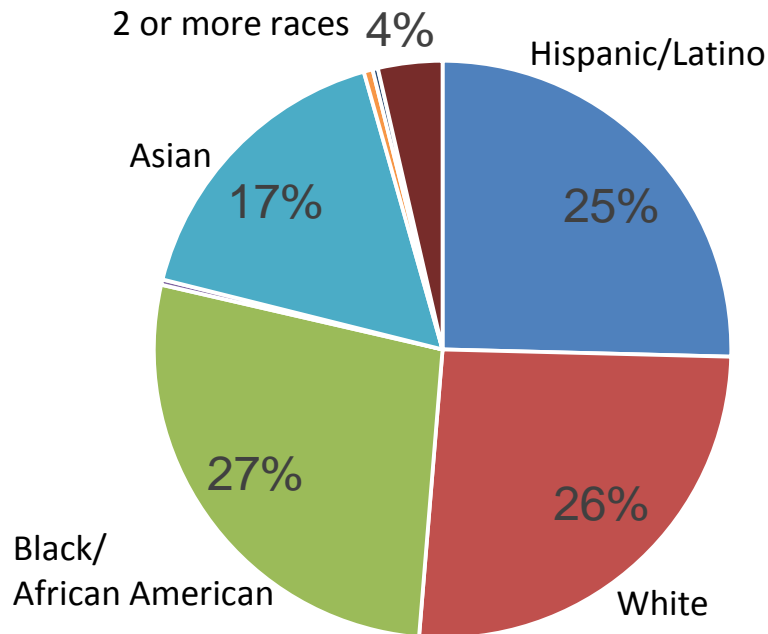
Executive Summary

- Oakland prides itself on being diverse; however, segregation is prominent at the city, school, and program level
- Oakland Tech is one example where low-income, African American, and Latino students have historically been underrepresented in high performance programs
- The enrollment department will update you on how we are tackling these issues through the Opening Doors, Expanding Opportunities planning and pre-implementation grant
- Afterwards, we will hear how schools are addressing issues of integration

Although Oakland is a diverse city, it is among the most segregated cities in California

Overall Racial Composition of Oakland

2010 Census data



Sources:

<http://www.bayareacensus.ca.gov>

<http://www.censusscope.org>

SEGREGATION: DISSIMILARITY INDICES

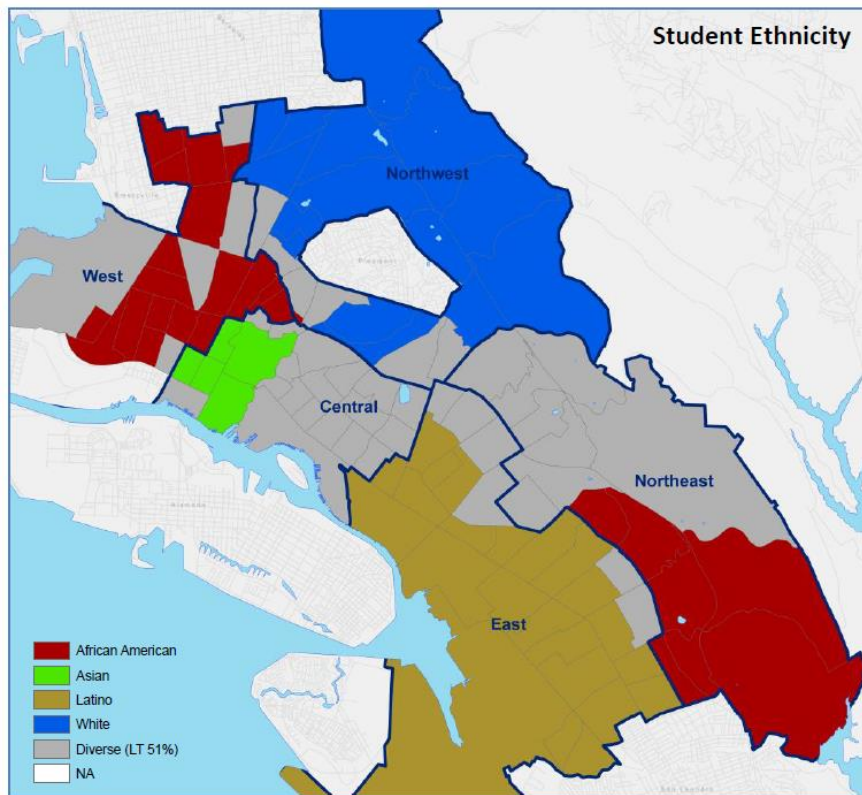
California Cities Ranked by White/Black Dissimilarity Index

Rank	City	Black Population	White Population	Total Population	Dissimilarity Index
1.	Menlo Park city	2,124	20,452	30,785	87.2
2.	Los Angeles city	401,986	1,099,188	3,694,820	74.0
3.	Folsom city	3,086	38,500	51,884	72.5
4.	Dublin city	2,995	18,669	29,973	64.9
5.	San Diego city	92,830	603,892	1,223,400	63.6
6.	San Francisco city	58,791	338,909	776,733	62.2
7.	Long Beach city	66,836	152,899	461,522	60.9
8.	Richmond city	35,279	21,081	99,216	60.5
9.	Oakland city	140,139	93,953	399,484	60.2
10.	Pasadena city	18,711	52,381	133,936	60.1
11.	Carson city	22,485	10,767	89,730	59.8
12.	Berkeley city	13,707	56,691	102,743	59.8
13.	Bell city*	307	2,132	36,664	57.8
14.	Gardena city	14,701	7,064	57,746	57.6
15.	Atascadero city*	603	21,850	26,411	56.5
16.	El Centro city	1,042	6,837	37,835	54.9
17.	San Gabriel city*	360	6,930	39,804	54.1
18.	Huntington Park city*	304	1,657	61,348	51.2
19.	Hawthorne city	27,208	10,937	84,112	49.7
20.	Pacifica city	1,219	23,549	38,390	49.4

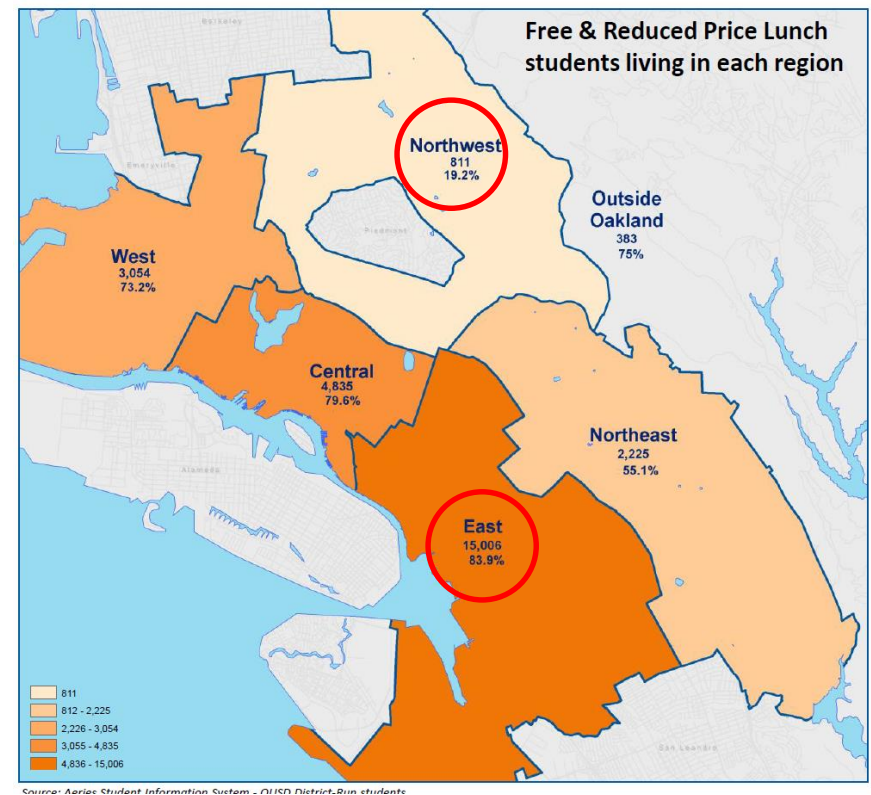
The dissimilarity index measures whether one particular group is distributed across census tracts in the metropolitan area in the same way as another group. A high value indicates that the two groups tend to live in different tracts. D ranges from 0 to 100. A value of 60 (or above) is considered very high, meaning that 60% (or more) of the members of one group would need to move to a different tract in order for the two groups to be equally distributed.

This segregation is reflected in our schools...

Race



Socioeconomic status



Student Ethnicity: Majority student race/ethnicity for census tracts with greater than 51% concentration of any one race/ethnicity
Source: OUSD Strategic Regional Analysis

...and few schools reflect the diversity of our city

KQED News TOPICS PROGRAMS & BLOGS SPECIAL COVERAGE

nf NEWS FIX

Oakland Prides Itself on Being Diverse — Until It Comes Time to Send Kids to School



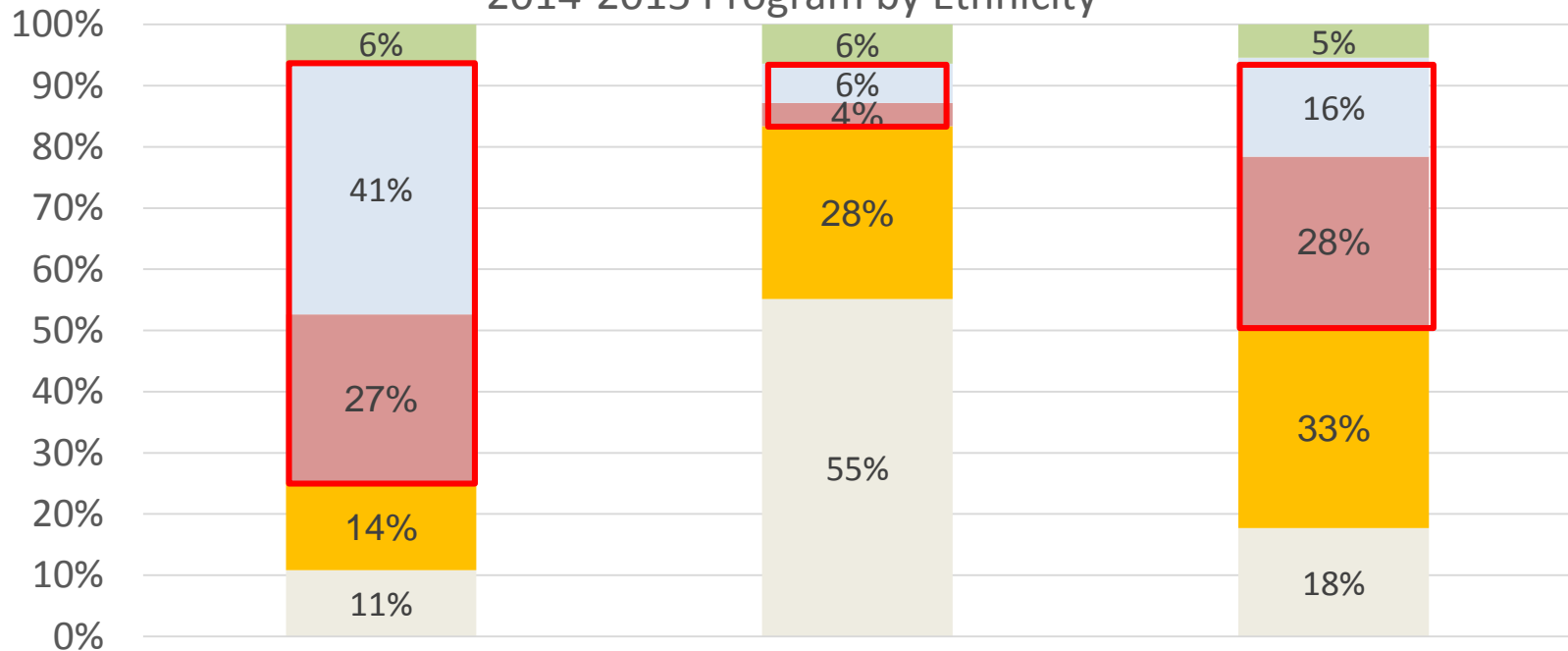
By Zaidee Stavely
AUGUST 31, 2016



Oakland Public Schools Largely Segregated by Race, Class

Segregation is also reflected within our programs; AA/Latino students have historically been underrepresented in strong programs at Tech..

2014-2015 Program by Ethnicity



2014-2015
12th Grade
Graduation Rate

OUSD
68%

Oakland Tech - Engineering
Academy
100%

Oakland Tech-Computer
Academy
100%

White

Asian

AfrAmer

Latino

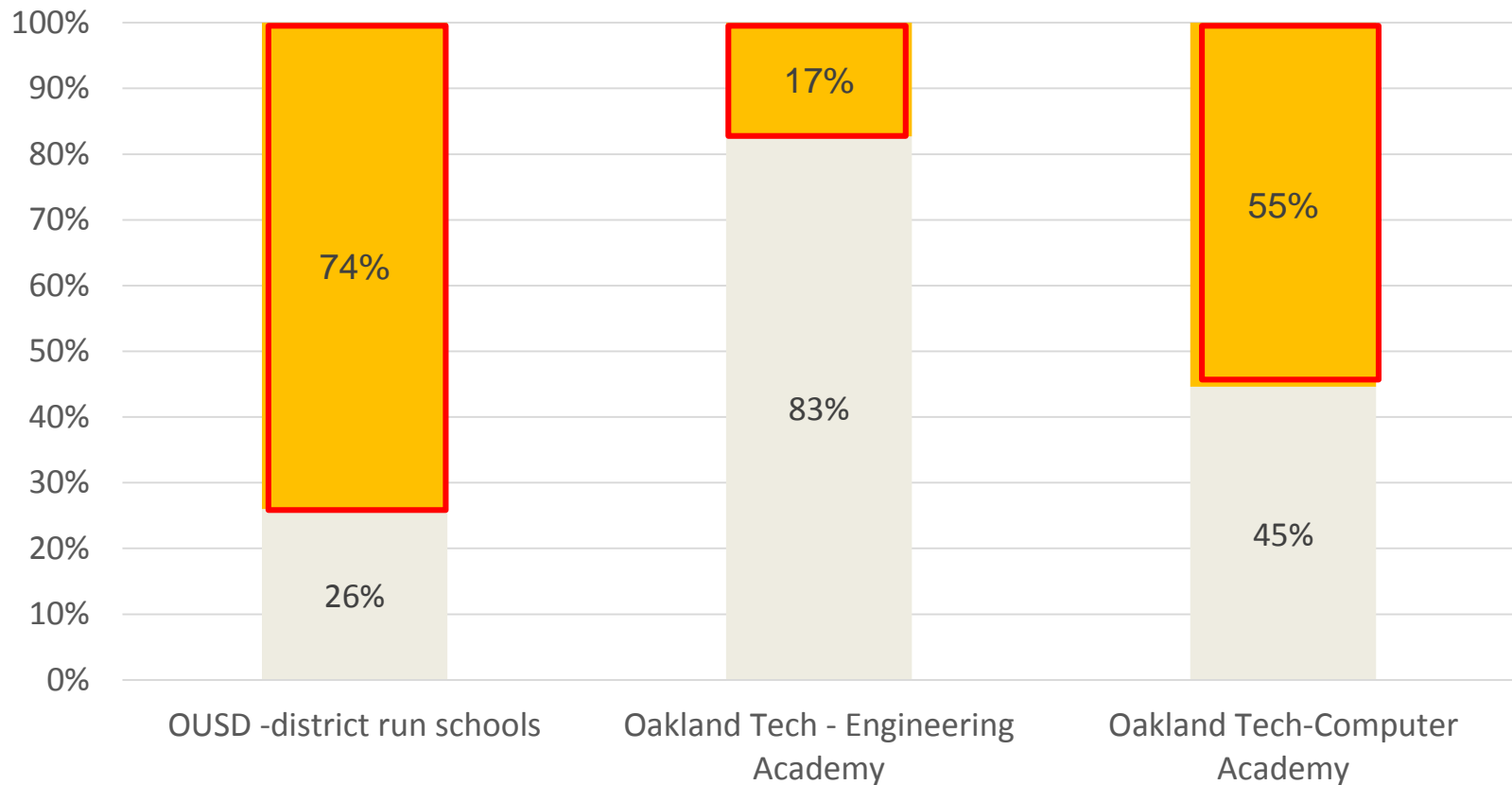
Other

Note: "Other" includes multiple ethnicity, Native American, not reported, Pacific Islander, Filipino

Source: ousddata.org (Pathway Performance)

...along with low-income students

2014-2015 Program by FRL Status



Source: ousddata.org (Pathway Performance)

■ Not FRL

■ FRL

The enrollment department has been working to address segregation; below is background on the ODEO grant

Purpose: The grant supports Local Educational Agencies and their communities in preparing to implement innovative, effective, ambitious, comprehensive, and locally driven strategies to increase socioeconomic diversity in schools as a means to improve the achievement of students in the lowest performing schools

Deadlines:

- Deadline for submission: 2/13/2017

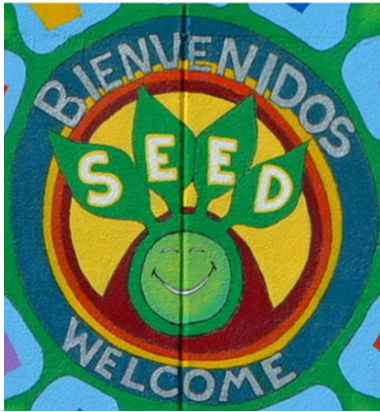
Eligibility: An LEA with at least one School Improvement Grant (SIG) School or SIG-Eligible School or a consortium of LEAs, each with at least one SIG School or SIG-Eligible School in each member LEA

Priority application: Priority 3 - Applicants must develop a blueprint for improvement student academic outcomes in SIG Schools or SIG-Eligible Schools by increasing the SES diversity of students enrolled in those schools, execute one or more pre-implementation activities that are outlined in existing plans, and provide evidence of how pre-implementation activities are supported by existing diversity plans

Award amount: applied for \$1.46 M (maximum=\$1.5 M)

Enhancing enrollment infrastructure to allow for diversity criteria allows us to most effectively service all students

Manzanita Seed Case Study

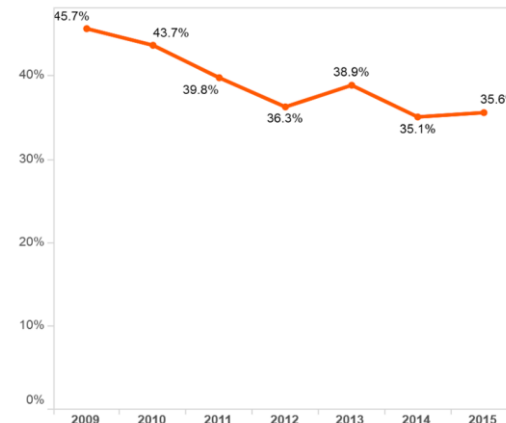


2005
School Opened



2010
California National
Title I Award
Achievement gap
closed by SES and
language!
85% FRL

Manzanita Seed: Percent of students live in attendance area (2009-2015)



Demand increases

Percent of
students
live in attendance
area decreases



2016-2017
64% FRL*

* Preliminary data: use with caution

We will use Oakland SOL as a proof of concept to develop the infrastructure to create diverse learning environments

Opportunity to fund:

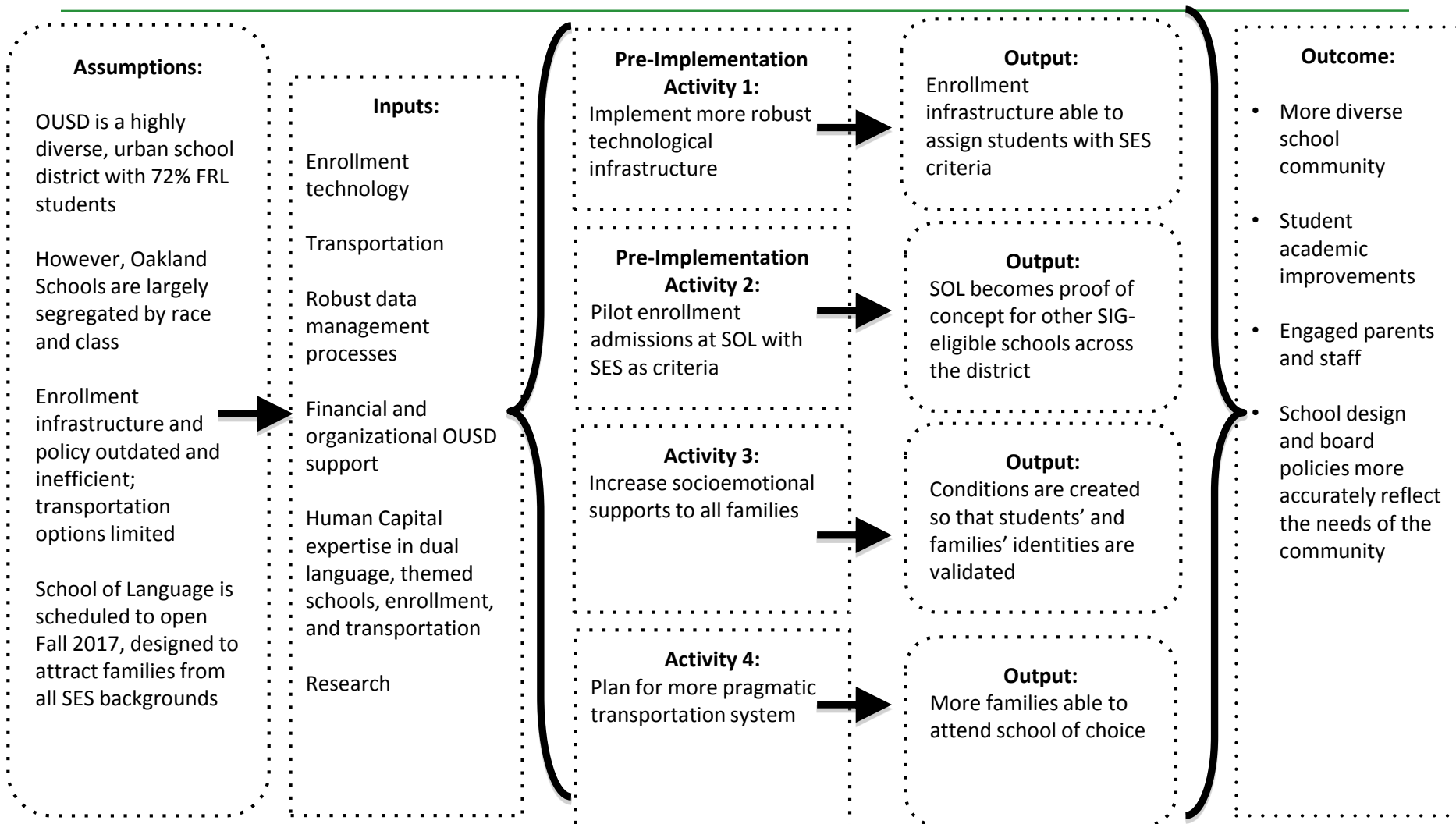
- Invest in capacity building to develop enrollment policy and transportation to support socio-economic integration in SIG-eligible, dual immersion schools
- Invest in creating a culture such that all students are set up to be successful

Rationale for this project:

- **Directly aligned** to superintendent work plan to create strong K-12 feeder patterns in every Oakland neighborhood
- **Strong buy-in** from board, cross functional staff, parents, and funders
- **Builds upon** existing research of ELLMA on the potential of dual language schools to attract diverse families; builds on precedence of current SIG grant

Impact: Would be eligible for highest grant award amount (\$1.5 M) given evidence of pre-existing diversity plans

We will be planning and pressure testing the below pre-implementation activities in our theory of change

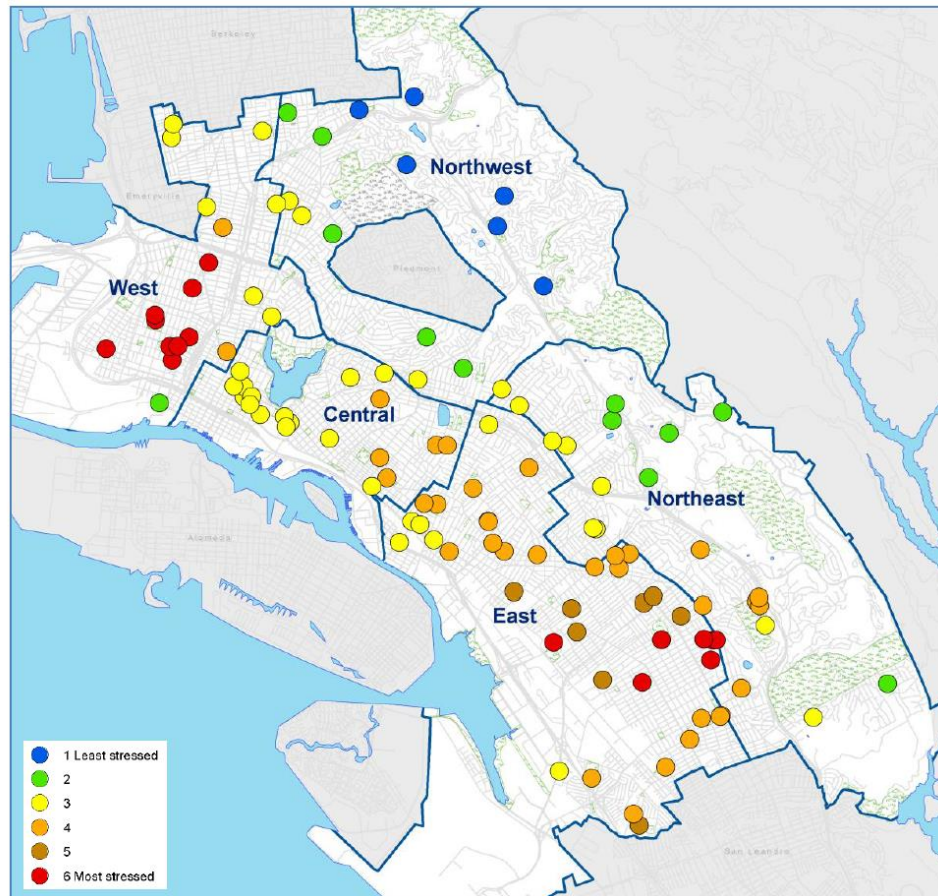


How are you and your teams
addressing issues of integration at
the school level?

Appendix

Schools located in neighborhoods with highest level of stress factors are heavily concentrated in the West and East

Environmental Stress Factors



REGION	# Schools	Average Index*1
Central	18	3.21
East	55	4.32
Northeast	22	2.90
Northwest	16	1.73
West	19	4.47

* Index scale 1-6, 6 being the highest concentration of environmental stress factors

Environmental stress factors tend to be interrelated and concentrated in certain geographic areas of Oakland 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.

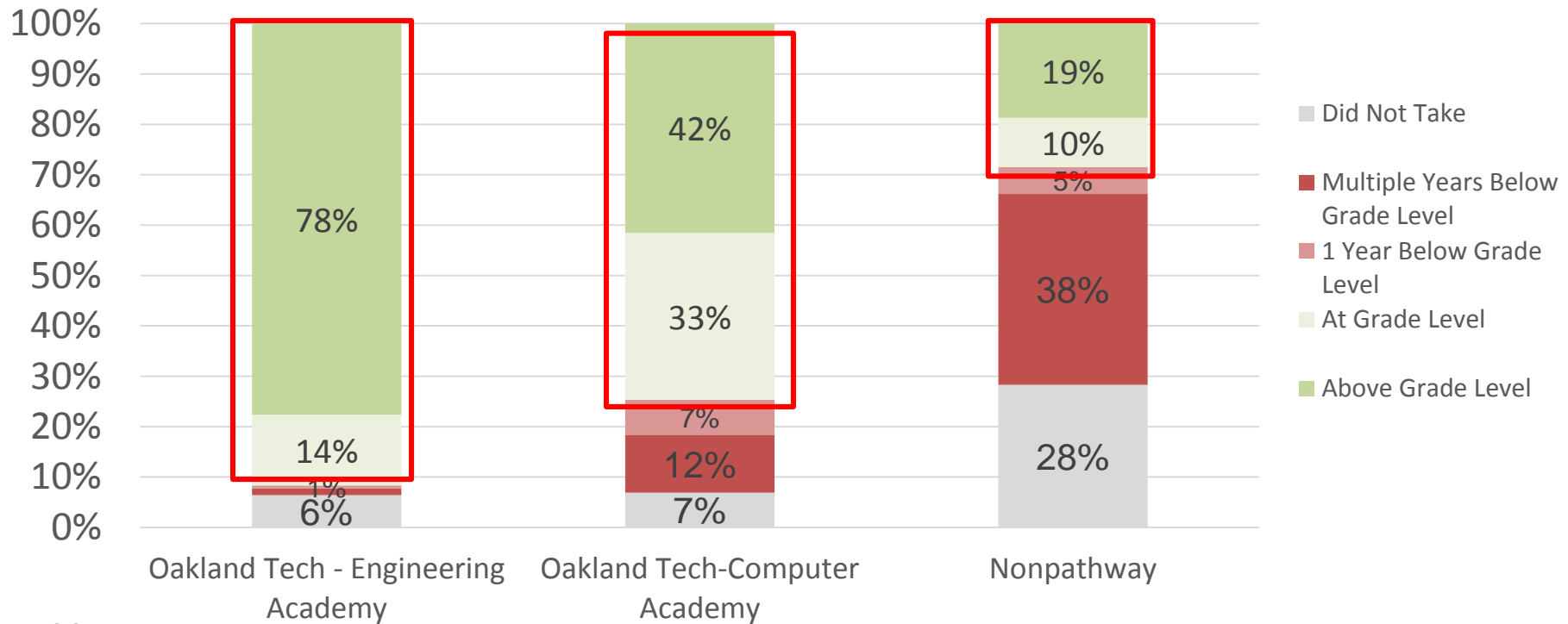
These environmental factors have a compounding effect on schools located in the most disinvested parts of the city, largely serving students who come from the surrounding communities.

¹No new environmental stress data was processed for SRA2015-16. Update includes six new charter schools opened in 2015-16.

Source: OUSD Strategic Regional Analysis

We chose to study the below programs at Oakland Tech because they tend to produce strong academic outcomes

2014-2015 SRI Performance Bands by Program



2014-2015

12th Grade

Graduation Rate 100%

100%

68%

Source: ousddata.org (Pathway Performance)