



APISA
ASIAN PACIFIC ISLANDER
STUDENT ACHIEVEMENT

OUSD's APISA Initiative 2017-2018





Office of Equity OUSD Goal:

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



APISA

ASIAN PACIFIC ISLANDER STUDENT ACHIEVEMENT

Shared VALUES

Cooperation & Generosity

Unity & Solidarity

Resiliency & Warrior Spirit

Unconditional Love & Holding Space

Intergenerational Connection

Empowerment & Opportunity

Civic Engagement & Responsibility

Talk Story & Cultural Sharing

Working Toward Equity

OUSD holds the simple yet powerful belief that EQUITY is providing each student what he/she needs to achieve academically, socially and emotionally to graduate prepared for college, career and community success.



Eliminating the predictability of success and failure that currently correlates with any social or cultural factor



Interrupting inequitable practices, examine biases, and creating inclusive & just conditions for all



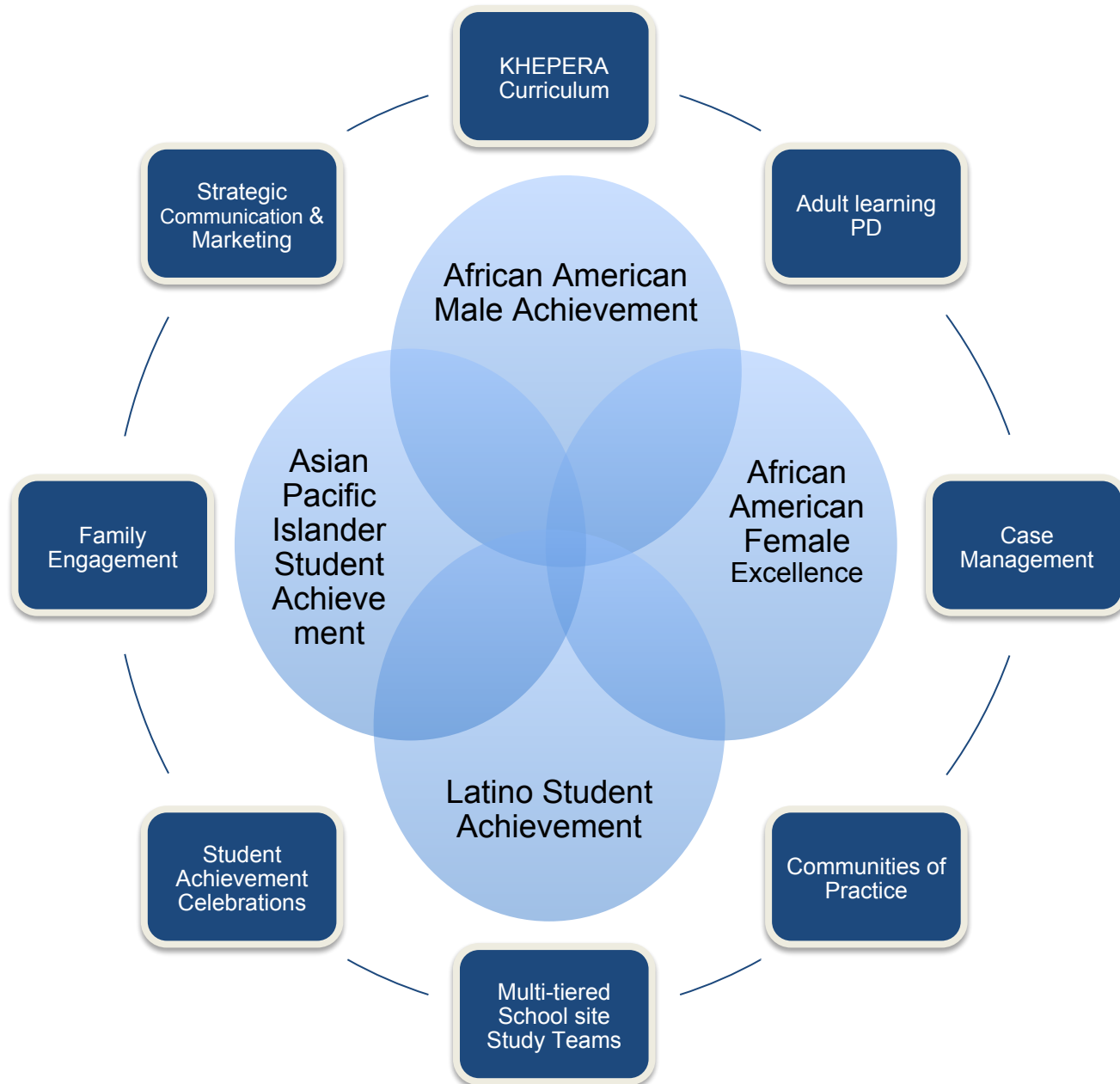
Discovering and cultivating the unique gifts, talents and interests that every human possesses.

2017-18 Office of Equity Work Plan



- Equity Policy Administration Regulations to create 3-year road map.
- Increase Equity Consciousness through common language, training, strategies.
- Learn about Targeted Groups and share best practices to inform the system.
- Lead intentional Cross-Collaboration (Networks, Central Office, Schools)

Moving Toward Integration & Connection: Network Improvement Community



Our Diverse API Communities



- 47 Ethnicities & Languages

Southwest Asia

South Asia

Southeast Asia

East Asia

Pacific Islands



- Roughly 6,000 API Students in OUSD
- Plus More in Public Charter Schools
- Plus Multiracial-Identified Students
- Some SWANA students not captured as API.

ASIAN AND PACIFIC ISLANDER ENROLLMENT



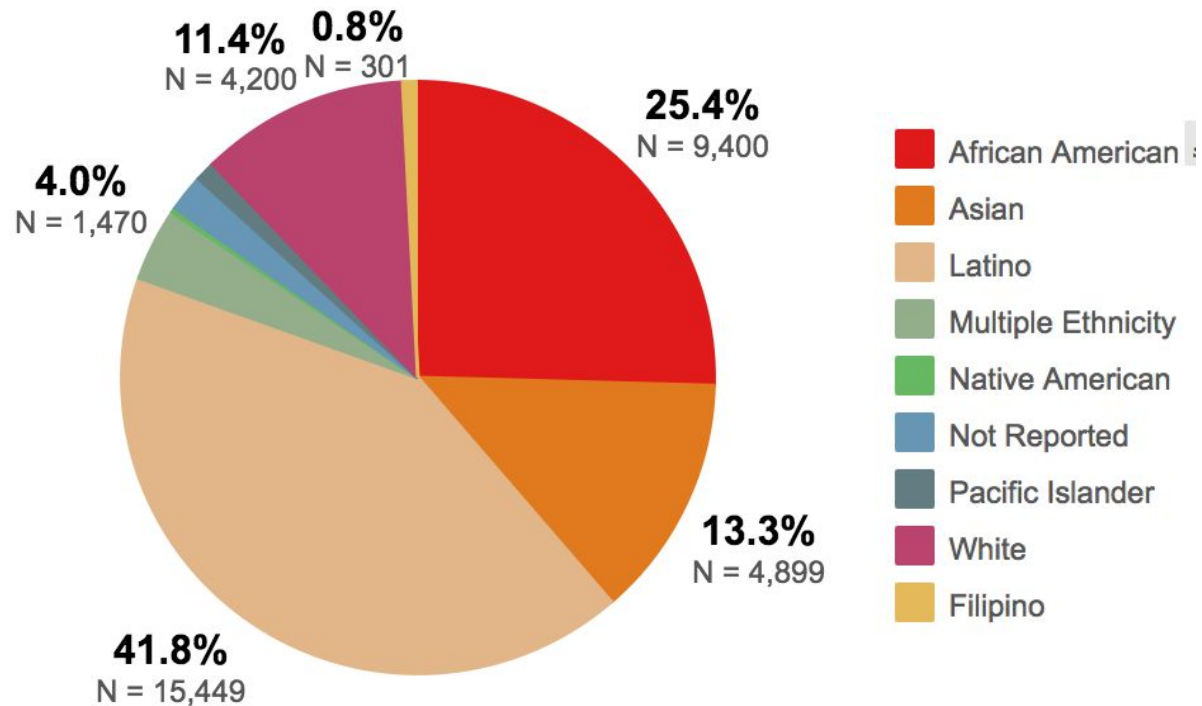
In OUSD schools ...

Asian students are about 13% of total enrollment (4,899 students)

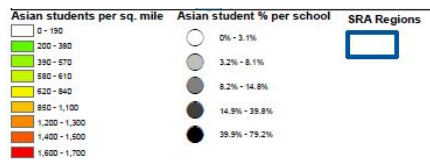
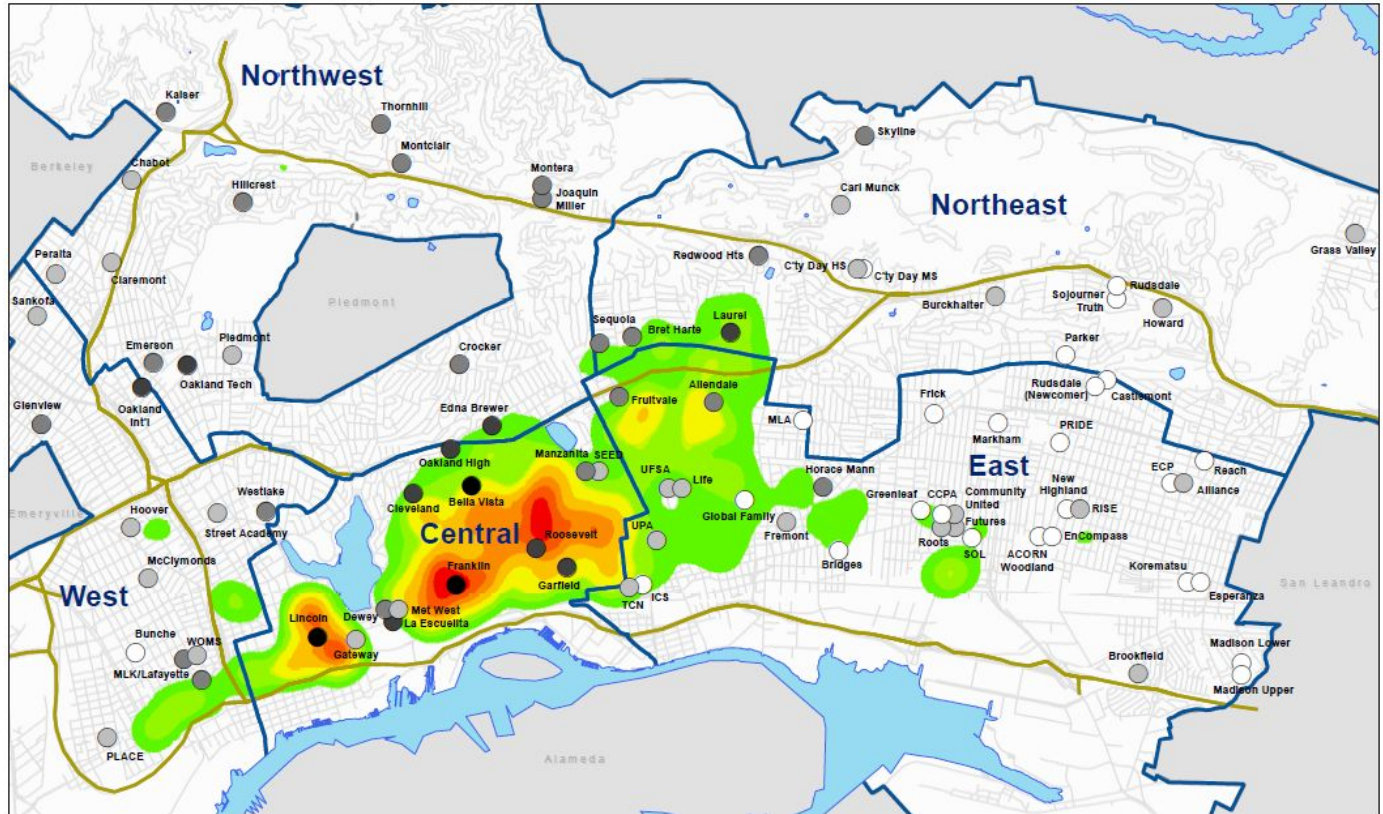
Pacific Islanders are about 1% of total enrollment (402 students)

Filipino students are about 1% of total enrollment (301 students)

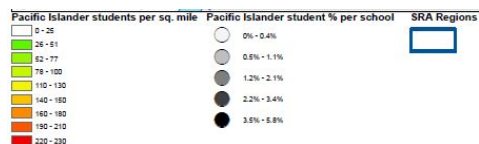
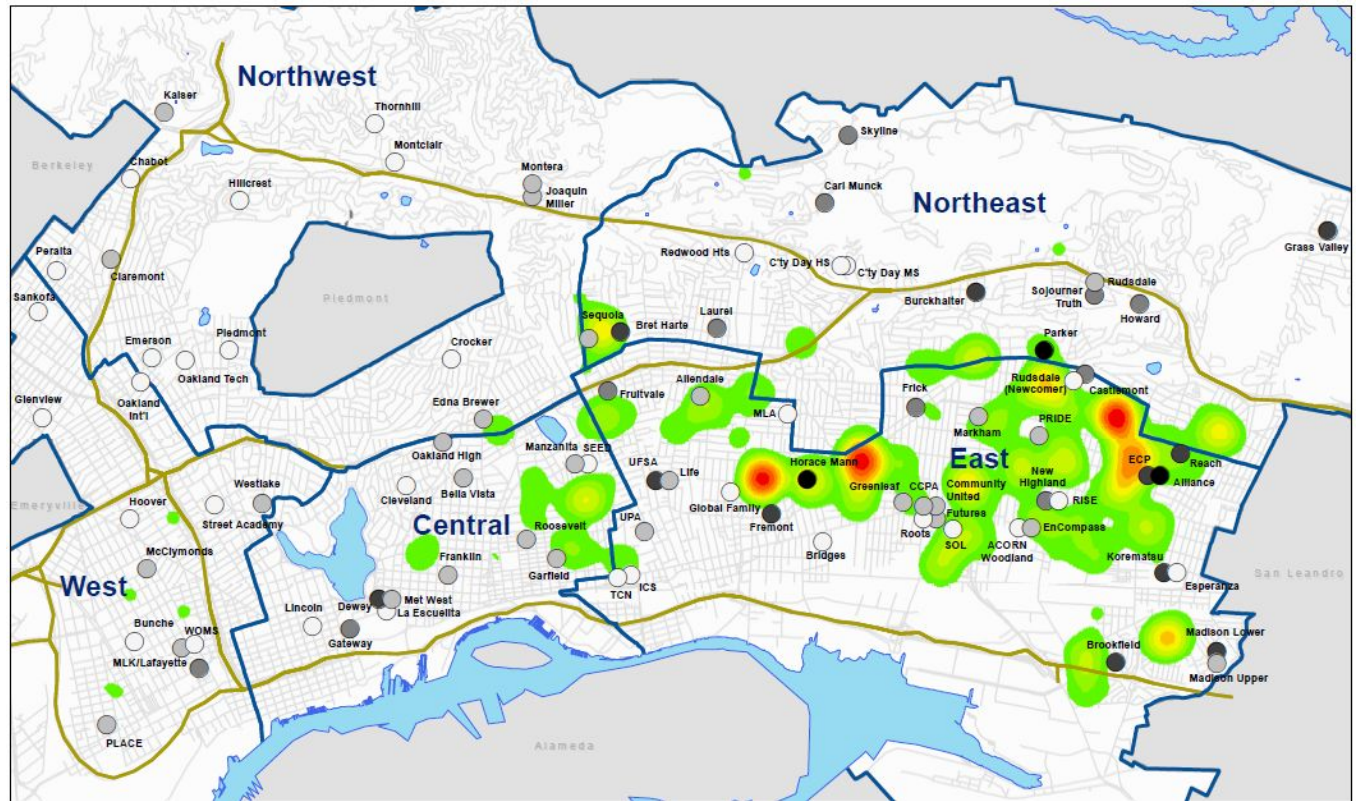
Arab and **Afghan** students are mostly included in Asian, but some are categorized as White and other racial groups.



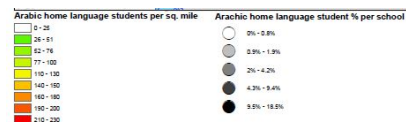
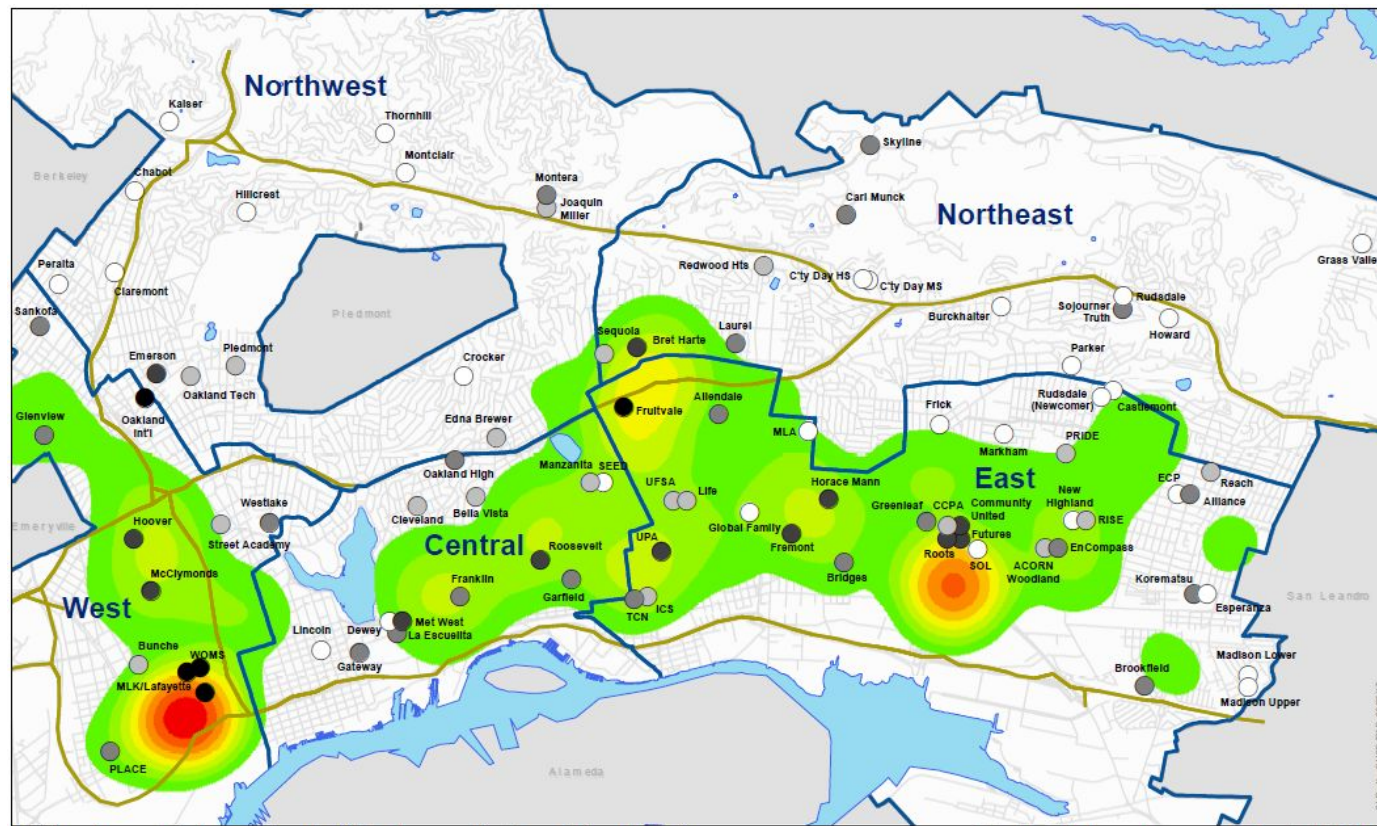
WHERE DO ASIAN STUDENTS LIVE AND GO TO SCHOOL?



WHERE DO PACIFIC IS. STUDENTS LIVE AND GO TO SCHOOL?



WHERE DO ARABIC HOME LANGUAGE STUDENTS LIVE/GO TO SCHOOL?



Initiative GOALS 2017-2018

Goal #1

- Launch **APISA Collaborative** to co-develop core areas of work & leverage community expertise for implementation. Increase API leadership in OUSD decisions, including Blueprint, ACC & Committees to build **pipeline**.

Goal #2

- Complete & share **Listening Campaign** to inform APISA priorities and budget development process, and **pilot targeted initiatives**.



Initiative GOALS 2017-2018



Goal #3

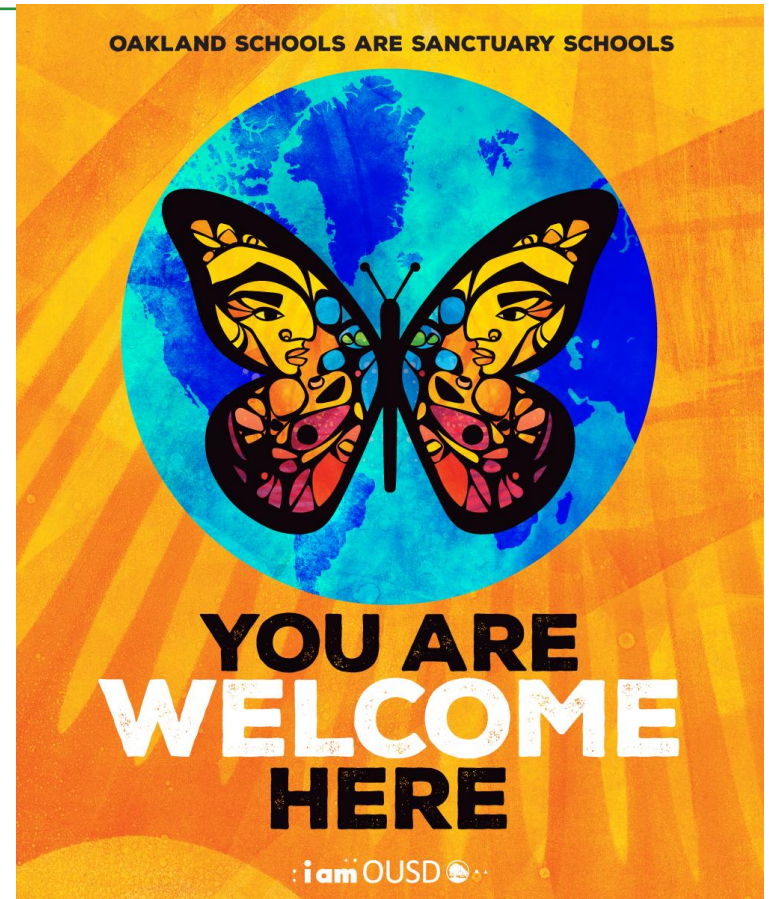
- Work with RAD to obtain, evaluate, and implement **disaggregated data** on Asian and API subpopulations and use to identify targeted strategies for closing educational opportunity gaps.

Goal #4

- Shift narrative and **deepen understanding** of our API students & families through Ethnic Studies, media campaigns, training and relationships.

Sanctuary Schools Task Force

- API Students bullied at high rates across the board.
- Support Muslim students & families bullied by Islamophobia.
- Chinese Exclusion Act Curriculum & Film
- Supporting Southeast Asian families being deported, experiencing intergenerational trauma.



API Struggling Students

Dispelling the Model Minority Myth

- In the fall of 2016-17, **Arab speaking students** and **Pacific Islanders** were the lowest performing student groups in OUSD on the Scholastic Reading Inventory with 73% and 65% of the populations, respectively, reading multiple years below grade level.
- At the end of 2016-17, 66% of **Arabic speaking students** were not on track to graduate.
- At the end of 2016-17, 75% of **Cambodian students** were at Standard Not Met/Standard Nearly Met in SBAC Math.
- A 2015 survey found that 58% of 500 **API students** do not feel safe and protected while they are at school.

GRADE POINT AVERAGE (GPA)

BY HOME LANGUAGE GROUP



Average GPA below 3.0

2.39 Samoan

2.57 Tongan

2.85 Mien

2.92 Lao

% GPA below 2.0

31% Samoan

23% Tongan

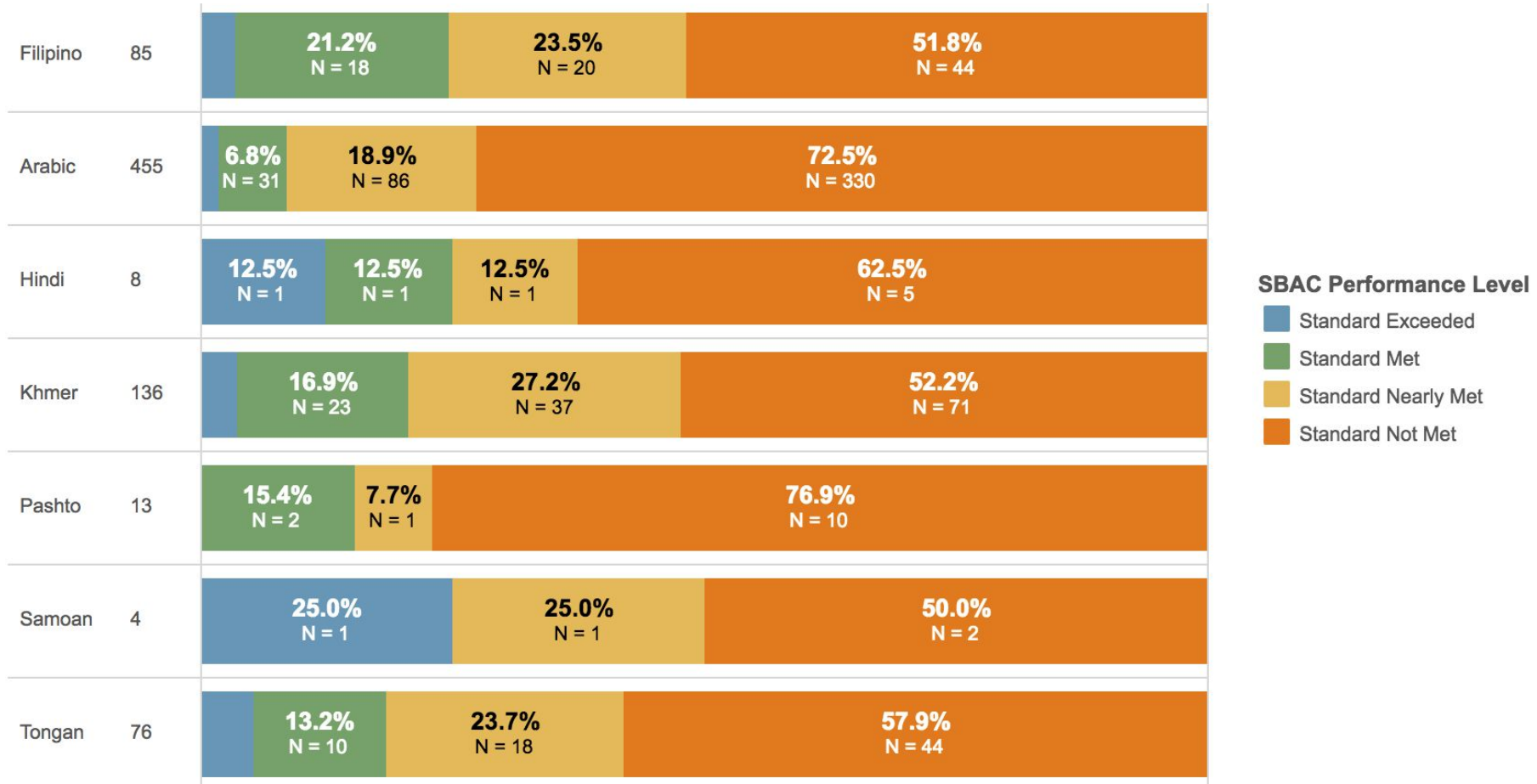
17% Mien

17% Lao

11% Arabic

LOWEST PERFORMING API STUDENTS BY HOME LANGUAGE

MATHEMATICS



APISA Research TEAM: Interns & Fellows



APISA LISTENING CAMPAIGN

30 Listening Circles & 55 Interviews

- **OUSD SCHOOLS: 210 Students**

High Schools

- Oakland HS
- Skyline HS
- Oakland International HS
- Dewey HS
- Tech HS
- Fremont HS
- Castlemont HS
- Life Academy HS
- McClymonds HS

Middle & Elementary Schools

- Montera MS
- Westlake MS
- Edna Brewer MS
- Roosevelt MS
- West Oakland MS
- Bella Vista ES
- Lincoln ES

Adult Education

- Allendale Elementary Parents
- West Oakland Adult Ed Parents

APISA LISTENING CAMPAIGN

30 Listening Circles & 55 Interviews

- **Community Groups**

- BABY Bhutanese Nepali
- Banteay Srei & AHS The Spot
- AYPAL: Building Community Power
- Lao Family Community Development
- Asian Immigrant Women Advocates
- EBAYC & Site-Based Programs
- Mien & Burmese Afterschool Program
- Youth Together OLOP Center
- Lincoln Recreation Center
- Oakland High Wellness Center
- Vietnamese Community Center
- LGBTQ GSA API Students

- **OUSD Departments**

- English Language Learner & Multilingual Achievement
- Refugee & Asylee Office
- Newcomer Programs
- Ethnic Studies
- Literacy
- Behavioral Health & Bully Prevention
- Research, Assessment & Data
- Linked Learning Pathways

FINDING #1: Absence in Curriculum

- The large majority of API students are not seeing their **cultural, personal, family & homeland history** in the school curriculum and feel **disconnected** from school content.

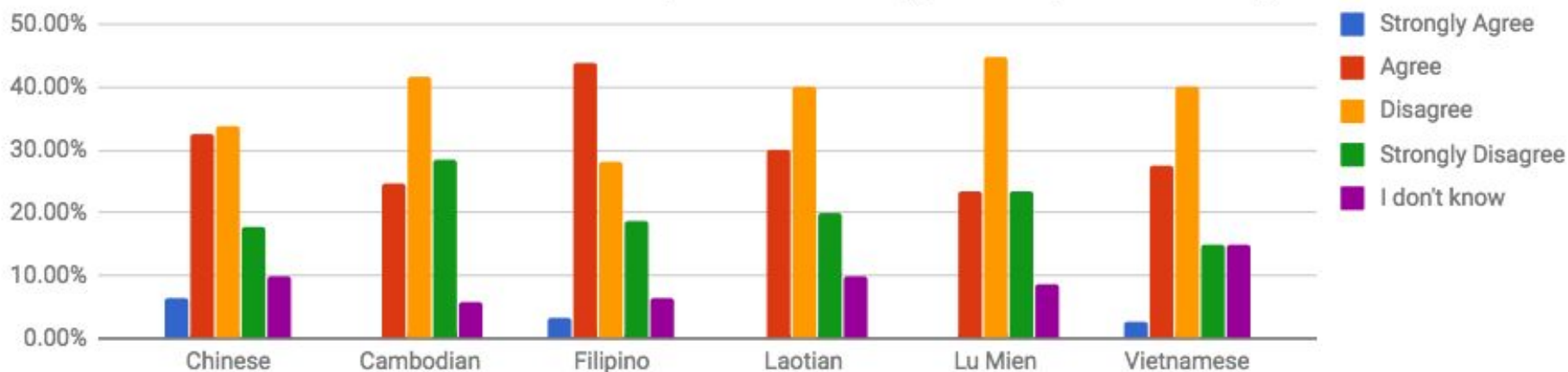


FINDING #1: Absence in Curriculum

- **“We only learn about ancient Chinese history rather than our Southeast Asian history. We only hear about the bad.”** -- *Life Academy Student*
- **“All we are learning is about Greeks.”** -- *Roosevelt MS Student*
- **“Mien people do not have a country or state. We learn about history from our parents and AYPAL, but not in school.”** -- *Oakland HS Student*

2015 Survey Data on Curriculum

I have classes that teach me about my Asian history, culture, and identity.



Relevant Curriculum

- **VISION:** Ethnic studies integrated in all schools and we get to learn about our neighborhoods & ourselves as agents of change. Schools are sites of change for community transformation and critical inquiry.
- **Recommendations:**
 - Implement **A-G requirement** under Social Science.
 - More **community engagement/action** in classrooms.
 - Design curriculum based on school's **demographics**.

FINDING #2: Mental & Social Health

- Mental health, family drama & **depression** in API communities is common and invisible, especially amongst refugees, newcomers & those who fled from war and violence (Yemen, Cambodia, Karen).
- Although there are increasing mental & social health resources at schools, many API students are **not aware or feeling comfortable** to access existing programs.



FINDING #2: Mental & Social Health

- **“I usually don’t like asking people for help.”**
-- Skyline HS Student
- “We don’t see a lot of API students going to the Wellness Center.” -- *Ms. Pearn*
- “I have issues and arguments with my parents, and it’s hard to focus at school. I don’t really feel comfortable talking to anyone at school about my problems.” -- *Oakland High 9th Grader*

CALIFORNIA HEALTHY KIDS SURVEY (MENTAL HEALTH)

HIGH SCHOOL



In the past year, how often did you get counseling to help you deal with issues like stress, feeling sad, family problems, or alcohol, or drug use?



- 62.1% of Asian students at the high school level reported that counseling was a type service not need needed or not accessed
- 64.6% of Filipino students at the high school level reported that counseling was a type service not need needed or not accessed
- 48.2% of Pacific Islander high school students accessed at least some mental health services

Mental & Social Health

- **VISION:** Staff & mentors experienced with API communities, and spaces in school for discussing social health issues.
- **Recommendation:**
 - More meaningful advisory spaces in all schools to address mental and social health, life skills preparation, and healthy relationships in partnership with community organizations.

FINDING #3: Safety & Bullying

- API students are experiencing high levels of bullying and often feel emotionally or physically unsafe at school.
- Newcomer, ELL, Muslim & LGBTQ students in particular are targeted.



FINDING #3: Safety & Bullying

- **“If you tell a teacher that you’re being bullied, they’ll just tell them to stop, not do anything else, and the bully won’t stop. Students call me ‘Yellow’ and imitate me.”** -- *Bella Vista Student*
- “I’ve been watching my friend get bullied outside of school, inside of school, and anyone can come in since the doors are usually never locked, so I think that school isn’t safe.” -- *Roosevelt MS Student*
- “One of the mothers was attacked on her way to drop off her kids at school, her hijab was torn off and she was told to go back to her country.” -- *Allendale ES Parent*

CALIFORNIA HEALTHY KIDS SURVEY (BULLYING)

ELEMENTARY SCHOOL



Do other kids hit or push you at school when they are not playing around?



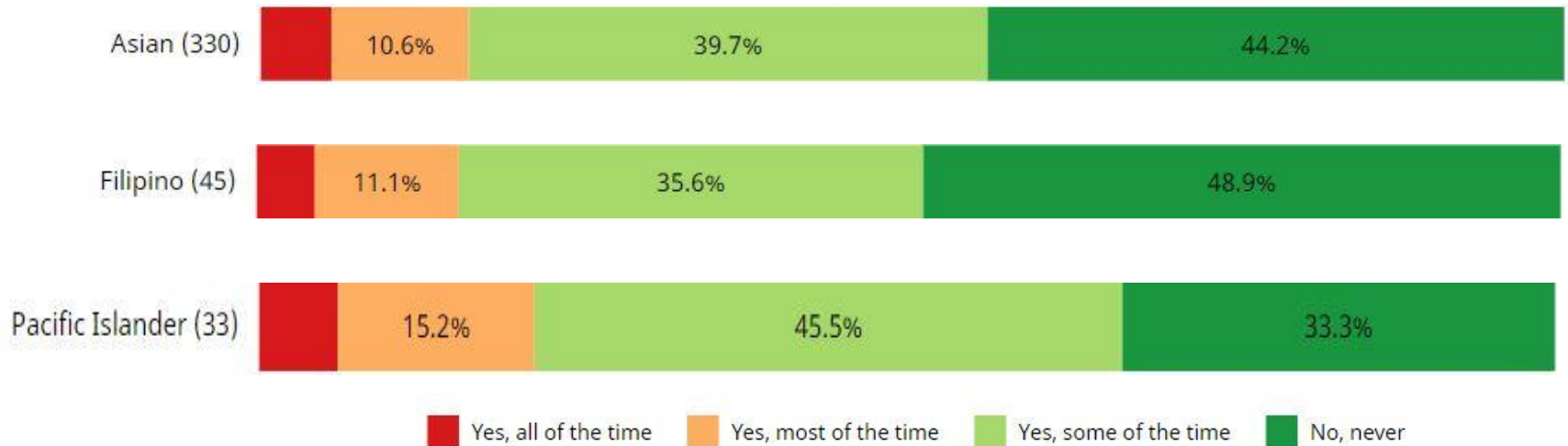
- Arabic and Khmer home language students reported the highest rates of physical bullying -- 66.6% and 63.2%, respectively.

CALIFORNIA HEALTHY KIDS SURVEY (BULLYING)

ELEMENTARY SCHOOL



Do other kids hit or push you at school when they are not playing around?



- 66.7% of Pacific Islander elementary school students report being hit or pushed at school when they are not playing
- 55.8% of Asian elementary school students report being hit or pushed at school when they are not playing

Safety & Bullying

- **VISION:** Deep cultural sharing and understanding to lift up assets and strengths our API communities bring (break down stereotypes, negative portrayals).
- **Recommendations:**
 - In addition to Ethnic Studies, deepen Restorative Justice to bridge communities.
 - Implement Community Walks for staff and students district-wide.

FINDING #4: Translation Limited

- There is a limited amount of different API languages translated, so many families are not able to engage their students' education or access schools, staff and teachers.
- Language gaps between students & their parents need to be bridged to support student learning.



FINDING #4: Translation Limited

- **“I ask my parents for help but they don’t speak fluent English, so they can’t really help me.”** -- *Bella Vista Elementary Student*
- “I didn’t speak fluent English, and the kids made fun of me. It was hard, after that day I didn’t wanna go back to school.” -- *BABY Student*
- “We need more translators, we see a lot of translation in Spanish, but I want to see more translation for other ELD students and parents.” -- *Karen Student*

API DIVERSITY BY BIRTH COUNTRY

Top 10: ASIAN

3,556 United States
536 China
271 Vietnam
204 Yemen
66 Afghanistan
47 Myanmar (Burma)
31 Mongolia
29 Nepal
15 India
14 Cambodia/ 14 Malaysia

Top: PACIFIC ISLANDER

356 United States
16 Tonga
8 New Zealand
7 American Samoa
4 Yemen
3 Thailand
1 Samoa

API DIVERSITY BY HOME LANGUAGE

Top 10 home languages: ASIAN

1,663 Cantonese (Chinese)
983 English
854 Vietnamese
403 Arabic
245 Khmer (Cambodian)
153 Mien
123 Mandarin (Chinese)
36 Burmese
34 Lao
33 Pashto / 33 Taishanese

Top home languages: PACIFIC ISLANDER

229 English
138 Tongan
10 Arabic
5 Samoan
5 Hindi

Translation Access

- **VISION:** Families have a deeper investment in their child's education and feel welcome to participate in schools and advocacy.
- **Recommendations:**
 - More multilingual staff & community navigators.
 - OUSD subscribe to digital translation service.
 - More API language classes for multilingual achievement.

FINDING #5: Chronic Absence Reasons

- Many API students miss out in school and get behind because they are concerned with financial need to support their families by going to work or taking care of siblings.



FINDING #5: Chronic Absence Reasons

- “I have to go to work with my pops and miss school.” -- *Fremont HS Polynesian Student*
- “**Yemeni** students’ fathers are often working all the time or many of them work on ships, so they’re often not home for 6 months at a time, so often the boys are at home, and many times their mothers are in Yemen or somewhere else.” -- *Veronica Garcia, OIHS Co-Principal*
- “My sister or I have to provide translation for my mom when she goes to get her passport or the hospital; it’s during school time, but I have to help my parents or relatives.” -- *AIWA **ELL** Student*

CHRONIC ABSENCE FOR API STUDENTS - 2016-17

By home language, the API groups with the highest rates of chronic absence were:

- **Tongan - 18.1%** (4.2% missed two months or more of school)
- **Arabic - 12.3%** (2.1% missed two months or more of school)
- **Mien - 10.6%** (3.1% missed two months or more of school)
- **Khmer - 10.5%** (3.5% missed two months or more of school)

Chronic Absence

- **VISION:** Integrate economic development into our school system, and tie family responsibilities into educational goals.
- **Recommendations:**
 - Give school credit for family work experience as internships for credit recovery.
 - More education-related partnerships with employers.

LOWEST PERFORMING API STUDENTS BY HOME LANGUAGE

ENGLISH LANGUAGE ARTS/LITERACY

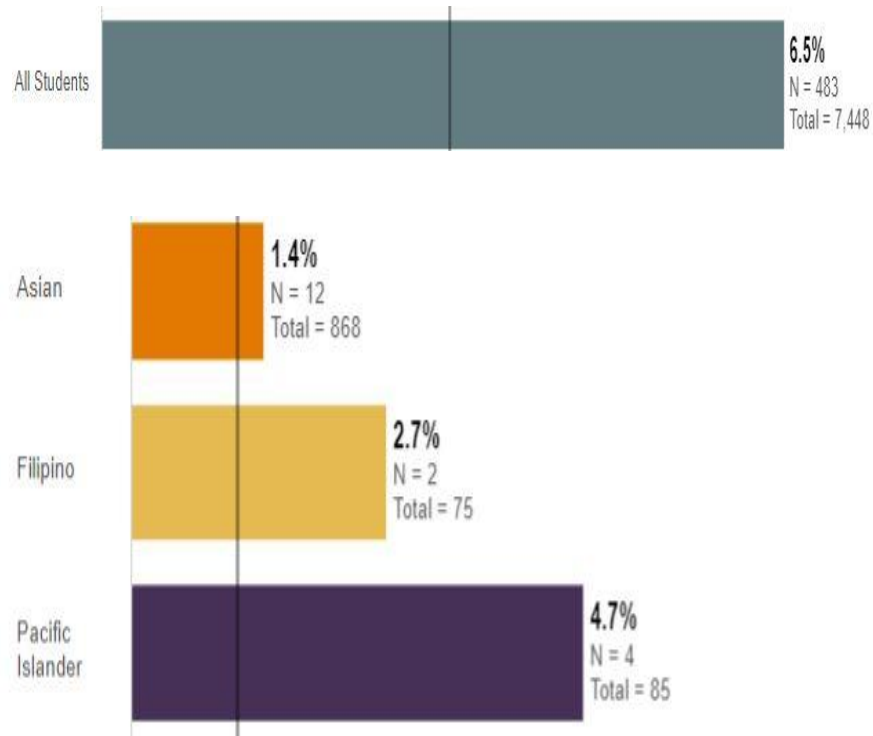
SBAC Performance Level

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

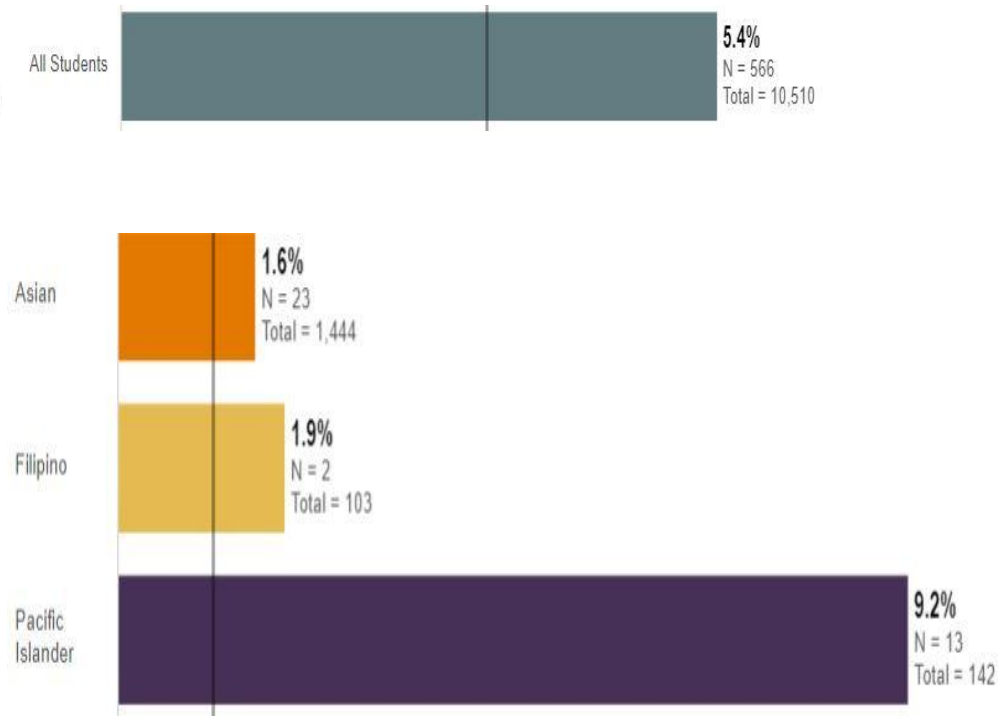


API SUSPENSIONS IN THE SECONDARY GRADES

MIDDLE SCHOOL API SUSPENSION RATES



HIGH SCHOOL API SUSPENSION RATES



- Asian, Filipino and Pacific Islander Students are below the middle school district average suspension rate.
- Pacific Islander high school students are being disproportionately suspended at a rate almost twice as high as the District average at the high school level.

FINDING #6: More Pathway Options

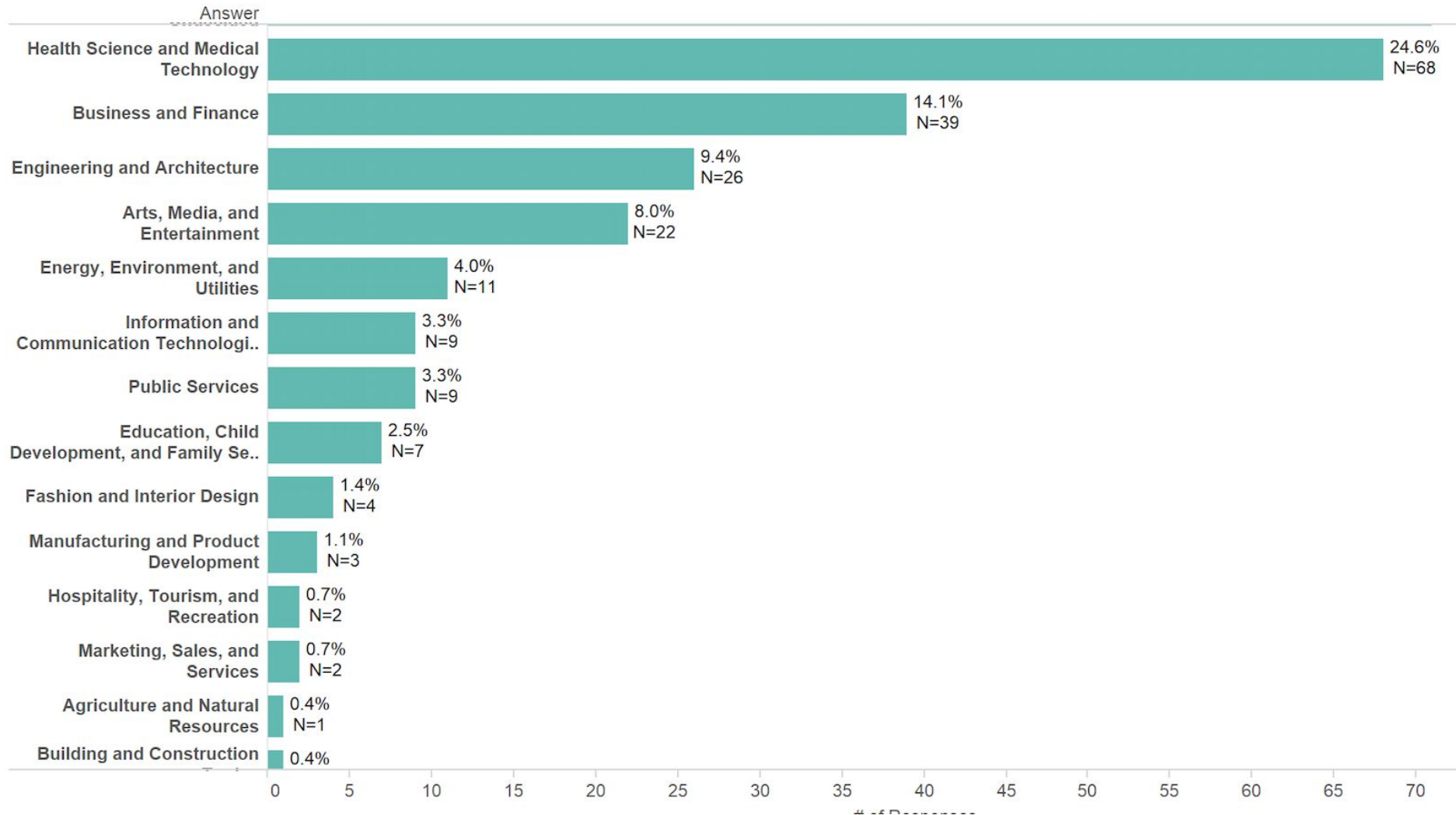
- Many API students want more pathway career options to explore their passions.



FINDING #6: More Pathway Options

- **“Many teachers will ask: ‘What are you going to do in the future?’, but they don’t actually explain to you how I can get into that career.” -- AIWA Student**
- “This year, our school starts to have pathways, according to your interest, you will place into whatever you want, but right now, they did not let me choose what I want. I only have two choices: engineers and social work.” -- AIWA Student

ASIAN - WHAT IS YOUR INTENDED CAREER?



Pathway Options

- **VISION:** Students have a wide range of options to explore passions for future careers.
- **Recommendations:**
 - More **exposure** to pathways in middle + 9th grade to be able to choose, and flexibility to transfer between pathways and schools.
 - Increase **internship & career mentoring** programs in all schools.

FINDING #7: Uneven College Preparation

- Depending on school sites, there is uneven **access to college** preparation programs & resources. *But students in all neighborhoods want to go to college!*
- Students are not learning about college preparation **early** enough.
- There is inequitable access to **technology** & computers across sites.



FINDING #7: Uneven College Preparation

- “We need a program that motivates students to take heed of the many scholarship opportunities, because half of these students don’t know about these scholarships.” -- *Fremont HS Student*
- **“Because we are ELD, we never hear about college preparation.”** -- *ELD Oakland HS Student*
- “We have lacking numbers of counselors for academic help.” -- *Banteay Srei Charter Student*

COLLEGE & CAREER READINESS

- **District:** 68.7% Linked Learning , 51.2% A-G Completion
- Pacific Islanders and Asians participate in Linked Learning Pathways at a higher rate than the district average. Pacific Islander participation nearly doubled in 5 years.
- Pacific Islanders are 14.4 percentage points below district average in this college readiness indicator.

75.0%

2016-17 Linked Learning
Pathway Participation
ASIAN

67.2%

2015-16 A-G
Completion
ASIAN

64.7%

2016-17 Linked Learning
Pathway Participation
FILIPINO

70.8%

2015-16 A-G
Completion
FILIPINO

80.2%

2016-17 Linked Learning
Pathway Participation
PACIFIC ISLANDER

36.8%

2015-16 A-G
Completion
PACIFIC ISLANDER

COLLEGE & CAREER READINESS

BY HOME LANGUAGE GROUP



A-G Completion Rate

20% Samoan

28% Tongan

29% Lao

39% Arabic

46% Mien

2016 COHORT GRADUATION & DROPOUT



Pacific Islander students' graduation rate was 13 percentage points below the district average, and their dropout rate was nearly 8 points higher.



College Preparation

- **VISION:** All students should have access to personalized college resources & training to improve navigation skills.
- **Recommendations:**
 - Bring college mentors (OUSD alumni) to provide personalized counseling.
 - Begin college preparation in middle school.
 - Computer access for newcomer students.

Additional Issues for API Students & Families

- Basic Needs Not Met in Low-Income Families
 - Displacement & Lack of Affordable Housing is **Driving API Enrollment Down**
 - Potential Threat of A's Stadium
- **Teacher Turnover** due to High Cost of Housing, Lack of Support & Disconnected Staff
 - Impacts Flatlands Schools & Students
- Need to conduct more research with API families with students with **special needs**.



BEST PRACTICES to Serve API Students

Let's Celebrate What's Working!

- Garfield Newcomer Program
- OIHS Community Walks
- Community Navigators
- EBAYC Mentors from the Community
- Restorative Justice Relationships
- Summer Curriculum Exchanges & PD
- Community Leadership Programs
- Pathway Internship Opportunities



Our Next Steps!

- Present to School Board
- School Site Reports & Transcripts
- Listening Campaign Storybook
- Staff Trainings & Presentations

→ **APISA Initiative & Pilot Design**
With Collaborative Partners
[December-January]

Our Next Steps!

[Spring 2018]

→ **Pilot Programs/Collaborations**

- Yemeni Girls & Boys Circles
- Southeast Asian RJ Circles
- Pacific Islander Network
- ELL Resource Equity
- Wellness Circles

→ **API Symposium w/ Curriculum Exchange**

Initial Seed Funding Campaign

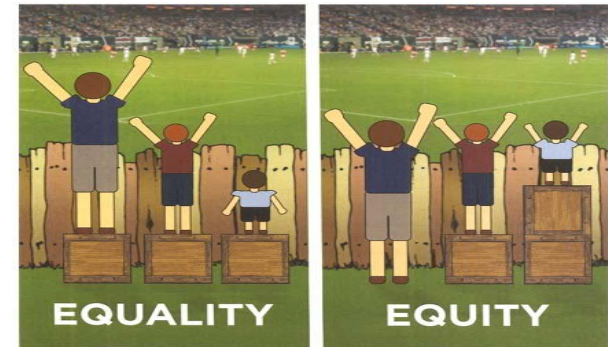
- Continue APISA Internship & Fellowship program to implement the recommendations and pilot programs.
- Goal:
 - \$8,000 by the end of 2017
 - \$75-150k for 2018 in Grant Funding to Leverage Additional Funds



OUSD Administrative Regulations for Equity

- See the draft Equity Regulations here:

<https://tinyurl.com/OUStDequity>



- We want your feedback by **November 27th!**
- These shape processes, training & expectations at all OUSD schools.
- These may also shape budget priorities in a time of cuts.

APISA Advisory Collaborative Partners



Celebrating Our Community Warriors

Alina Fa'aola | Pacific Islander Network & Castlemont High
Resiliency & Warrior Spirit

Nancy Phan | Skyline High Youth Together
Talk Story & Cultural Sharing

Madenh Hassan | Oakland International High School
Empowerment & Opportunity

Hamida Yusufzai | Banteay Srei
Unconditional Love & Holding Space

Veronica Garcia | Oakland International High School
Cooperation & Generosity

Kristen Fu | College Track
Intergenerational Connection