OAKLAND ACHIEVES PARTNERSHIP

The Oakland Achieves Partnership is a coalition of diverse organizations united by their focus on quality education for the youth in Oakland, CA. The Partnership is committed to providing the community with data that allows us to track how well we are serving public school students in our city. The Partnership maintains a focus on engaging the community around critical issues affecting our kids and driving an agenda for taking action.

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PHOTOS PROVIDED COURTESY OF:
LETTER FROM THE COALITION

SEPTEMBER 22, 2015

Dear Oakland Education Supporters,

Every child deserves a world class education. Every adult providing that education deserves the support necessary for success. Our resilient educators and school communities work hard -- against sometimes seemingly insurmountable odds -- to provide the best for our kids every day. To support this work, the 3rd Annual Oakland Achieves Progress Report provides current data on key indicators of educational quality and equity along a cradle-to-career continuum, allowing us to track our progress, target our resources, and hold ourselves accountable.

The Oakland Achieves Partnership is united around a positive vision for public education. We believe that educators, policymakers, philanthropists, and education and community leaders can use this information in their work to ensure that all students excel from their earliest years through adulthood. With a better understanding of student outcomes, we can target our expertise and resources where they are most needed, remove barriers to school success, and expand educational opportunities.

While there is strong evidence of progress in this year’s report, there remain significant areas of opportunity and need for growth.

- Half of our elementary school students do not read at grade level,
- Approximately half of our students do not complete the course requirements to have access to our state universities, and
- More than three out of ten students do not graduate high school with their class.

Our city needs to come together to create the conditions for both students and educators that will help ensure success for all of our students.

In the months ahead, our coalition will engage in a process of bringing together the education community for a conversation about the variety of administrative and governance structures of schools in our city (including district-run schools, district-run schools with special autonomies, and district or county-authorized charter schools). We will engage in conversations with leaders and stakeholders, convene community meetings, and rely on a collaborative advisory group with experts from all different types of schools for guidance. We will also be collecting and sharing information and checking in with stakeholders and the community to help interpret what we are finding. Through this process, we hope to bring about an understanding of the outcomes of every student in our public schools and the implications for our community.

We hope you will join the conversation.

Sincerely,

JANIS BURGER, First 5 Alameda County
JONATHAN KLEIN, GO Public Schools
GLORIA LEE, Educate78
BARB LESLIE, Oakland Metropolitan Chamber of Commerce
BRIAN STANLEY, Oakland Public Education Fund
ROBERT WILKINS, YMCA
JUNIOUS WILLIAMS, Urban Strategies Council
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<td>27</td>
<td>Action Plan</td>
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INTRODUCTION

Oakland’s children deserve a world class education system, but we’ve got a ways to go before this is the reality for all students. We’ve seen some outstanding achievements by individuals and by schools this past year, and we celebrate those successes, but in order to assess where we are and move towards where we want to be, we must dive into the data on the good, the bad and the improving. In this third annual edition of the Oakland Achieves Public Education Progress Report, we present student outcomes so that we, as a city, can see how our public school system is serving our children and youth. Our hope is that these findings drive decision-making and action. This report does not explain all the complex factors that lead to the outcomes we see, but it provides key indicators to measure our future successes.

HOW THIS REPORT IS STRUCTURED

EACH SECTION HAS THREE COMPONENTS:

1. Graphs showing data and descriptions of the major findings
2. A “Why It Matters” call-out section to help the reader understand why this data is relevant
3. An “About the Data” section: what type of data we have, where it comes from, and data limitations

ABOUT THE DATA:

School Years Included
This report is primarily an update on the academic outcomes for the 2013-14 school year. However, because more current data were available, we do present 2014-15 enrollment figures and spring 2015 financial aid form submission.

Schools Included
We have included data on both Oakland Unified School District-run and charter schools, both district and county-authorized, located in Oakland (wherever charter data was available). Each graph has an icon to designate whether it represents “All Public Schools” (district-run and charter) or “District-Run Schools.”

All data that includes charters were derived from the California Department of Education (CDE). Data on district-run schools in Oakland Unified School District were obtained from CDE and also from record level data supplied by the District. The above table indicates in which areas we have data on all public schools (district-run and charter) and where we have only data on district-run schools.

Groups Included in Analyses
Wherever data allowed, we focus on the outcomes of different racial/ethnic groups to track disparities, as well as on “vulnerable populations” including low-income students, English Learners, students in foster care, and students in special education. We have broken out ethnic categories by African American, Asian, Filipino, Latino, Native American, Pacific Islander, and White wherever the population size included 11 or more students.

Population sizes are provided next to this symbol:
“Equal treatment for children in unequal situations is not justice.”

-Jerry Brown
WHY EXAMINE THE CRADLE-TO-CAREER CONTINUUM? Examining education indicators across developmental levels is an important step toward understanding young people’s path through childhood and into adulthood. Many communities are using similar frameworks to understand how we can support the success of every child, every step of the way, cradle-to-career.¹ This holistic viewpoint allows us to see where we need to align efforts in the existing fragmented educational landscape, as well as where alignment is needed with health, social, and employment services that young people may need as they develop.
**DEMOGRAPHICS**

**Who attends public schools in Oakland?**

Public school enrollment has increased slightly in the past five years.

**FIGURE 2:** Public School Enrollment in Oakland, CA, 2010-11 to 2014-15.

**FIGURE 3:** Enrollment of Vulnerable Populations in Public Schools in Oakland, CA, 2014-15.

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**why it matters**

**What student populations are we terming “vulnerable populations” throughout the report?**

Low-income students, English Learners, and students in foster care often experience disparities in outcomes. For this reason, they are the target of funding through the Local Control Funding Formula, a new system where schools’ funding from the State depends on the size of these populations. Students in special education also experience disparities in outcomes and are a current focus in OUSD.

---

**TOTAL ENROLLMENT**

- 50,096

**SOCIOECONOMICALLY DISADVANTAGED STUDENTS**

- 37,199 (74%)

**ENGLISH LEARNERS**

- 16,272 (33%)

**STUDENTS IN SPECIAL EDUCATION**

- 5,288 (11%)

**STUDENTS IN FOSTER CARE**

- 282 (1%)
About 90% of students in Oakland’s public schools are of color.

The proportions of Latino and White students have increased, while the African American student population continues to decline.


Nearly 1 out of 3 Oakland public school students are English Learners, and about 3 out of 4 students are low-income.

**FIGURE 8**: Enrollment of English Learners and Low-Income Students in Public Schools in Oakland, CA, 2014-15.

**HOW DID WE DEFINE “LOW-INCOME”?**

“Low-income” status of students is measured here by eligibility for the Free and Reduced Price Lunch (FRPL) program, which provides nutritionally balanced, low-cost or free lunches to children from low-income households each school day. According to the California Department of Education, to qualify for free meals, a family of four would need to have an income of less than $29,965. Qualification for reduced meals requires an income of less than $42,643 for a family of four.
Children who enter school with early learning experiences that provide them with grade level developmental, social, and academic skills are much more likely to have successful academic outcomes than less prepared children.4

How well are the district-run preschools for low-income students preparing the students for kindergarten?

HOW IS SCHOOL READINESS MEASURED THIS YEAR?
This year, we report on the results of the Desired Results Developmental Profile (DRDP) of preschoolers who attended preschool in district-run schools.

These students all come from low-income households and represent 17% of their cohort who will start kindergarten or transitional kindergarten in the next year.

THE DOMAINS ASSESSED ARE:
- Self and Social Development
- Language and Literacy Development
- Cognitive Development
- Mathematical Development
- Physical Development
- Health

FIGURE 9: Percentage of Preschoolers Assessed as Ready for Kindergarten on the DRDP, Spring 2011 to Spring 2014.
FIGURES 9 & 11 represent end of year readiness of preschoolers scheduled to begin kindergarten or transitional kindergarten in the next fall.

FIGURE 10 represents the change in readiness of students from the beginning of the year to the end of the year.

English Learners had higher than average rates of readiness at the end of the preschool year.

ABOUT THE DATA

SCHOOL READINESS

African American preschoolers were assessed as having improved the least and Latinos the most.

FIGURE 10: Percentage of Students Assessed as Ready for Kindergarten on the DRDP at the Beginning and End of the Preschool Year, 2013-14.


<table>
<thead>
<tr>
<th></th>
<th>Start of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>45%</td>
<td>76%</td>
</tr>
<tr>
<td>Asian</td>
<td>46%</td>
<td>88%</td>
</tr>
<tr>
<td>Latino</td>
<td>35%</td>
<td>86%</td>
</tr>
<tr>
<td>White</td>
<td>47%</td>
<td>86%</td>
</tr>
<tr>
<td>All</td>
<td>40%</td>
<td>84%</td>
</tr>
</tbody>
</table>

English Learner:

- 87% (433 students)

All:

- 84% (903 students)
How many students are entering school with needed early literacy skills?

Less than half of students of color entered school with an early literacy skill that is closely associated with later literacy.

FIGURE 12: Percentage of Kindergartners Testing At or Above Benchmark on DIBELS Assessment of an Early Literacy Skill (First-Sound Fluency) by Ethnicity, Fall 2013.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
<th>COUNT</th>
</tr>
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<tbody>
<tr>
<td>WHITE</td>
<td>82%</td>
<td>448</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>67%</td>
<td>15</td>
</tr>
<tr>
<td>AFRICAN AMERICAN</td>
<td>52%</td>
<td>692</td>
</tr>
<tr>
<td>ASIAN</td>
<td>48%</td>
<td>420</td>
</tr>
<tr>
<td>FILIPINO</td>
<td>40%</td>
<td>20</td>
</tr>
<tr>
<td>PACIFIC ISLANDER</td>
<td>37%</td>
<td>27</td>
</tr>
<tr>
<td>LATINO</td>
<td>33%</td>
<td>582</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNT</th>
<th>2,248</th>
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<tbody>
<tr>
<td>ALL</td>
<td>52%</td>
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</tbody>
</table>

DIBELS ASSESSMENT

We used data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to get a sense of the early literacy skills among kindergarteners who entered OUSD in fall 2013. Percentages represent the proportion of students who met early literacy benchmarks.

Reported here are results from the first-sound fluency (ability to identify beginning sounds) assessment which is a strong predictor of later literacy.

FIGURE 13: Percentage of Students Testing At or Above Benchmark on DIBELS Assessment of an Early Literacy Skill (First-Sound Fluency) by Vulnerable Populations, 2013-14.

<table>
<thead>
<tr>
<th>category</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LEARNERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LOW-INCOME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>30%</td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52%</td>
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Less than \( \frac{1}{3} \) of English Learners tested at or above BENCHMARK.
ELEMENTARY SCHOOL OUTCOMES

ELEMENTARY SCHOOL ATTENDANCE

How many elementary students are missing school?

ATTENDANCE PATTERNS THAT PREDICT SCHOOL ACHIEVEMENT:

CHRONIC ABSENCE:
• missing 10% or more school days (18 days in a full school year).

AT RISK ATTENDANCE:
• missing between 5-10% of school days.

SATISFACTORY ATTENDANCE:
• missing less than 5% of school days.

OUSD’S ATTENDANCE GOALS:
The district has a goal of decreasing chronic absence by .5 percentage points per year. This year they doubled this.

Chronic absence in elementary schools has gone down, while satisfactory attendance has increased markedly.

FIGURE 14: Attendance in Grades K-5 by Ethnicity, 2010-11 to 2013-14.

Chronic absence is an early warning sign of academic distress, including school dropout. “At risk” attendance is also associated with academic challenges.\(^5\)
Chronic absence is highest amongst African American, Native American, and Pacific Islander elementary students.

Chronic absence in the early grades is a strong predictor of later academic difficulty. In one study, children who were chronically absent in kindergarten and first grade were four times less likely to read at grade level in third.6
About half of elementary students were reading at grade level at the end of both the 2012-13 and 2013-14 school years.

**FIGURE 17:** Percentage of Students in Grades 2-5 Reading at Grade Level at the End of the Year (Out of Students Tested), 2012-13 to 2013-14.

How many elementary students are reading at grade level?

**PERCENTAGE READING AT GRADE LEVEL**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>52%</td>
</tr>
<tr>
<td>2013-14</td>
<td>51%</td>
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**HOW DID WE MEASURE WHETHER STUDENTS ARE READING PROFICIENTLY?**

- We used data from the Scholastic Reading Inventory (SRI) which indicates a child’s reading level, allowing teachers and families to match reading level to books that the child can read independently.
- The SRI can be used as an early screening tool to identify students who need extra academic support in reading.
- In OUSD, the test is now administered electronically at the beginning and end of the year to second through twelfth graders. The data reported on here is an end of year measure.
Latino 2nd-5th graders were least likely to read at grade level by the end of the year, while less than half of African American and Pacific Islander students were at grade level.

FIGURE 18: Percentage of Students in Grades 2-5 Reading at Grade Level by the End of the Year (Out of Students Tested) by Ethnicity, 2013-14.

FIGURE 19: Percentage of Students in Grades 2-5 Reading at Grade Level by the End of the Year (Out of Students Tested) by Vulnerable Populations, 2013-14.

Vulnerable populations in 2nd-5th grades were less likely to read at grade level by the end of the year than other students.
Middle school is a critical juncture in a child’s math education; those who are mathematically competent have opportunities for further education and experiences that those without this foundation will struggle to access. Math scores in middle school also predict likelihood of graduation.  

How are middle school students’ math skills?

1/3 of 7th and 8th graders tested proficient or above in math.

**FIGURE 20:** Percentage of Students at Each Proficiency Level on Common Core Math Assessment, 2013-14.

HOW DID WE MEASURE MATH PROFICIENCY?

In contrast to our past reporting on standardized STAR testing, in 2013-14, the only test of math proficiency used by OUSD was one that has been in development within the District for the past few years. This test aligns with the Common Core Standards adopted by California and nationally.
Middle school students of color were less likely to be proficient in math than White students.

FIGURE 21
Percentage Proficient or Advanced on the Common Core Math Assessment by Ethnicity, 2013-14.

FIGURE 22:
Percent Proficient or Advanced on the Common Core Math Assessment by Vulnerable Populations, 2013-14.
Suspension rates in district-run schools have gone down 29% since the 2010-11 school year!

Suspension rates of African Americans continue to decline, but still are much higher rates than for other groups.

**FIGURE 23:** Percentage of Students Suspended Once or More, 2010-11 to 2013-14.

**FIGURE 24:** Percentage of Students Suspended Once or More by Race/Ethnicity, 2013-14.

**ABOUT THE DATA**

**HOW DID WE MEASURE SUSPENSIONS?**

We looked at whether students had received an out-of-school suspension one or more times.

We were not able to create comparable rates on all public school students because suspension data is reported in CDE data as total number of suspensions rather number of students suspended.

Being suspended even one time is associated with later academic challenges.8

**1. AFRICAN AMERICAN**
**2. ASIAN**
**3. FILIPINO**
**4. LATINO**
**5. NATIVE AMERICAN**
**6. PACIFIC ISLANDER**
**7. WHITE**
**8. ALL**
Females generally had lower suspension rates, although African American females had among the highest rates of all student groups.

![StemPlot](image)

**FIGURE 25:** Percentage of Students Suspended Once or More by Ethnicity and Gender, 2013-14.

African American male students were **13 times** more likely than White males to be suspended.
HIGH SCHOOL OUTCOMES

HIGH SCHOOL EXIT EXAM (CAHSEE)

Are 10th graders on target to graduate?

WHAT IS THE CAHSEE?
In California, high school students have been required to pass the California High School Exit Exam (CAHSEE) to earn a high school diploma. However, legislation has passed the State Senate which suspends the exit exam until 2017-18.

WHY 10TH GRADERS?
The test is based on standards below the 10th grade level, so not passing in 10th grade signals that students are not on target for graduation.

10th graders have become more likely to pass the math component of CAHSEE in 10th grade, and slightly less likely to pass the English component.

African American students were least likely to pass the CAHSEE ELA and Math in 10th grade.

English Learners were less likely than average to pass the high school exit exam, while low-income students had roughly the same pass rate as average.

FIGURE 28: Percentage of 10th Graders Passing English Language Arts and Math Components of High School Exit Exam by Ethnicity, 2013-14.

COURSE REQUIREMENTS FOR UNIVERSITY ELIGIBILITY (A-G)

Who is fulfilling requirements making them eligible for California state universities?

The rate of completion of course requirements that make students eligible for state universities has declined slightly.

FIGURE 31: Percentage of Graduates Successfully Completing Course Requirements for State Universities with a C or Better, 2013-14.

why it matters

A-G coursework is a gateway to college and career pathways, since only students completing these requirements have access to our state universities – University of California and California State University.

A-G completion rates also serve as a tool for monitoring regions, neighborhoods, and schools to see where students are meeting high academic standards.

WHAT ARE A-G REQUIREMENTS?

Admission to the University of California or California State University requires that students receive a grade of “C” or better on a series of coursework known as the A-G requirements.

THIS COURSEWORK HAS A BROAD CURRICULUM WITH COLLEGE PREPARATORY CONTENT, INCLUDING:

- 4 years of English
- 3 years of math
- 2 years of history/social science
- 2 years of laboratory science
- 2 years of foreign language
- 1 year of visual and performing arts
- 1 year of college-preparatory electives
Only 3 of 10 African American and 5 of 10 Latino students completed requirements making them eligible for state university, while 8 of 10 White and 6 of 10 Asian students did so.

**FIGURE 32:** Percentage of Graduates Completing Course Requirements for State Universities with a C or Better by Ethnicity, 2013-14.

English Learners were less likely than average to complete coursework making them eligible for state university.

**FIGURE 33:** Percentage of Graduates Completing Course Requirements for State Universities with a C or Better by Vulnerable Populations, 2013-14.
Graduation rates are down slightly since 2012-13.

Graduation rates reported here are “cohort graduation rates,” meaning that they include students that graduated in four years. Some students remain enrolled past their senior year and end up graduating. Continuation and alternative schools were excluded from the analysis because of incomplete data.

FIGURE 34: Cohort Graduation Rates, 2011-12 to 2013-14.

Are Oakland’s students graduating on time?

Graduation rates

2011-12 2012-13 2013-14

66% 72% 69%


Disparities in the graduation rate remain pronounced.

AFRICAN AMERICAN
ASIAN
LATINO
WHITE
ALL

64% 78% 67% 91% 69%


Where there were fewer than 11 students in a student group within a school, no data was available. Thus the findings shown here are estimates.

English Learners are less likely to graduate than average.

ENGLISH LEARNERS
LOW-INCOME
ALL

57% 67% 69%
Are Oakland’s students applying for college financial aid?

**WHAT IS FAFSA AND WHY IS IT IMPORTANT?**

FAFSA is the Free Application for Federal Student Aid. All federal grant and loan awards are determined by the FAFSA, and nearly all colleges use the FAFSA as the basis for their own financial aid awards. Anyone who wants financial aid for college needs to complete and submit a FAFSA. Data were available from the U.S. Department of Education Federal Student Aid Office (https://studentaid.ed.gov). Reported here is an estimate based on the population size of the twelfth grade class.

While 69% of the class of 2014 graduated, less than half of twelfth graders applied for financial aid to college.

**FIGURE 37:** Estimate of FAFSA Submission Rate (Submissions Per School/Twelfth Grade Population) Compared to 2013-14 Cohort Graduation Rates, Spring 2015.
How are students in special education faring across the cradle to career continuum?

While students in special education vary substantially in the type and degree of disability that they experience, examining the outcomes of this population of students overall is an important first step in understanding their experience at school. OUSD updated its three year Special Education Strategic Plan at the end of the 2013-14 school year and identified both significant accomplishments and future work streams. The plan addresses the district infrastructure for serving this population, curricular alignment, opportunities for internships, family involvement, mental health services, and more. The plan also puts forth a vision that ALL students graduate from OUSD, college, career, and community ready. This means that OUSD is focused on developing the abilities and academic achievement of every student with a disability to ensure they graduate from high school and successfully transition into adult life.
ENDNOTES

1 These cities include Cincinnati and Memphis. See 2014-15 Partnership Report, Strive Partnership; and Collective Impact Case Study: Memphis Fast Forward, FSG.

2 The above measure of socioeconomic disadvantage (used by the California Department of Education) factors in eligibility for the Free and Reduced Price Lunch (FRPL) program, which provides meals to low-income students during the school day, and educational attainment of caregivers.

3 The count of students in foster care includes those reported to the school district.


9 Students reported on are from district-run schools and charter schools that are in OUSD’s Special Education Local Plan Area (SELPA):
   - American Indian Public Charter
   - American Indian Public Charter II
   - American Indian Public Charter High School
   - ARISE High School
   - Bay Tech
   - COVA
   - Downtown Charter Academy
   - East Oakland leadership Academy
   - North Oakland Community Charter School
   - Oakland Charter Academy
   - Oakland Charter High School
   - Vincent Academy

10 http://www.ousd.org/Page/10621
WHAT DOES THIS DATA TELL US WE NEED TO DO?

Focus on getting a **QUALITY PRESCHOOL** experience to more of Oakland’s low-income children.

**PRESCHOOL**

Target resources to student groups **STRUGGLING IN ENGLISH AND MATH** and continue to carefully track disparities of: African Americans, Latinos, Pacific Islanders, and English learners.

**ENGLISH & MATH**

Advocate for better data across the spectrum from **CRADLE TO CAREER** for all public schools. In particular, we currently have inadequate data on charter schools and early childhood providers outside of OUSD.

**CRADLE TO CAREER DATA**

Make good use of millions of dollars being invested in Oakland’s high schools toward **CAREER PATHWAYS (LINKED LEARNING)**.

**CAREER PATHWAYS**

Keep watching to make sure **SUSPENSIONS** are going down, especially for African American boys, and disparities in discipline are decreasing.

**SUSPENSION**

Convene a community conversation, based on data, around differences in **ADMINISTRATIVE STRUCTURES** of schools in Oakland.

**ALL PUBLIC SCHOOLS PROJECT**

Conduct an analysis of the outcomes of **SPECIAL EDUCATION STUDENTS IN OAKLAND**, taking into account the particular type and severity of disabilities.

**SPECIAL EDUCATION ANALYSIS**

Target efforts to reduce **CHRONIC ABSENCE** toward groups still experiencing high rates: kindergarteners, African Americans, Native Americans, and Pacific Islanders.

**CHRONIC ABSENCE**

Focus on getting a **QUALITY PRESCHOOL** experience to more of Oakland’s low-income children.