Oakland Profile: Student Success
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The Oakland Fund for Children and Youth has a core goal of **helping children and youth succeed in school and graduate high school**. The following data is provided to highlight school and demographic information, as well as select indicators related to the goal of **Student Success**.

Information is primarily derived from publicly available resources, mainly the California Department of Education and Oakland Unified School District. The data is presented with the intention to provide information that is local and specific to Oakland’s children and youth, with a focus on students enrolled in the Oakland Unified School District (OUSD). When possible, information is provided to show comparisons of current data to trends over time or to broader county or state data for context.

The information is provided to inform the development of OFCY’s Strategic Investment Plan for 2019-2022, and is not intended to be comprehensive or inclusive of all the contributing factors supporting student success.

**OFCY GOAL:**

(2) **Help children and youth succeed in school and graduate high school** through after-school academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression.
Oakland K-12 School Enrollment

Total enrollment in Oakland Unified School District (OUSD) schools for students in grades Kindergarten through 12th grade enrollment has modestly increased in recent years. In 2016-2017, 49,760 students were enrolled in OUSD schools. Approximately three-quarters of students are enrolled in OUSD district schools and a quarter in OUSD-sanctioned charter schools. There are 123 OUSD District-run and District-authorized charter schools in Oakland: 86 schools are OUSD District-run, while 37 are District-authorized charter schools.
**Student Demographics**

OUSD enrollment demographics broadly reflect the overall changing demographics in Oakland. In 2016-2017, 45% of students enrolled identified as Hispanic or Latino, 25% as African American, and 13% as Asian. There are more Hispanic or Latino students enrolled and less African American students enrolled in OUSD schools in 2016-2017 compared to 2010-2011. Hispanic or Latino enrollment in charter schools is slightly higher than in district-run schools. (55% overall in District-authorized charter schools, compared to 42% in District-run schools).

Compared to the total population of youth ages 5-19 by ethnicity in Oakland, a higher percentage of Hispanic or Latino youth are represented in OUSD schools.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>OUSD Enrollment by Ethnicity 2016-2017</th>
<th>Oakland Population 2015 - ages 5-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>22,333</td>
<td>44.9%</td>
</tr>
<tr>
<td>African American</td>
<td>12,412</td>
<td>25.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>6,383</td>
<td>12.8%</td>
</tr>
<tr>
<td>White</td>
<td>4,919</td>
<td>9.9%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,808</td>
<td>3.6%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>818</td>
<td>1.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>450</td>
<td>0.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>447</td>
<td>0.9%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>139</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
Teacher Demographics

Overall, certified teachers in OUSD are more diverse than their peers in Alameda County and statewide in California, with nearly half of certified teachers identifying as non-white. Twenty percent (20%) of OUSD certified teachers identify as African-American, more than twice as many as in Alameda County and five times higher than in California schools overall. However, the district and county employ only half as many teachers that identify as Hispanic or Latino compared to statewide figures (10% in OUSD and Alameda County compared to 20% statewide). Data indicates that there is a gap between OUSD students identified as Hispanic or Latino and certified teachers; while 45% of OUSD students are Hispanic or Latino, only 10% of certified teachers identify as Hispanic or Latino.

Why is this important?

According to the Center for Education, Data & Research, “there are good theoretical reasons to believe that minority students would benefit from a more diverse teaching workforce, and these theoretical arguments are largely backed by empirical evidence suggesting that there are small but meaningful ‘role model effects’ when minority students are taught by teachers of the same race.”

<table>
<thead>
<tr>
<th>Certified Teacher Ethnicity 2016-17</th>
<th>OUSD</th>
<th>Alameda County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>52.8%</td>
<td>63.9%</td>
<td>63.3%</td>
</tr>
<tr>
<td>African American</td>
<td>20.8%</td>
<td>8.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>10.1%</td>
<td>10.3%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>9.9%</td>
<td>10.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>3.4%</td>
<td>2.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.8%</td>
<td>2.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.5%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.4%</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.4%</td>
<td>0.6%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
School Quality

There are multiple standards that have been used over time to identify school quality. Information prepared for the OUSD Strategic Regional Analysis 2015 identified school quality based on four data sets:

- 2012-13 Similar Schools Ranking
- 2012-2013 Academic Performance Index (API)
- 2012-2013 Cohort Graduation Rate (High Schools only)
- 2012-2013 A-G Completion Rate (High Schools only)

The map below indicates school quality in Oakland based on these four measures, and indicates that schools in East and West Oakland are more likely to be ‘low’ quality than schools in the Northwest and Northeast.

California has recently adopted a new accountability and continuous improvement system to provide information about how local educational agencies and schools are meeting the needs of California’s diverse student population based on the following set of measures:

- Chronic Absenteeism
- Suspension Rate (K-12)
- English Learner Progress (K-12)
- English Language Arts (3-8)
- Mathematics (3-8)

The accountability model provides a “Five-by-Five” color-coded placement chart for
both schools and districts, assessing each on both level and progress. The assessment provides data on a five-level scale (from very low to very high) for test scores, as well as a five-level scale based on whether test scores improved or declined.

The chart is color-coded:
- Red (Very Low/ Declined Significantly)
- Orange (Low/ Declined)
- Yellow (Medium/ Maintained)
- Green (High/ Increased)
- Blue (Very High/ Increased Significantly)

For example, a school that had very low English Language Arts (ELA) test scores, but had scores significantly increase would be ‘yellow’. A school that had very low ELA scores and declined would be ‘red’; a school that had very high test scores and had maintained or increased scores would be ‘blue’.

Based on spring 2017 English Language Arts testing data for grades 3 and 8, out of 70 OUSD district-run schools, only four schools were ‘green’ and four ‘blue’, indicating both higher than average test scores and improvements in test scores compared to the prior year, while 23 schools were ‘red’, 17 ‘orange’, and 22 ‘yellow’. The eight schools that had the higher ranking of ‘green’ and ‘blue’ all have free and reduced lunch rates below 50%; the four schools that received the highest ranking (blue) have the lowest number of students per total enrollment qualifying for free and reduced lunch (FRL) in the district.

- Crocker Highlands – 6.3% FRL
- Hillcrest Elementary – 8.0% FRL
- Thornhill Elementary – 12.8% FRL
- Montclair Elementary – 15.4% FRL

There are similar distributions on the five-by-five model when looking at the Mathematics (Grades 3-8) and English Learner Progress Indicators based on Spring 2017 testing data.
### Oakland Unified: English Language Arts (Grades 3-8) – Schools Five-by-Five Placement – Spring 2017

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Declined Significantly (by more than 15 points)</th>
<th>Declined (by 1 to 15 points)</th>
<th>Maintained (Declined by less than 1 point or increased by less than 7 points)</th>
<th>Increased (by 7 to less than 20 points)</th>
<th>Increased Significantly (by 20 points or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High (45 points or more above)</td>
<td>(none)</td>
<td>Chabot Elementary</td>
<td>Thornhill Elementary</td>
<td>Hillcrest Elementary</td>
<td>Crocker Highlands</td>
</tr>
<tr>
<td>High (10 points above to less than 45 points above)</td>
<td>(none)</td>
<td>(none)</td>
<td>Cleveland Elementary</td>
<td>(none)</td>
<td>(none)</td>
</tr>
<tr>
<td>Medium (5 points below to less than 10 points above)</td>
<td>(none)</td>
<td>Joaquin Miller</td>
<td>Sequoia Elementary</td>
<td>(none)</td>
<td></td>
</tr>
<tr>
<td>Low (More than 5 points below to 70 points below)</td>
<td>(none)</td>
<td>Carl B. Munck</td>
<td>ACORN Woodland</td>
<td>Bella Vista Elementary</td>
<td>Burckhalter</td>
</tr>
<tr>
<td>Very Low (More than 70 points below)</td>
<td>Bridges Academy</td>
<td>Coliseum College Prep Academy</td>
<td>Community United</td>
<td>Allendale Elementary</td>
<td>Reach Academy</td>
</tr>
<tr>
<td></td>
<td>Brookfield</td>
<td>Community United</td>
<td>Frick Middle</td>
<td>Alliance Academy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lafayette</td>
<td>Fruitvale Elementary</td>
<td>Garfield Elementary</td>
<td>East Oakland Pride</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Madison Park Academy 6-12</td>
<td>International Community</td>
<td>Madison Park Academy TK-5</td>
<td>Emerson Elementary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Markham</td>
<td>Markham</td>
<td>Horace Mann</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Highland</td>
<td>New Highland</td>
<td>Howard Elementary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ROOTS International</td>
<td>ROOTS International</td>
<td>Manzanita Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sankofa Academy</td>
<td>Sankofa Academy</td>
<td>Preparatory Literary Academy of Cultural Excellence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Oakland Middle</td>
<td>West Oakland Middle</td>
<td>United for Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Westlake Middle</td>
<td>Westlake Middle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Number of Schools in Each Performance Level

<table>
<thead>
<tr>
<th>All Schools</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>23</td>
<td>17</td>
<td>22</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
School Environmental Stress

OUSD has analyzed communities where schools are located to identify external environmental stress factors that impact student achievement. Community health, safety, and economics are examined to identify schools operating in communities with low to high environmental stress factors. Specifically, OUSD analyzes:

- Violent crime, unemployment, housing vacancy, and poverty rates;
- Poor air quality
- Limited access to fresh food
- Communities where liquor store outnumber grocery scores.

Data from 2013 and 2016 is presented in the following maps, and indicates that schools in West Oakland face the most environmental stress, followed by schools in East Oakland.¹¹
Free & Reduced Lunch Rates

Students qualify for free and reduced lunch rates based on family income. Children from families with income at or below 130 percent of the poverty level ($26,546 annually for household of three) are eligible for free meals. Those with income between 131 percent and 185 percent of the poverty level ($37,777 annually for household of three) are eligible for reduced-price meals.12

Across all OUSD schools, nearly three out of four (73.4%) students qualify for free and reduced price lunch.13 On average, OUSD schools serve 7,745 breakfasts daily and 19,948 lunches.14 Free and reduced lunch rates vary by school; however, in the 64% of elementary, 80% of middle, and 92% of OUSD district-run schools, at least 75% of students qualify for free or reduced lunch. The chart below provides a breakdown of 2016-2017 free and reduced lunch rates for OUSD district-run schools.

<p>| OUSD District-run schools: % of Students Qualifying for Free or Reduced Lunch - 2016-2017 |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|</p>
<table>
<thead>
<tr>
<th><strong>Range</strong></th>
<th><strong># of Schools</strong></th>
<th><strong>Total School Enrollment</strong></th>
<th><strong># of Schools</strong></th>
<th><strong>Total School Enrollment</strong></th>
<th><strong># of Schools</strong></th>
<th><strong>Total School Enrollment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FRL Below 25%</td>
<td>7</td>
<td>3,187</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>25%-50%</td>
<td>5</td>
<td>1,907</td>
<td>1</td>
<td>778</td>
<td>1</td>
<td>2,031</td>
</tr>
<tr>
<td>50%-75%</td>
<td>6</td>
<td>2,024</td>
<td>3</td>
<td>1,761</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>75%-90%</td>
<td>15</td>
<td>6,263</td>
<td>6</td>
<td>2,281</td>
<td>9</td>
<td>5,837</td>
</tr>
<tr>
<td>90%-100%</td>
<td>17</td>
<td>5,741</td>
<td>10</td>
<td>4,011</td>
<td>2</td>
<td>460</td>
</tr>
</tbody>
</table>
Oakland Afterschool Programs

OFCY funding supported 59 after school programs in OUSD sites in 2016-2017 serving over 9,000 students. Over $4.8 million in grants support non-profits as lead after school agencies at elementary schools (40 sites) and K-8/ middle schools (19 sites) that have free or reduced lunch rates of 50% or higher. Fifty-five (55) of the schools are OUSD district-run schools, while four are OUSD-approved charter school sites.

The maps below show the location of the 55 OUSD-district run school sites, and five-by-five assessment of the schools based on the spring 2017 English Language Arts Indicator data discussed on pages 7 and 8.
ACADEMIC SUCCESS INDICATORS

The following section provides data that is used as an indicator of student success. Where possible, information is provided showing changes over time or comparisons to county and state data to provide more context into current academic success indicators. Indicators identified by OFCY are selected due to their importance and acceptance by the school district and community stakeholders as valid determinants to student performance and academic success.
School Attendance

School attendance has long been identified as a critical element in student academic performance. Students who attend school more often are more likely to benefit from the academic support, while students that miss school can fall behind and be more challenged to achieve grade-level academic standards.

OUSD has identified chronic absence as a key indicator affecting student success, and has worked for numerous years to address it. OUSD defines a student as chronically absent if he or she has an attendance rate of 90% or less - based on absences for any reason, excused or unexcused. A 90% attendance rate means missing 18 or more days in a 180-day school year (an average of just two days a month).

OUSD further defines attendance rates across four levels:

- **Severe Chronic Absent** - Attending 80% or less of scheduled school days
- **Moderate Chronic Absent** - Attending between 80.1% and 90% of scheduled school days
- **At Risk** - Attending between 90.1% and 94.9% of scheduled school days
- **Satisfactory** - Attending 95% of scheduled school days or better

**Why is this important?**

According to Attendance Works, “Starting as early as preschool and kindergarten, chronic absence—missing 10 percent of the academic year—can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation. Chronic absence is especially problematic among students living in poverty who are most likely to have poor attendance over multiple years and least likely to have the resources to make up for the lost time in the classroom.”

While there have been efforts to provide schools with high quality data on attendance patterns, and a partnership with the City of Oakland to address chronic absenteeism through case management services, data from OUSD indicates that chronic absenteeism has increased over the past six years. The graphs provided on the following pages show chronic absenteeism rates from the 2010-2011 to 2016-2017 school years for elementary grades (TK-5), middle (grades 6-8), and high school students (grades 9-12), excluding students attending continuation schools. As a percentage of students, African-American, Pacific Islander, and Native American students have the lowest rates of school attendance, while Asian, Filipino and white students have the highest rates. Based on overall enrollment, Latino students represent the highest number of students that are at risk or who are chronically absent.
OUSD School Attendance 2011-2012 to 2016-2017

School Attendance - Grades TK-5

2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017

0% 20% 40% 60% 80% 100%

Satisfactory At Risk Moderate Chronic Absent Severe Chronic Absent

School Attendance - Grades 6-8

2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017

0% 20% 40% 60% 80% 100%

Satisfactory At Risk Moderate Chronic Absent Severe Chronic Absent

School Attendance - Grades 9-12

2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017

0% 20% 40% 60% 80% 100%

Satisfactory At Risk Moderate Chronic Absent Severe Chronic Absent
OUSD School Attendance by Ethnicity - 2016-2017

School Attendance by Ethnicity - Grades TK-5 (2016-17)

- Pacific Islander
- African American
- Native American
- Latino
- Not Reported
- Multiple Ethnicity
- Filipino
- White
- Asian

School Attendance by Ethnicity - Grades 6-8 (2016-17)

- Native American
- African American
- Pacific Islander
- Not Reported
- Latino
- White
- Multiple Ethnicity
- Filipino
- Asian

School Attendance by Ethnicity - Grades 9-12 (2016-17)

- Native American
- African American
- Not Reported
- Latino
- Pacific Islander
- White
- Multiple Ethnicity
- Filipino
- Asian

Satisfactory | At Risk | Moderate Chronic Absent | Severe Chronic Absent
3rd Grade Reading

Reading and literacy are key indicators of future academic achievement. In Oakland, the Oakland Literacy Coalition and the Oakland Reads 2020 campaign have focused funding and research on the indicator of reading proficiency at the end of third grade, as research has shown that students who can read proficiently at the end of third grade have a strong foundation for future learning and success in school. School readiness, school attendance, participation in summer learning, and family engagement are seen to play key roles in improving third grade reading rates. As the data on pages 7 and 8 show, students in Oakland schools are scoring below standards for English Language Arts at the majority of schools. Data from 2014-2015 for 3rd grade students in both OUSD district-run and Oakland charter schools are falling short of the third grade reading proficiency benchmark, with 70% of students in district-run schools and 81% of students in charter schools falling below the standard.17

Why is this important?

According to research summarized by the Oakland Literacy Coalition, “research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn, and to master the more complex subject matter they encounter in fourth grade. Every year, more than four out of five children from low-income families miss this milestone. Students who are reading proficiently at the end of third grade are four times more likely to graduate from high school on time than their peers who are behind.” 18

3rd Grade Performance Relative to English Standards, 2014-15

3rd Graders Tested: 819 | 3,288

Missing Data: English Language Arts data were missing for 11% of third-grade students in charter schools.
High School Graduation

OUSD cohort graduation rates have increased by 10% over the past six years, rising from 55% in 2009-2010 to 65% in 2015-2016. This mirrors the trend for Alameda County, where graduation rates have increased from 75.8% in 2009-2010 to 85.7% in 2015-2016, and statewide (74.7% in 2009-2010 to 83.8% in 2015-2016). There are differences in graduation rates based on student ethnicity; the table on the following page (“OUSD Cohort Outcome Data”) provides more detail and comparisons of 2009-2010 outcomes to 2015-2016 rates. In 2015-2016, 1,531 students in the four-year cohort graduated from OUSD schools (not including charter schools); overall there were 2,253 total graduates from Oakland Unified (including charter school graduates, and students that were outside of the four-year cohort definition).20

What is the “Adjusted Cohort”? According to the California Department of Education, the four-year adjusted cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:
• Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
• Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.21

---

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Graduates</th>
<th>Grad. Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2,924</td>
<td>1,613</td>
<td>55%</td>
</tr>
<tr>
<td>2010-11</td>
<td>2,857</td>
<td>1,667</td>
<td>58%</td>
</tr>
<tr>
<td>2011-12</td>
<td>2,761</td>
<td>1,628</td>
<td>59%</td>
</tr>
<tr>
<td>2012-13</td>
<td>2,512</td>
<td>1,577</td>
<td>63%</td>
</tr>
<tr>
<td>2013-14</td>
<td>2,415</td>
<td>1,461</td>
<td>61%</td>
</tr>
<tr>
<td>2014-15</td>
<td>2,286</td>
<td>1,449</td>
<td>63%</td>
</tr>
<tr>
<td>2015-16</td>
<td>2,361</td>
<td>1,531</td>
<td>65%</td>
</tr>
</tbody>
</table>

---

What is the “Adjusted Cohort”?

---
High School Dropout Rate

The Oakland Unified dropout rate declined from 32.1% in 2009-10 (938 dropouts out of 2,924 cohort students) to 20.3% for the class of 2015-16 (479 out of 2,361 cohort students).22 The improved dropout rate follows the positive trends in Alameda County and statewide, similar to the improved high school graduation rates. The California Department of Education defines the dropout rate (“Four-year Adjusted Cohort Dropout Rate”) as the rate of students that leave the 9-12 instructional system without a high school diploma, passing a high school equivalency exam (i.e., GED, HiSET, TASC), or special education certificate of completion and do not remain enrolled after the end of the 4th year.23

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Class of 2015-16</th>
<th></th>
<th></th>
<th></th>
<th>Class of 2009-10</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort Students</td>
<td>Cohort Graduates</td>
<td>Cohort Graduation Rate</td>
<td>Cohort Dropouts</td>
<td>Cohort Dropouts Rate</td>
<td>Cohort Students</td>
<td>Cohort Graduates</td>
<td>Cohort Graduation Rate</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>920</td>
<td>544</td>
<td>59.1%</td>
<td>216</td>
<td>23.5%</td>
<td>869</td>
<td>407</td>
<td>46.8%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>*</td>
<td>*</td>
<td>14.3%</td>
<td>*</td>
<td>28.6%</td>
<td>21</td>
<td>*</td>
<td>42.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>358</td>
<td>269</td>
<td>75.1%</td>
<td>48</td>
<td>13.4%</td>
<td>515</td>
<td>381</td>
<td>74.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>37</td>
<td>19</td>
<td>51.4%</td>
<td>*</td>
<td>27.0%</td>
<td>36</td>
<td>20</td>
<td>55.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>27</td>
<td>25</td>
<td>92.6%</td>
<td>*</td>
<td>3.7%</td>
<td>24</td>
<td>13</td>
<td>54.2%</td>
</tr>
<tr>
<td>African American</td>
<td>769</td>
<td>491</td>
<td>63.9%</td>
<td>156</td>
<td>20.3%</td>
<td>1,278</td>
<td>679</td>
<td>53.1%</td>
</tr>
<tr>
<td>White</td>
<td>202</td>
<td>152</td>
<td>75.3%</td>
<td>40</td>
<td>19.8%</td>
<td>113</td>
<td>73</td>
<td>64.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>27</td>
<td>20</td>
<td>74.1%</td>
<td>*</td>
<td>14.8%</td>
<td>11</td>
<td>*</td>
<td>54.6%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>14</td>
<td>*</td>
<td>71.4%</td>
<td>*</td>
<td>14.3%</td>
<td>57</td>
<td>25</td>
<td>43.9%</td>
</tr>
</tbody>
</table>

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.
College Readiness

One key indicator for students’ preparedness to enroll in post-secondary education after high school completion is meeting “A-G” requirements. This refers to the 15 high school courses students must complete to satisfy the subject requirement for admission to the University of California and California State University system. To be eligible, students must complete each course with a grade of C or better — and at least seven of the 15 must be taken in the last two years of high school. A-G completion is not the only requirement for acceptance into a UC or CSU school; it represents only a portion of the entrance requirements.

Data from the California Department of Education for OUSD shows that the district has been making steady improvements in student achievement of the A-G requirements. Over the past seven years, the rate of OUSD graduates completing A-G requirements has risen from 46.6% of graduates from the class of 2009-2010 to 61.9% of graduates from the class of 2015-2016.

<table>
<thead>
<tr>
<th>Oakland Unified</th>
<th>Total Graduates</th>
<th>UC/CSU Eligible Grads</th>
<th>% UC/CSU Eligible Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>2,253</td>
<td>1,395</td>
<td>61.9%</td>
</tr>
<tr>
<td>2014-15</td>
<td>2,237</td>
<td>1,265</td>
<td>56.5%</td>
</tr>
<tr>
<td>2013-14</td>
<td>2,199</td>
<td>1,080</td>
<td>49.1%</td>
</tr>
<tr>
<td>2012-13</td>
<td>2,364</td>
<td>1,201</td>
<td>50.8%</td>
</tr>
<tr>
<td>2011-12</td>
<td>2,210</td>
<td>1,124</td>
<td>50.9%</td>
</tr>
<tr>
<td>2010-11</td>
<td>2,145</td>
<td>998</td>
<td>46.5%</td>
</tr>
<tr>
<td>2009-10</td>
<td>2,161</td>
<td>1,007</td>
<td>46.6%</td>
</tr>
</tbody>
</table>
Citations

1. California Department of Education: Dataquest: K-12 Public School Enrollment over time: Oakland Unified
4. California Department of Education: Dataquest: Oakland Unified 2016-17 Enrollment by Ethnicity and Grade
5. S0101 – Age and Sex - 2011-2015 American Community Survey 5-Year Estimates
6. California Department of Education: Certificated Staff by Ethnicity for 2016-17: Oakland Unified
7. California Department of Education: Dataquest: Oakland Unified 2016-17 Free or Reduced Price Meals
9. California Department of Education: Dataquest: California Accountability Model (https://www.cde.ca.gov/ta/ac/cm/)
10. California Department of Education: Dataquest: California Model Five-by-Five Placement Reports & Data: Oakland Unified: English Language Arts (Grades 3-8) Indicator: Spring 2017
12. California Department of Education: Dataquest: Oakland Unified 2016-17 Free or Reduced Price Meals
15. Oakland Literacy Coalition: OAKLAND ACHIEVES 2016 Report: A Project of the Oakland Achieves Partnership
18. California Department of Education: Dataquest: Oakland Unified: 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance - All Students (2009-10 to 2015-16 data)
20. California Department of Education: Dataquest: Cohort Outcome Data 2009-10 and 2015-16: Oakland Unified