

MIDYEAR DATA REPORT 2024-25



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

OFFICE of EQUITY



ACKNOWLEDGEMENTS

**The Office of Equity extends our heartfelt gratitude to our funders,
whose generous support helps to make our vital work possible.**

City of Oakland Department of Violence Prevention
Golden State Warriors Community Foundation
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San Francisco 49ers Foundation
The Oakland Public Education Fund
The San Francisco Foundation

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Dear OUSD Community,

The Office of Equity was born out of a simple yet powerful truth: every student deserves the opportunity to thrive. Since 2016, we've been on a mission to challenge inequities, nurture belonging, and create spaces where students are not just educated but celebrated. Through increasing racial literacy, addressing implicit bias, and fostering a culture of connection, we've made meaningful strides. Whether it's reducing chronic absences, boosting graduation rates, or building culturally affirming environments, our work is about transforming lives and opening doors for those furthest from opportunity.

Growing up in Oakland, I learned the power of culture, unity, and healing. I remember hearing Dr. King's "I Have a Dream" speech in first grade, its words resonating deeply even before I fully understood them. That moment sparked a lifelong calling: to build bridges across communities and ensure every student is seen, valued, and affirmed.

The Office of Equity exists because we recognize that systemic inequities have shaped our educational system. For generations, schools have failed to acknowledge the histories, languages, and identities of students of color. Yet I stand here today because of my affirming childhood experiences at Melrose Elementary, where Black and Brown families, teachers, and communities came together to celebrate culture and belonging.

From leading classroom conversations on identity to founding programs that uplift youth and families, my mission has always been to center the brilliance and resilience of our students. Every initiative we lead exists to affirm culture, language, and community and support racial healing, academic success, and systemic change.

Our future depends on nurturing cultural responsiveness in every classroom, supporting educators to lead with love and equity, and ensuring families are active partners in their children's success. Together, we are undoing the legacy of oppression and creating a new reality where every child can thrive.

I carry with me the love, guidance, and encouragement that my mentors and teachers poured into me. I invite you—families, educators, district leaders, and community partners—to join us in this transformative work. Let us continue to build a system where equity isn't just a word but a lived reality for every child in Oakland.

In solidarity and love,

Raquel Jimenez
Executive Director, Office of Equity
Oakland Unified School District



ABOUT THE OFFICE OF EQUITY

Oakland Unified School District's Office of Equity provides direct support to students, families, and schools. With a team that reflects the demographics, identities, and experiences of the youth and families we serve, we're committed to our mission, partnering with our colleagues across the District to create a culture of belonging for all students.



“We believe that the cure is in culture. When we provide culturally responsive approaches to literacy, math, science, or anything that students are learning, that really develops a sense of academic cultural identity and belonging, which develops their sense of empowerment and self-determination to succeed in their education.”

**- Raquel Jimenez,
Executive Director, Office of Equity**

As Director Jimenez's quote suggests, in order to close gaps in outcomes, we have to first close gaps in how we serve our students to ensure that all students experience a sense of belonging.

The Office of Equity develops initiatives that address race- and ethnicity-based systemic inequities and that work to improve outcomes for groups of students that have historically been underserved by our school system. While local data confirm that we have a long way to go to prepare all students for college, career, and community success, national data makes clear that structural inequity is the biggest barrier for students who have historically been furthest from opportunity —African American, Arab American, Pacific Islander, and Latino students.



OUR VISION

We envision an OUSD where all students receive a culturally and linguistically responsive education and experience a widespread sense of belonging that supports their academic achievement and prepares them for college, career, and community success.

More than a set of programs, our work is part of an ongoing movement to transform conditions and outcomes for four targeted groups with the following targeted initiatives:



OUR MISSION

The Office of Equity exists to:

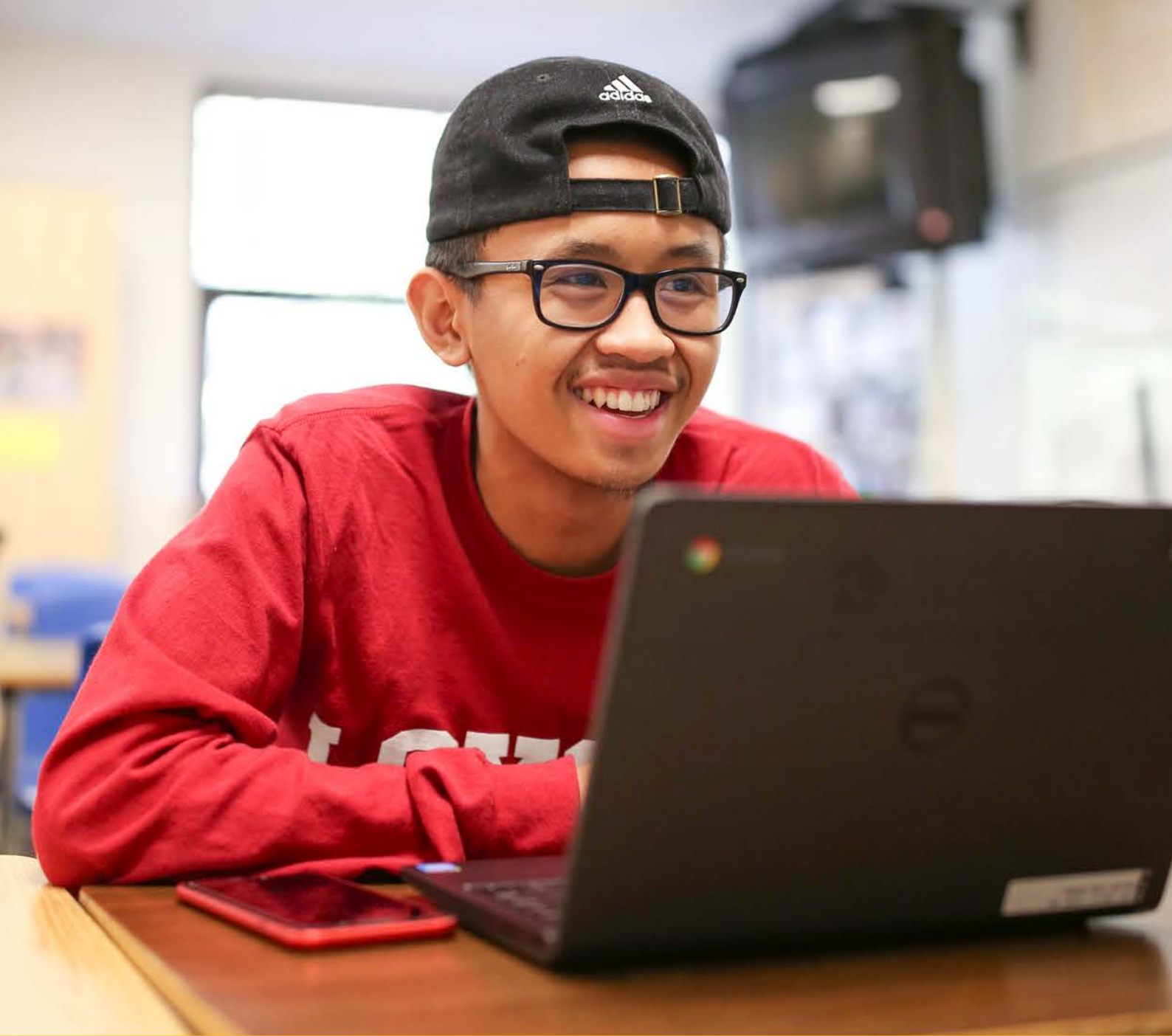
- eliminate the correlation between a student's racial, ethnic, and/or cultural background and their ability to succeed at school and beyond;
- identify, examine, and eliminate biases in individuals as well as in practices, to create equitable and just conditions for all students furthest from opportunity; and
- create a sense of belonging for all students that allows them to tap into and cultivate their unique gifts, talents, and interests.

We accomplish our mission by:

- implementing targeted strategies, anti-racist/anti-ableist learning, and language access, and
- focusing on engaging students furthest from opportunity and partnering with their families.

We do this to create the culture and conditions needed to increase the literacy, attendance, and A-G completion rates for African American, Latino, Arab American, and Pacific Islander students.





Delivering on the District's Commitment to Equity

OUSD's mission is to build a Full-Service Community District focused on high academic achievement, while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. The Office of Equity supports the District to remain mindful of the diverse experiences of all students and families, and to actively work to create quality Community Schools where all students graduate college, career, and community ready.

In addition to improving the experiences of our students, families, and staff, the Office of Equity's work helps the District deliver on its commitments to diverse student leadership, meaningful family engagement, and interruption of institutional bias at all levels of the system.



OUR IMPACT

This report illustrates some of the many ways the Office of Equity is creating positive impact within the District. With a student population that's majority Black and Brown students, it's essential that we intentionally use strategies that serve them well. This means we must have a staff that reflects the identities of our students; provide culturally responsive education; teach students about their history and support the development of their cultural identities; connect with families in meaningful ways; and cultivate diversity among student leadership. These are all priorities of the Office of Equity that inform our ability to improve conditions and outcomes for our students.

"The data makes clear that when we create a culture of belonging and care for our students, then we create the conditions for them to succeed."

**- Raquel Jimenez
Executive Director, Office of Equity**

Race-neutral approaches are not sufficient to repair the damage that's come as a result of a long history of race-based discrimination, exclusion, and miseducation—in our nation as well as inside of Oakland Unified School District. In order to heal past harms and close gaps in access and opportunity—which lead to gaps in academic outcomes—we must take intentional, tailored, targeted measures. Equity is not the same as equality; rather, it requires an understanding of differing needs among students and permits the allocation of differing resources to address those varied needs.

We invite you to review the data and reflections that follow to get a sense of the strides we're making by approaching education through the lens of equity, cultural responsiveness, and reparations.



AFRICAN AMERICAN MALE ACHIEVEMENT (AAMA)

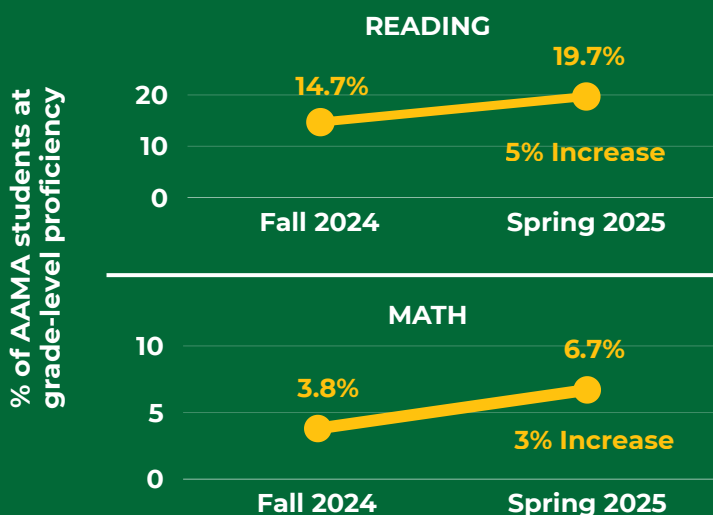
Leading the Way in Equity Work

Launched in 2010, AAMA laid the foundation for the creation of the Office of Equity and became the first initiative of its kind in the nation. AAMA addresses the specific challenges faced by Black male students through academic mentoring, culturally affirming education, and leadership development. Serving over 500 boys and young men annually in K-12 schools, AAMA empowers students by fostering engagement, pride, and identity. In addition to supporting students, AAMA also provides professional development for educators and family engagement opportunities, ensuring a holistic approach to student success.



OUSD's Local Control and Accountability Plan (LCAP) Goal Area 2: Focal student groups demonstrate accelerated growth to close equity gaps.

PROFICIENCY GROWTH



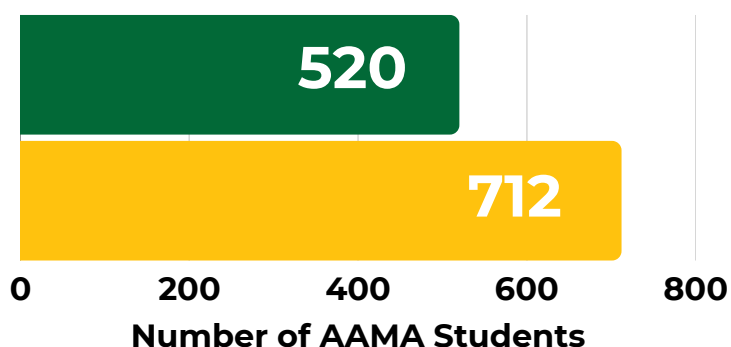
Supporting Academic Gains

Grade-level reading among AAMA students increased from **14.7%** in the fall to **19.7%** at midyear, while the average for all African American male students at midyear was **15.9%**.

Grade-level math proficiency among AAMA students increased from **3.8%** in the fall to **6.7%** in the spring.



● 2023-24 ● 2024-25



Reaching More Students

In the 2024-25 school year, AAMA reached **712 students**, or **20%** of all PK-12 African American male students through AAMA in the 2024-25 school year. This represents a **37% increase** from the previous school year.

“When I go into Mastering Cultural Identity [MCI] classes, I see students doing presentations, learning about themselves, being comfortable speaking their own language, being confident about who they are. And I think that just makes for a better brighter student. If we can do anything to lower off-track rates, increase graduation rates, make more confident students, make students feel more a part of the larger community, why not let it start in our MCI classes where they feel that sense of community and take that and expound it out toward everyone.”

**- Ladonna Williams,
9th Grade Assistant Principal, Oakland Tech**



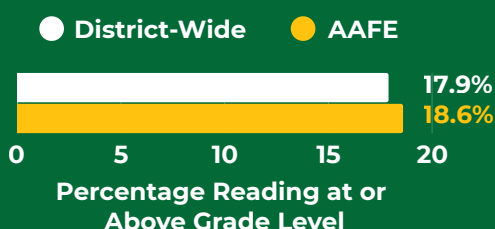
AFRICAN AMERICAN FEMALE EXCELLENCE (AAFE)

Inspiring Excellence

Established in 2017, AAFE is the first district-wide initiative in the nation dedicated to uplifting Black girls and young women. Currently serving over 350 students in K-12 schools across Oakland, AAFE fosters a sense of belonging, pride, and leadership through daily classes and weekly groups. The initiative also hosts community-driven events, such as the Black Girl Power Conference and Black Graduation Ceremony. Designed to nurture academic achievement, social-emotional development, and cultural identity, AAFE is revolutionizing how public schools serve Black girls.



OSD's Local Control and Accountability Plan (LCAP) Goal Area 2: Focal student groups demonstrate accelerated growth to close equity gaps.



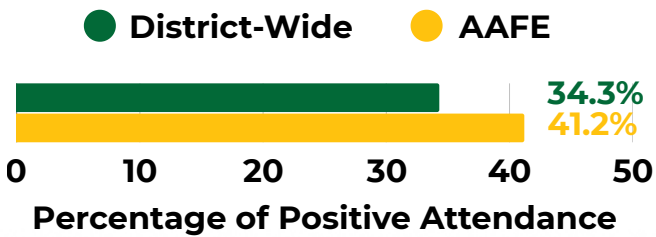
Supporting Academic Gains

18.6% of AAFE students were reading at or above grade level at midyear, as assessed by i-Ready, as compared to the **17.9%** of all African American female students in the District.

Encouraging Better Attendance

AAFE students had a **41.2%** positive attendance rate at midyear, as compared to the **34.3%** positive attendance average for all African American female students in the District.

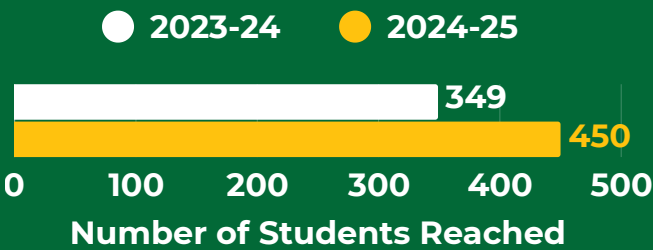
POSITIVE ATTENDANCE RATES



Reaching More Students

In the 2024-25 school year, AAFE reached approximately 450 students, a **29%** increase from the previous school year.

GROWTH IN AAFE STUDENT REACH





“Before I met the Office of Equity people, my grades weren’t as good because I didn’t have a lot of support or help, but after I got into this program all my grades and my attendance got better. I feel like being present at school and I feel like I can actually get help and I can actually fix up my grades. I used to feel helpless, I was kind of lost, but that’s where the Office of Equity steps in.”

**- Shihab I.,
Junior AAPISA Student, MetWest High School**

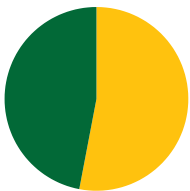


Middle School Network - Working Group to Support Black Middle School Students with Disabilities

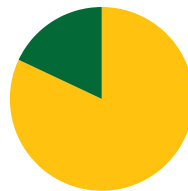
Collaboration with Community Advisory Committee (CAC)

Reducing Number of Disciplinary Incidents

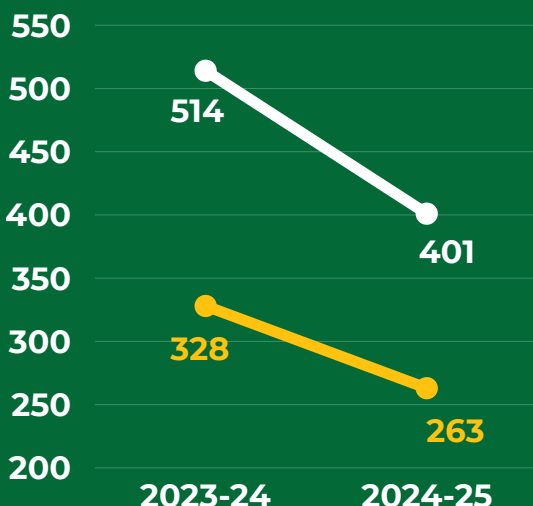
Since the launch of this working group in the 2023-24 school year, we've seen consistent reductions in suspensions. We hope to continue building on the learning from this partnership with the CAC for Special Education and the Middle School Network so that we can continue to decrease suspensions for Black students and Black students with disabilities.



53% of middle schools had suspended fewer Black students with disabilities by midyear in the 2024-25 school year, as compared to the same time last year.



14 out of 17 middle schools (**82%**) were meeting their goals around suspension decreases by midyear in the 2024-25 school year.



● Total Students

401 total suspension incidents by midyear in the 2024-25 school year, as compared to **514** students by midyear in the 2023-24 midyear—**113 fewer suspensions**.

● Special Education Students

263 special education students were suspended by midyear in the 2024-25 school year, as compared to **328** students by midyear in the 2023-24 school year—**65 fewer suspensions**.



“The Office of Equity is helping us to change the narrative in Deep East Oakland and tell a new story—one of resilience, hope, joy, and achievement where all students thrive.”

**- Natasha Flint-Moore,
Principal, Reach Academy**



Closing Equity Gaps in Serving Black Students



We intentionally recruit and retain Black educators and provide access to monthly professional learning to facilitate community building, shared learning, and culturally responsive coaching.



We implement culturally responsive curriculum, including African American studies and ethnic studies pedagogies via the Mastering African American Identity course, elective courses required for admission to a 4-year university like the University of California or California State University, and survey courses.



We implement wraparound support for all students—including social-emotional and academic support—and family engagement focused on relationship building and academic partnership.



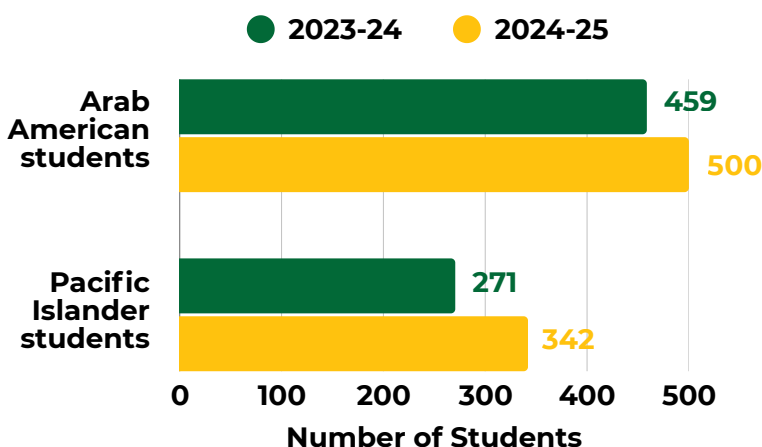
We implement the Sown to Grow social-emotional screener in all classrooms. This tool gives students a space to share how they're feeling; helps educators address student needs in real time; and supports teachers to better understand their students' needs and build deeper relationships.





ARAB ASIAN PACIFIC ISLANDER STUDENT ACHIEVEMENT (AAPISA)

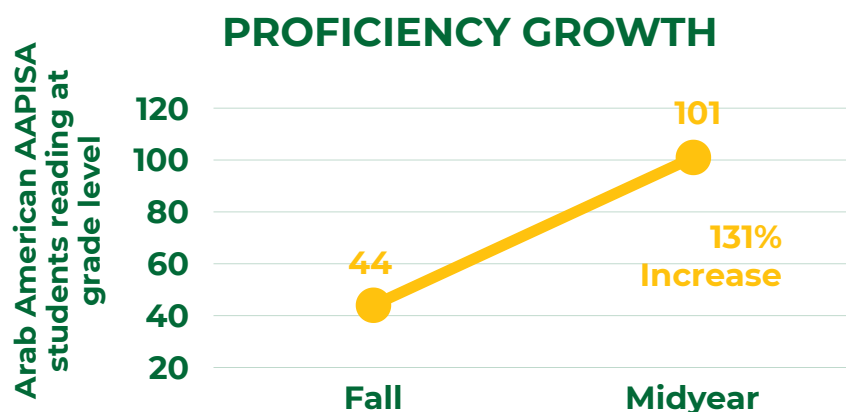
Introduced in 2017, AAPISA works to create a culture of belonging for more than 6,000 students representing 47 ethnicities across OUSD. The initiative supports students through culturally responsive literacy programs, affinity spaces, family engagement opportunities, and advocacy. Programs like the Pacific Islander College Night and Arab Youth Leadership Initiative celebrate cultural pride and academic success. AAPISA also provides professional development for educators to better support Arab and Asian Pacific Islander students, whose home languages include Cantonese, Vietnamese, Arabic, and more.



Reaching More Students

In the 2024-25 school year, AAPISA reached approximately **500 Arab American students**, or 15.4% of all PK-12 Arab American students, and **342 Pacific Islander Students**, or 59.4% of Pacific Islander students districtwide. These are **increases of 9% and 26.4%**, respectively, since the previous school year.

OUSD's Local Control and Accountability Plan (LCAP) Goal Area 2: *Focal student groups demonstrate accelerated growth to close equity gaps.*



Supporting Academic Gains

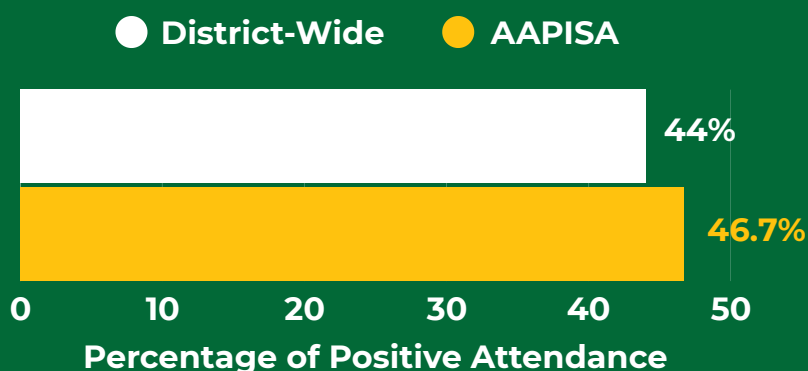
Grade-level reading among Arab American students enrolled in AAPISA increased from **8.7%** in the fall to **20.1%** at midyear.

Closing Equity Gaps in Serving AAPISA Students

- We intentionally recruit and retain Arab American and Pacific Islander literacy mentors and provide access to regular monthly professional learning for community building, shared learning, and culturally responsive coaching.
- We implement culturally responsive approaches to mentoring, including family communication and engagement through a culturally responsive lens.
- We implement wraparound support—including social-emotional and academic support—for all students.



POSITIVE ATTENDANCE RATES



Encouraging Better Attendance

Arab American students enrolled in AAPISA had a **46.7%** positive attendance rate at midyear, as compared to **44%** of their Arab American peers who don't participate in AAPISA.



A background image showing a person wearing a red jacket sitting on a set of stairs. The person is partially visible on the left side of the frame. The stairs are made of concrete and have a metal handrail. The lighting is bright, suggesting an indoor or well-lit outdoor setting.

“I appreciate that they don’t just care about our academics but also care about our mental health and they wanna make sure that we can become academically successful. They teach us lessons about how to take care of ourselves, what can work best for ourselves. They don’t just tell us, ‘You have to study for this test,’ but they create projects that will not just help you in the present moment, but in the future.”

**- Jesimiel M-I,
Freshman Chicano/Latino Studies Student,
Oakland Tech**

LATINO STUDENT ACHIEVEMENT (LSA)

Launched in 2017, LSA serves over 650 students across 20 schools annually, fostering their academic, social, and cultural growth. The initiative promotes college readiness and cultural pride through programs like the A-G Chicano/Latino Studies course and the Latino Parent Advisory Group. LSA also strengthens family engagement, supports literacy gains, and develops leadership opportunities for students, creating the systemic conditions necessary for success in college, career, and life.



Closing Equity Gaps in Serving LSA Students

- We intentionally recruit and retain Latino educators who come from Oakland and nearby, and provide access to regular monthly professional learning for community building, shared learning, and culturally responsive coaching.
- We implement culturally responsive content and ethnic studies pedagogy via the Chicano/Latino Studies, elective courses required for admission to a 4-year university like the University of California or California State University, and survey courses.
- We implement care management for all students and family engagement focused on relationship building and academic partnership.
- We implement Sown to Grow, a social-emotional screener, in all classrooms.



POSITIVE ATTENDANCE RATES

● District-Wide ● LSA



Encouraging Better Attendance

LSA students had a **49.2%** positive attendance rate at midyear, as compared to **39.1%** of their Latino peers who don't participate in LSA.



The background of the slide is a blurred photograph of a classroom. On the left, a student's arm and shoulder are visible, wearing a grey and white striped shirt. In the center, a person, likely a teacher, is standing and looking towards the right. The background is out of focus, showing classroom furniture and other students in the distance.

“When I look at the programs that we support in the Office of Equity, that’s really the important part that we’re bringing to the table when we support students. It’s not that we’re not open to supporting all students; it’s actually really supporting those students who feel hidden, who feel invisible and don’t have that support system in place that they can connect with to help support them on their academic journey.”

**- John Lauti,
Targeted Specialist, AAPISA**

OUSD's Local Control and Accountability Plan (LCAP) Goal Area 3: Students and families are welcomed, safe, healthy, and engaged.

Examples of Student Leadership Supported by Office of Equity Initiatives

- The All City Council (ACC) Governing Board is comprised of 11 OUSD high school students elected by their peers to represent their experiences and voices in district-level engagements and decisions. The ACC Governing Board supports student engagement opportunities for middle and high school student leaders to further develop students' leadership skills, provide leadership trainings, engage students around district-wide priorities, and create space for students to discuss what matters to their school experiences most.
- Student representation from the majority of middle schools (14 out of 17) and high schools (12 out of 17) have been present at quarterly ACC middle and high school meetings through March 2025.

Strategies Contributing to Students & Families Feeling Welcomed, Safe, Healthy, and Engaged:

- Student-led regular outreach to school sites
- Rotating meeting locations to increase accessibility for students and families located in different parts of the city
- Site-based staff supporting student participation with transportation and securing permission slips



OUSD's Local Control and Accountability Plan (LCAP) Goal Area 3: *Students and families are welcomed, safe, healthy, and engaged.*



Examples of Family Engagement

- 82% of elementary schools have established foundational structures for meaningful family partnership with targeted populations.
- Supported sites to establish free standing Site English Language Learner Subcommittee (SELLS) committees, resulting in an increase from 4 sites (5.7% of schools) in 23-24 to 41 sites in 24-25 (53.9% of schools)
- Supported sites to establish School Site Council (SSC) with a family parent of a student with disability, at midyear, 15 sites have SSC with a Special Education (SPED) parent member
- In spite of staffing shortages for interpretation and translation, the team was on track to meeting 95.5% of all requests at midyear (with 2,306 total requests filled on Jan 15).

Effective strategies:

- Quarterly elementary sync up meetings with Network Superintendents and network partners, to set trimester goals based on data for family partnership linked to student learning
- District family engagement specialists embedded within network-specific structures and in close proximity with principals during principal meetings



Steadfast in Our Promise to Oakland

The Office of Equity is the heartbeat of Oakland Unified, rooted in our city's legacy of resilience, resistance, and hope. In our district, equity is more than a goal—it's a promise to honor our students, center their cultures, and break down barriers in support of their academic and social-emotional well-being.

Our work mirrors the spirit of Oakland: bold, unwavering, and grounded in justice. By centering racial equity and cultural responsiveness, we are driving personal and systemic transformation that goes beyond classrooms and into communities. Liberation is the end goal, and we remain steadfast in our mission to build pathways for every child to succeed academically and live a free and self-determined life.

Join us as we continue on the path of equity and liberation for all of our students and families. Visit ousd.org/equity to stay connected.

APPENDIX A

School Sites with Office of Equity Programs and Facilitators/Mentors Present in 2024-25 School Year

African American Male Achievement (AAMA) - 12 sites			
<u>ECE - TK</u> <u>Literacy Kings</u> Encompass Martin Luther King Jr.* Lockwood STEAM Markham Oakland Academy of Knowledge <i>*Funded and staffed by Kingmakers of Oakland</i>	<u>Elementary Schools</u> Piedmont Avenue Manzanita Seed Manzanita Community Laurel Chabot Emerson Prescott Bella Vista	<u>Middle Schools</u> Bret Harte Claremont Monterra Frick United	<u>High Schools</u> McClymonds Oakland High Oakland Technical Skyline Dewey
African American Female Excellence (AAFE) - 13 sites			
<u>Elementary Schools</u> Piedmont Avenue Emerson Prescott Sankofa Bella Vista Chabot	<u>Middle Schools</u> Bret Harte Madison Park Academy West Oakland	<u>High Schools</u> Castlemont Oakland Tech McClymonds Skyline	
Latino/a Student Achievement (LSA) - 22 sites			
<u>Elementary Schools</u> Bella Vista Madison Park Academy Emerson Korematsu Discovery Academy Oakland Academy of Knowledge Global	<u>Middle Schools</u> West Oakland Madison Park Academy Urban Promise Academy Montera Elmhurst Roosevelt United For Success Academy Frick United Bret Harte	<u>High Schools</u> Fremont Skyline Castlemont Rudsdale Oakland International Oakland Tech Oakland High	

APPENDIX A

School Sites with Office of Equity Programs and Facilitators/Mentors Present in 2024-25 School Year

Arab Asian Pacific Islander Achievement (AAPISA) - 19 sites		
<u>Elementary Schools</u> Allendale Hoover Lockwood Emerson La Escuelita Redwood Heights Think College Now Oakland Academy of Knowledge Madison Park Primary Burkhalter Reach Laurel Madison Primary Korematsu	<u>Middle Schools</u> West Oakland Frick United Madison Park Elmhurst United for Success Bret Harte Madison Middle Elmhurst Urban Promise Edna Brewer Montera	<u>High Schools</u> Castlemont MetWest Skyline Sojourner Truth Skyline Fremont Castlemont Madison Upper Oakland High Oakland Tech McClymonds



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

OFFICE *of* EQUITY

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