



Listening Campaign Reportback

Preliminary Findings and Recommendations

Snapshot of OUSD API Students

Our roughly 6,000 Asian Pacific Islander (API) students in OUSD represent about **47 ethnicities** from Southwest Asia, South Asia, Southeast Asia, East Asia, and the Pacific Islands:

- 1,690 API students are born outside of the United States.
- The highest numbers of families speaking non-English home languages are Cantonese (1,663), Vietnamese (854), Arabic (403), Khmer (245), Mien (153), and Tongan (138).
- The highest percentage API students with free and reduced lunch are Tahitian (100%), Samoan (82%), Vietnamese (82%), Laotian (75%), and Chinese (74%).

Our Methodology

12 youth researchers and the APISA Director conducted:

- **30 Listening Circles** in schools and organizations where our API students attend, including 2 Parent Listening Circles.
- **55 Interviews** with OUSD, school and community organization staff and students.
- Analysis of 500 surveys from 2015 by AYPAL, Banteay Srei and Asian Health Services.

API Disproportionality Data

- In the fall of 2016-17, **Arabic-Speaking** 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 surveyed **API students** do not feel safe at school.

Findings, Visions and Recommendations | Executive Summary

FINDING #1: Absence in Curriculum

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

- **Recommendations:**
 - Implement Ethnic Studies **A-G requirement** under Social Science.
 - More **community engagement** and **action-based learning** in classrooms.
 - Design curriculum based on school's **demographics**.

FINDING #2: Mental and Social Health

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

- **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 and Bullying

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

- **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 and their parents need to be bridged to support student learning.

- **Recommendations:**

- More multilingual staff and **community navigators**.
- OUSD subscribe to **digital translation service**, such as Language Link.
- 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.

- **Recommendations:**
 - Give school credit for family work experience as internships for **credit recovery**.
 - More education-related partnerships with employers for school credit.

FINDING #6: More Pathway Options

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

- **Recommendations:**
 - More **exposure** to pathways in middle + 9th grade to be able to choose, and flexibility to transfer between pathways and schools.
 - Increase **internship and career mentoring** programs in all schools.

FINDING #7: Uneven College Preparation

Depending on school sites, there is uneven **access to college** preparation programs and 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** and computers across sites.
- **Recommendations:**
 - Bring **college mentors** (OUSD alumni) to provide personalized counseling.
 - Begin college preparation in **middle school**.
 - Equitable and targeted **computer access** for newcomer students.

Lifting Up Best Practices

Let's celebrate and share what's working in OUSD! We found the following programs are best practices that can be shared across the district to better serve our API students:

- **Garfield Newcomer Program** where newcomers are integrated into the school with supports to pull-out and push-in students, as well as engage families.
- Oakland International HS **Community Walks** to deepen cultural and personal

- understanding amongst staff and students, and empower students as teachers.
- **Refugee Transitions** provides free individual English tutoring to English language learners.
- **Community Navigators** to help non-English speaking families access information and resources in their language, and get support to navigate the system.
- **EBAYC mentors** are hired from the API neighborhoods as alumni of the schools they serve, and deeply understand and can connect with our students.
- **Restorative Justice spaces** and relationships are empowering students as leaders and providing opportunities to improve mental health at schools.
- **Summer curriculum exchanges** as professional development are critical spaces for teachers to work together and share information to improve content.
- **Community leadership programs** outside of schools are important spaces for students to grow, thrive and feel comfortable to develop API student empowerment.
- **Pathway internship opportunities** are increasing at school sites with Linked Learning staff embedded at school sites.

APISA Initiative Next Steps

We will be present to the School Board and Superintendent, providing school site reports and transcripts, creating a Listening Campaign Storybook, and offering staff trainings and presentations to schools to share data and student voices to help our schools better serve and support our API students.

- Through December-January, we'll work with our Collaborative partners to design APISA **targeted strategies** based on our Listening Campaign findings, and pilot the strategies throughout 2018.
- We will work with our Research, Assessment and Data and Enrollment Departments to **disaggregate our API student data** to better capture the diverse needs, opportunity gaps, and what's working for targeted populations, including our Arab and Southeast Asian students.
- We will work in partnership with teachers, Ethnic Studies staff, Social Studies staff, and local universities and resources to grow relevant, reflective and engaging curriculum that is inclusive of our Asian Pacific Islander students, with a possible **Spring or Summer Symposium** focused on sharing source texts and best practices.
- This includes working with our **Sanctuary Schools Task Force** to create safer spaces for our Muslim, LGBTQ, English Language Learner and Newcomer students.

For more information and to get involved, please contact APISA Director Lailan Huen at lailan.huen@ousd.org or 510.842.7480!

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