

Community Schools
Coordinators Network



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PT. 1

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National Forum Hot Topics Webinar Series:
Equipping Coordinators with Tools for Equity

Advancing Latina/o Student Achievement in a
Full Service Community School District



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P T . 2

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Untapped
Resources:
Leveraging
ESSA and
Other Federal
Support for
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Schools

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P T . 3

S E P T
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The Big Idea:
Cracking the
Code on
Chronic
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Advancing Latino Student Achievement (LSA) *in a Full Service Community District*



Raquel Jimenez
Office of Equity
May 3, 2018

OUSD Problem Statement:

Persistent inequalities, institutional racism, and a lack of culturally appropriate educational opportunities have contributed to inequitable academic and life outcomes for Oakland students and their families.



OUSD Community School System Goals

To ensure every community school:

- Offers each student the culturally relevant and appropriate services and opportunities they need to learn and thrive
- Provides a safe, supportive, and engaging environment for teaching and learning
- Is staffed by adults who are culturally competent, collaborative, and actively working towards equity

So that each student graduates college, career, and community ready.



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students



Improve educational outcomes, specifically for, African-American, Asian Pacific Islander, Latino, English Language Learners and students with special needs.

Latino Student Achievement (LSA)



Goal #1

- Launch of LSA Task Force to Co-Develop Core Areas of Work and Leverage Community Expertise and Resource for Implementation.

Goal #2

- Completion of Listening Campaign to Inform LSA priorities and 18-19 budget development process.

Goal #3

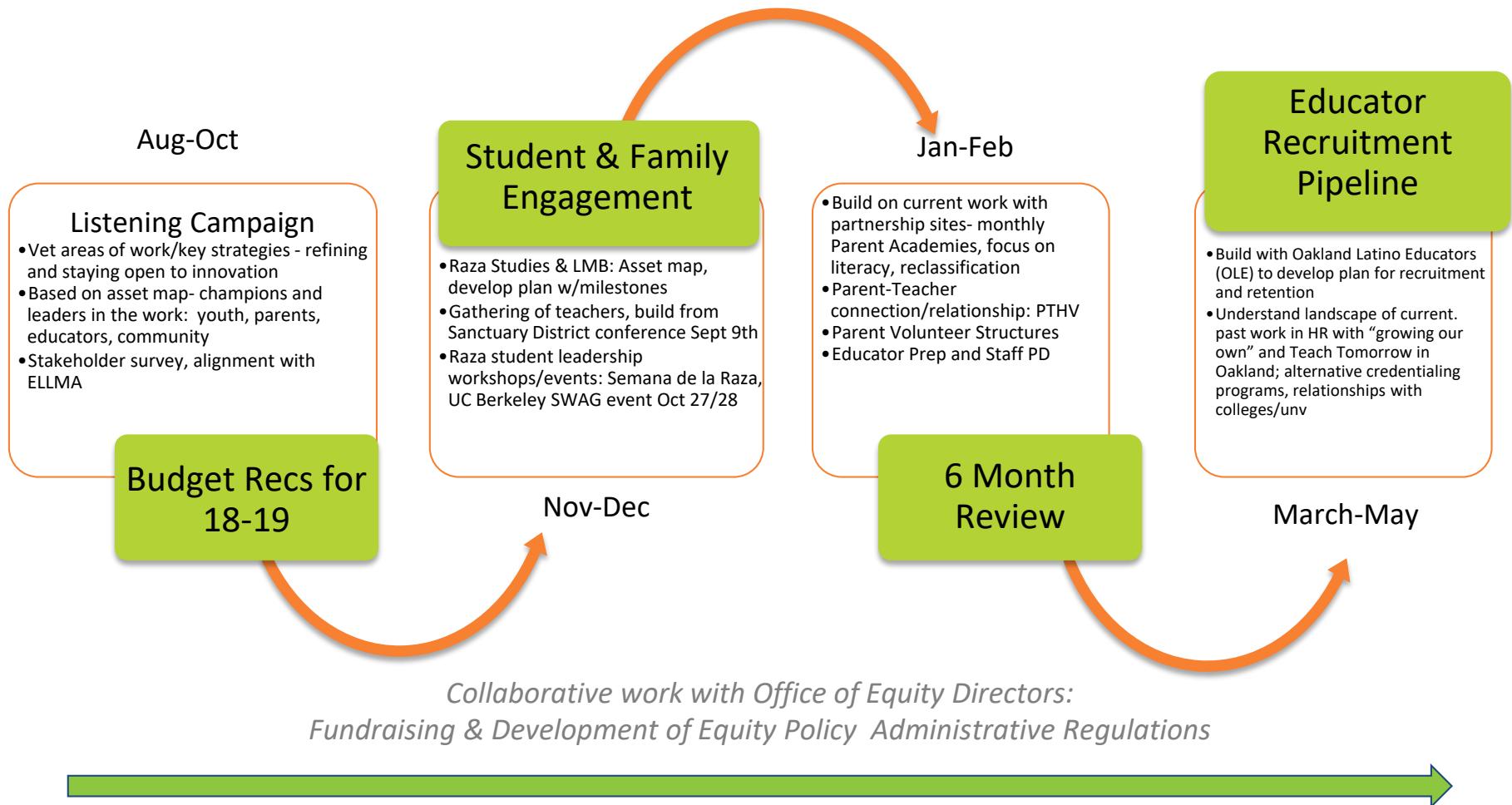
- Develop Work plan for Expansion and Re-Design of LMB & LSA Student Engagement in the Classroom, with Literacy Focus.

Goal #4

- Develop Work plan for LSA Educator Recruitment and Retention, in Collaboration with Talent Department.

Latino Student Achievement - Year 1

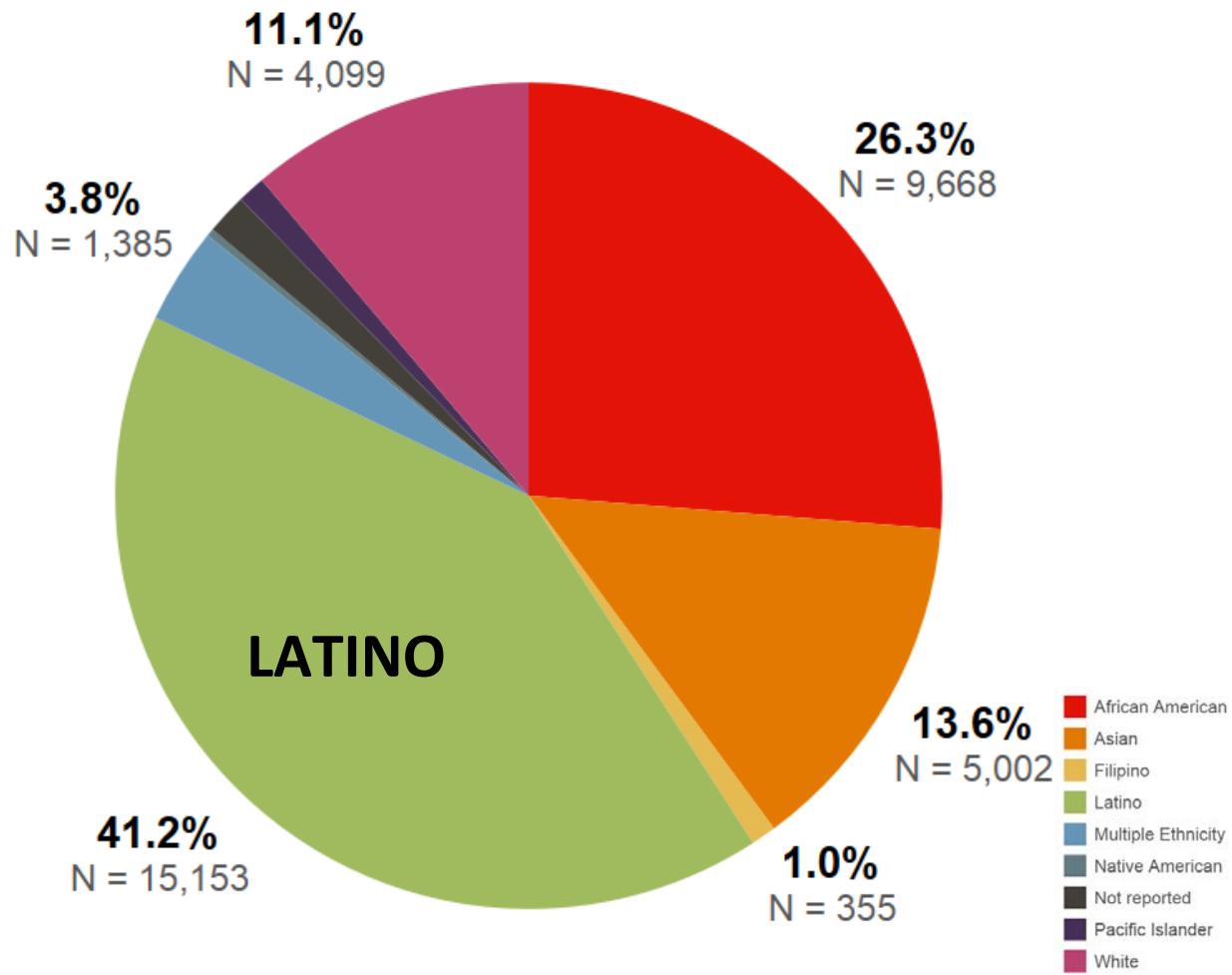
2017-18 Process/Timeline*



2016-17 Latino student enrollment in OUSD

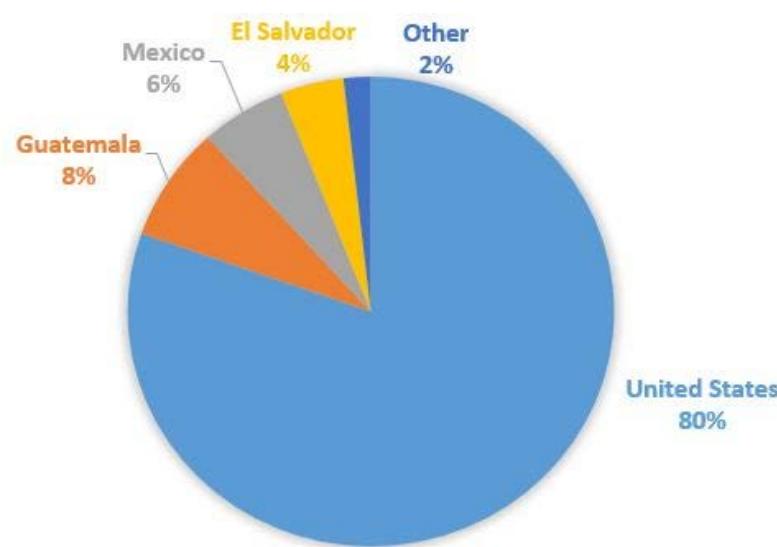
FAST FACTS:

- Latinos are largest ethnicity group
- 83.5% qualify for free or reduced-price meals
- 59.4% are English language learners
- 13.9% are students with disabilities (special education)
- Less than 1% are foster youth
- 80% are born in U.S.

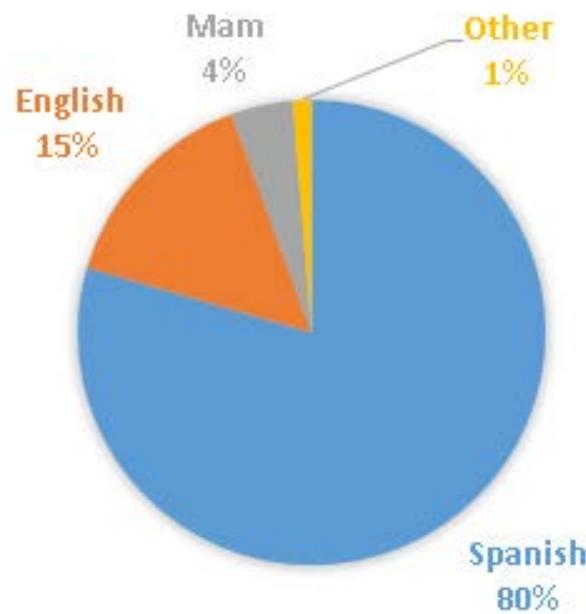


Who are our diverse Latino/a students?

LATINO STUDENTS BY BIRTH COUNTRY



LATINO STUDENTS BY HOME LANGUAGE



- Latino students come from more than 15 Latin American and Caribbean birth countries, as well as other parts of the world. In 2016-17, the U.S. by far had the highest percentage (80%) of OUSD Latino students by birth country, and Guatemala has now surpassed Mexico as having the second highest rate.
- Spanish is the home language for 80% (12,176 Latino students), followed by Mam (indigenous Guatemalan language) at 4.3% (663 students).

- 80% of California's Latino children and youth are of Mexican descent
- 1 in 5 Latino Californians descends from places other than Mexico
- 1 in 3 Latino Californians is Spanish-English Bilingual
- 1 in 4 Latino Californians speaks only English
- 1 in 3 Latino K-12 student is classified as an English Learner. Several thousand of these students speak a language other than Spanish.

[The Majority Report](#)

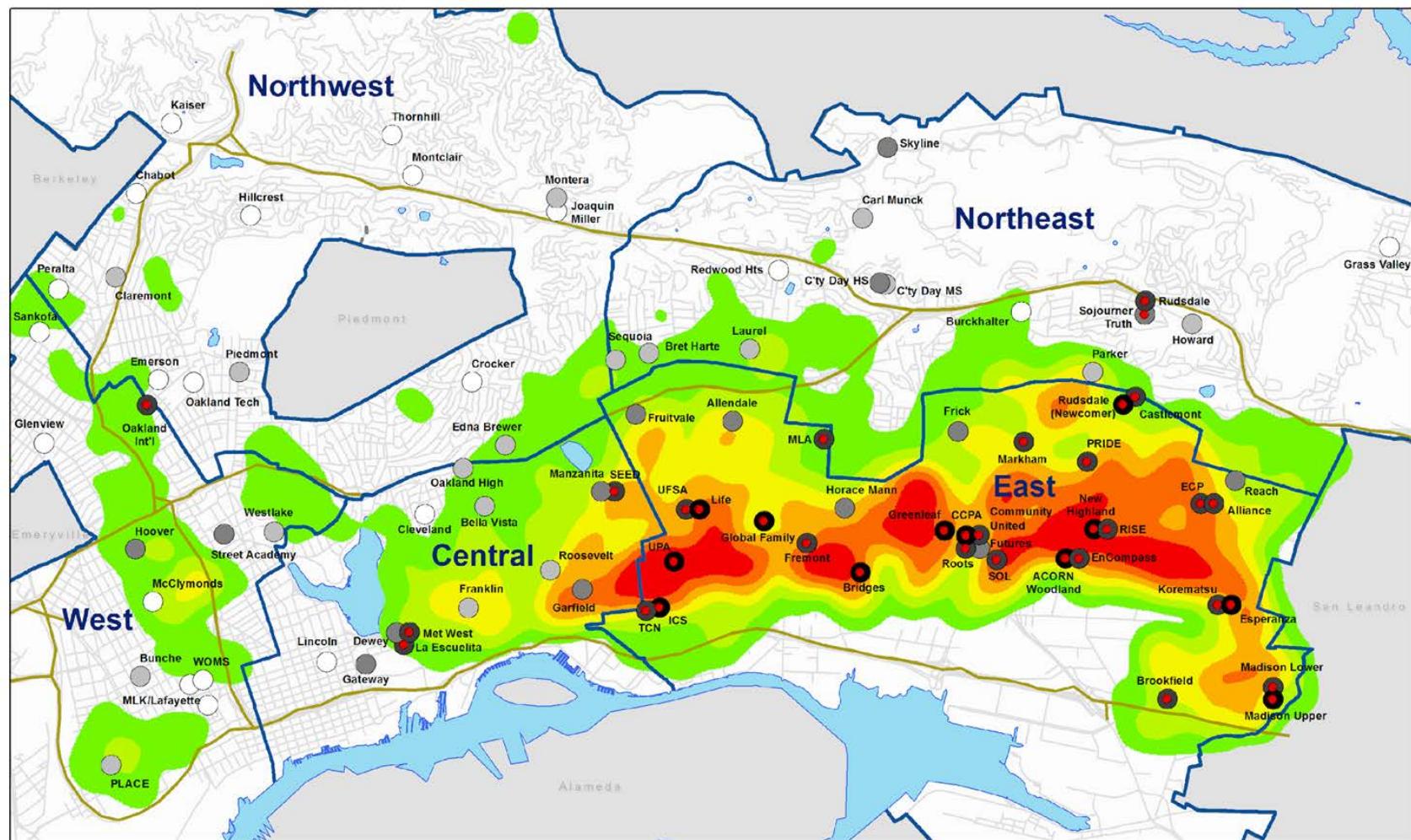




OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OUSD Latino Students 2017-18



Latino students per sq. mile

Latino student % per school

● Schools with 50% or more Latino students (35/88)

0 - 100

3.0% - 17.9%

200 - 400

18% - 34.1%

500 - 800

34.2% - 52.7%

900 - 1,000

52.8% - 72.9%

2,000 - 2,000

73% - 97.5%

3,000 - 2,000

3,000 - 4,000

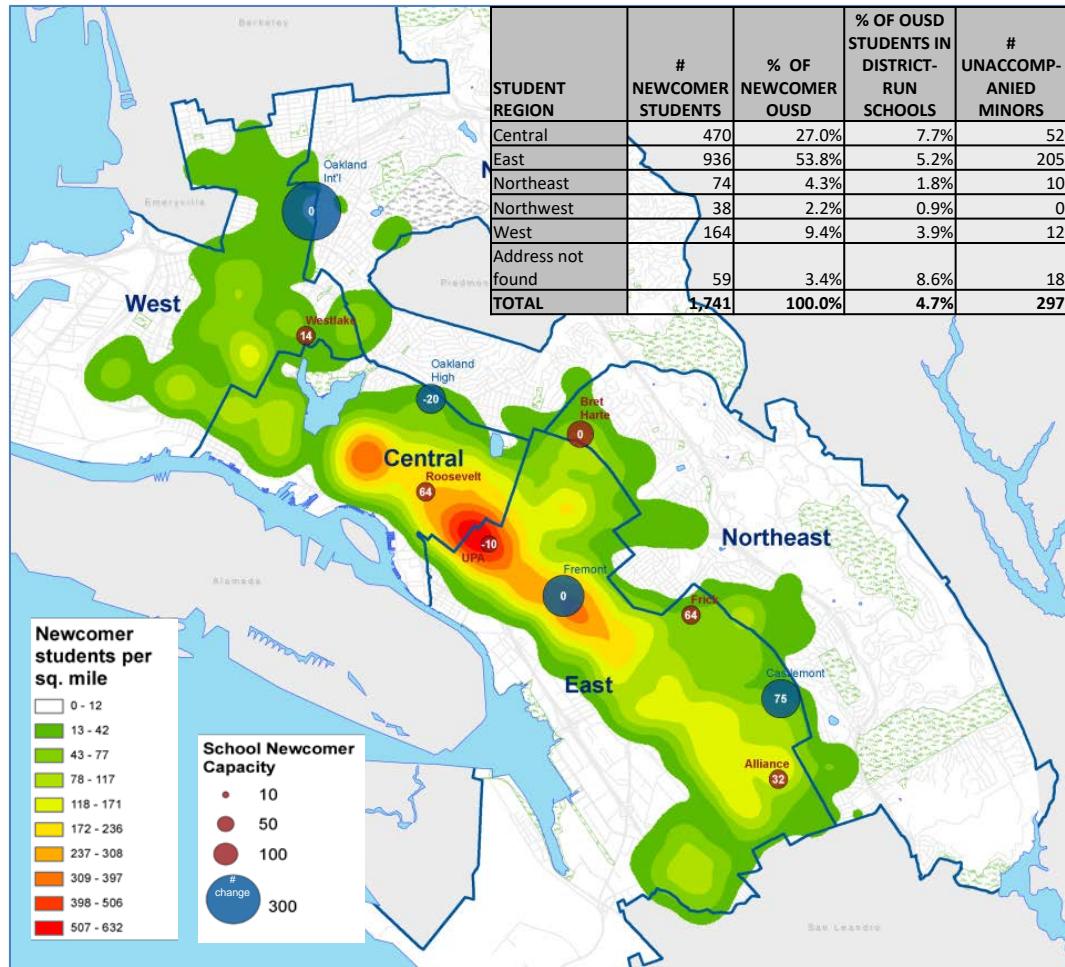
SRA Regions

SLRadke-OUSD/RAD 08/24/17

Where do our Newcomers live?

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.

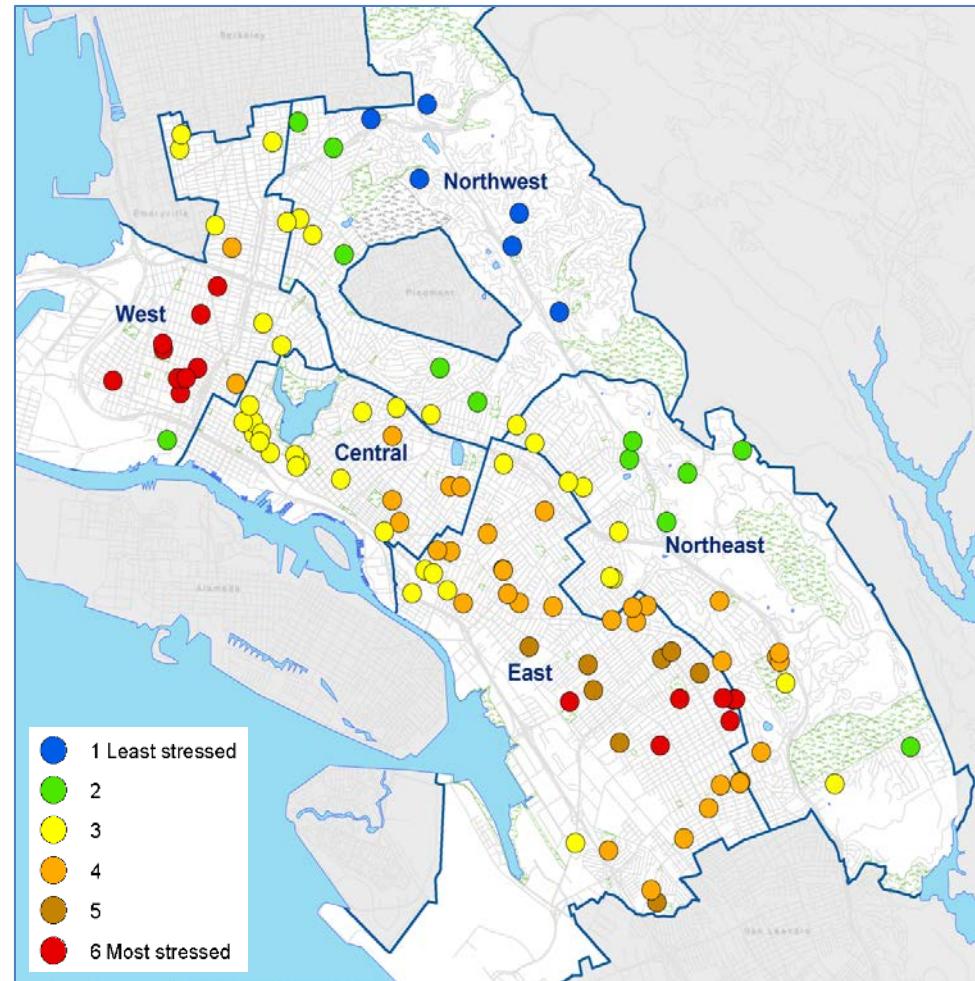
- Oakland's newcomer population is growing, and to date includes more than 300 unaccompanied minors from Central America.
- Newcomers who enter at the secondary level need special instruction and support to access course content while learning a new language.
- 1,741 newcomer secondary students attend OUSD district-run schools and were enrolled in Newcomer programs in 2016-17.
 - 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.



Exposure to trauma & environmental stress

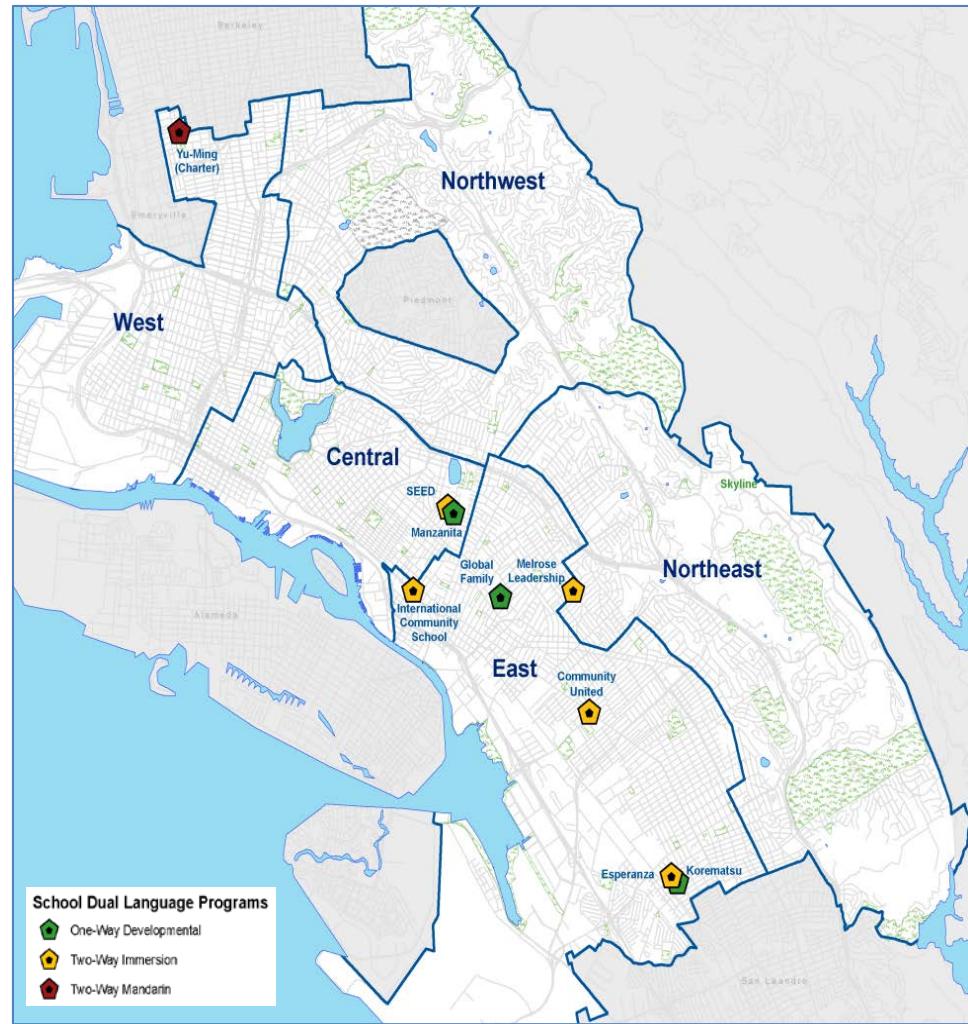
One out of three Latino students attends a school that is located in immediate proximity to the parts of the city with very high incidence of violent crime, along with other environmental stress factors that tend to come bundled with high rates of poverty, unemployment, abandoned housing, lack of access to fresh food, and poor air quality.

These schools and neighborhoods are most concentrated in West Oakland and deep East Oakland.

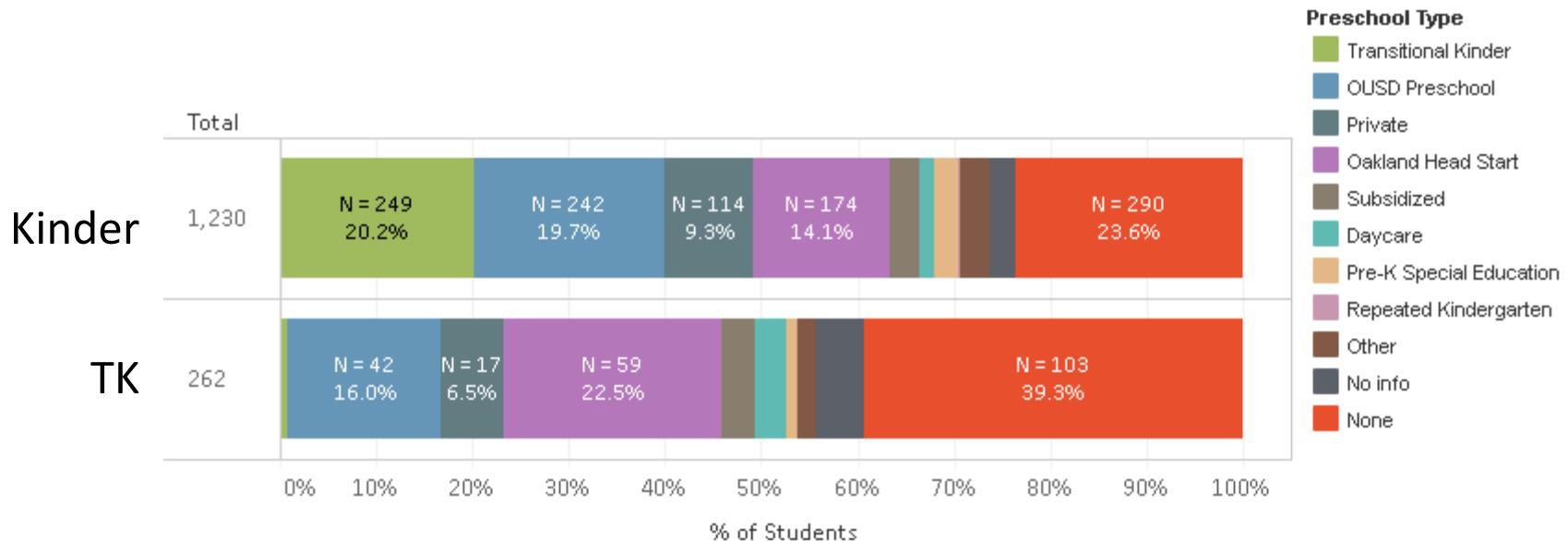


Enrollment in Dual Language Programs

- Dual language programs are designed to support student achievement of full bilingualism, biliteracy, and cross-cultural competency. Instruction is provided in both English and the target language, with at least 50% of instruction in the target language.
- In 2016-17, 1,928 Latino students attended a district-run dual language school (English-Spanish) in grades K-8. Latino students made up 80% of all students in these programs.



How are Latino/a students doing in school?



Preschool Experience

- A majority (56.4%) of Latino/a kindergartners went to an OUSD preschool or special education preschool, Oakland Head Start, or Transitional Kindergarten
- Nearly one out of four Latino/a kindergartners had no preschool or daycare experience

Latino chronic absence rates – 2016-17

13.1% of Latino students in grades TK-12 were chronically absent. This represented 1,971 students.

17.5% of Latino students in grades TK-K were chronically absent. This represented 269 students. Of these, 39 students missed two months or more of the school year. These students are likely to be behind grade level in reading and language development, as well as numeracy.

Chronic Absence is defined as missing 10% or more of the school year for any reason. Research shows this is a tipping point where absences begin to affect student learning, engagement, and achievement.

The rates are highest in Kindergarten, and affect reading, English language development, and other learning and student outcomes, including the odds of graduating high school many years later.

Latino students reading by Grade 3

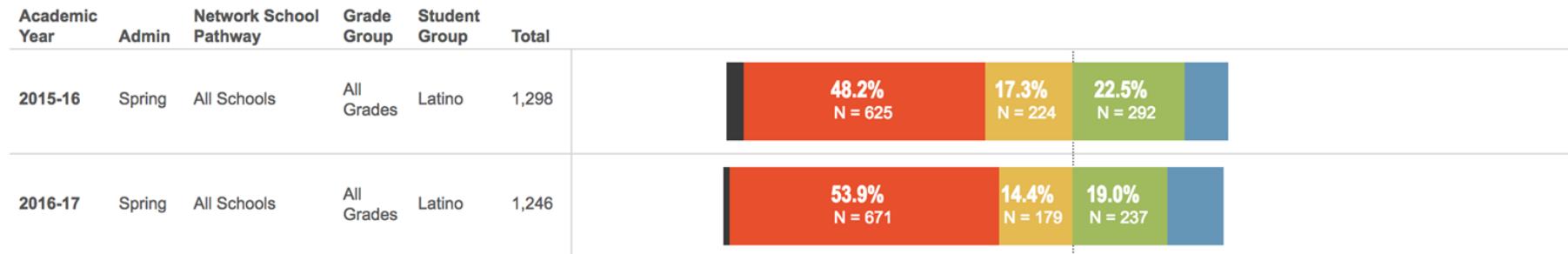


Reading Inventory (SRI) - Student Performance

2016-17 Assessment and Enrollment Data As Of: 6/9/2017

- At Grade Level
- Above Grade Level
- 1 Year Below Grade Level
- Multiple Years Below Grade Level
- Did Not Take

Select Academic Year	Select Test Admin(s)	Individual Grade(s) Included	View by Network/School/Pathway	View By Grade Group	View by Student Group
(Multiple values) ▾	Spring ▾	Grade 3 ▾	District ▾	All Grades ▾	Ethnicity ▾
			Select Network/School/Pathway	Select Grade Group(s)	Select Group(s)
			All Schools ▾	All Grades ▾	Latino ▾



Less than one out of three Latino third graders are Latino students reading at or above grade level (31.2% in 2015-16 and 30.4% in 2016-17), as measured by the end-of-year Scholastic Reading Inventory.

English fluency reclassification – 2016-17

9.0% (635 students) of Latino/a English language learners were reclassified as fluent English proficient in 2016-17.

9.4% (170 students) of Latino/a Long-Term English Learners* were reclassified as fluent English proficient in 2016-17.

Latino students were reclassified at a lower rate than the district average for all English language learners (10.3%) and for all Long-Term English Learners (10.0%)

* **Long-Term English Learner:** A student who has been in U.S. schools for 6 or more years and has not yet been reclassified as fluent in English: speaking, listening, reading, and writing.

Who are our Latino/a teachers?

- 13.8% of OUSD teachers are Latina/o (329 teachers in district-run schools)
 - 37 of these are special education teachers
- More than two out of three of our Latina/o teachers in are female (226 teachers, 68.7%)
- 38.9% of our Latina/o teachers are in their first five years of teaching

Based on 2016-17 data

OUR JOURNEY TO UNLEARN OPPRESSION AND PRACTICE EQUITY

Implicit Bias

Explicit Bias

Assumptions

Prejudice

Stereotypes

Racism

Power

Cultural Humility

Growth Mindset

Cognitive

Dissonance

Equitable Practice

Compassion

Empathy

Shared Power

Addressing Latino Student Engagement = Addressing Historical Trauma and Internalized Racism

Walking Social Justice – Model for Latino Student Achievement Dr. Marcos Pizzaro, San Jose State University



- Teacher Preparation
- Leadership for Racial Justice
- Asset Mindset

Creating Space for both Educators and Students to:

Learn, Mourn, Heal, Dream, and Hold Each Other Accountable to the Vision we have for ourselves and for our communities.

Listening Campaign - Findings and Recommendations

Turn/Talk/Share:

- ✓ One thing that resonated with you?
- ✓ One thing that stirred up some feelings or questions?





ARE YOU LATINO/A AND INTERESTED IN BECOMING A TEACHER?

JOIN OUSD MAESTR@S

Submit an interest form online at www.ousd.org/LSA

Latino students make up 41.2% of OUSD student body and yet only 13.8% of their teachers are Latino. Research shows that effective teachers are the single most factor in improving student achievement
OUSD Maestr@s is your opportunity to make a difference in your community, while developing yourself.

OUSD Maestr@s will support you with an LSA teacher scholarship that will cover:

- Tuition in a teacher credential program
- Fees for CBEST/CSET and credential applications
- Professional development that will provide community and support



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EVERY STUDENT THRIVES!



¡Si Se Puede!



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