OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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Meeting Date   June 28, 2023

Subject   Annual California School Dashboard Local Indicators Report for OUSD

Ask of the Board   Update on Annual California School Dashboard Local Indicators for OUSD.
                       No specific board action required.

Background   In Spring 2017, the California Department of Education introduced a system of indicators to provide a new way to look at how our schools and districts are performing with the launch of the California School Dashboard. There are eleven indicators to measure performance: six State Indicators and five Local Indicators.

                       The State Indicators measure areas of academic performance and school climate: Academics (English Language Arts and Math); English Learner Progress; Graduation Rate; College/Career Readiness; Chronic Absenteeism; and Suspension Rate. The Local Indicators measure Basic Conditions, Implementation of Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. They are measured by the Local Education Agency (LEA, or school district) through a self-reflection tool, and then reported on the California School Dashboard. Each LEA is required to report results on the Local Indicators at a Board meeting in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).

Discussion   **Priority 1: Basic Conditions** requires that the LEA annually measures its progress in meeting the Williams settlement requirements at 100% of school sites and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

                       The number and percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home was 0 and 0%. The number of instances where facilities did not meet the "good repair" standard was 0.

Beginning this year, the following data will be provided by the California Department of Education and had not yet been released as of June 2023:

- Number of misassignments of teachers of English Learners
- Total number of teacher misassignments
- The number of vacant teacher positions

Priority 2: Implementation of Standards requires that the LEA annually measures its progress implementing state academic standards.

In terms of providing professional learning, English Language Arts, English Language Development, Mathematics, and Next Generation Science Standards (NGSS) were all rated as being in full implementation (4 on a five-point scale from 1 to 5), while History/Social Science was rated as being in the stages of initial implementation (3). For aligned instructional materials, English Language Arts, English Language Development, Next Generation Science Standards (NGSS), and History/Social Science were all rated at being in the stages of initial implementation (3), while Mathematics was rated as being in full implementation (4). In the area of supporting staff in instructional delivery, English Language Arts, Mathematics, English Language Development, and NGSS were rated at initial implementation (3) and History/Social Science was rated at beginning development (2).

In the area of implementation progress, Career Technical Education was rated at full implementation (4), Health was rated at initial implementation (3), and Physical Education, Visual Performing arts, and World Language were each rated at beginning development (2).

In terms of support for teachers and administrators, ratings of initial implementation (3) were assigned for the areas of identifying professional learning needs of groups, identifying professional learning needs of individual teachers, and for providing support for teachers on standards not yet mastered.

Priority 3: Parent and Family Engagement requires that the LEA measures its progress in seeking input from parents in decision making as well as promoting parental participation in programs. Success is measured along a 1-5 point scale on a series of questions organized in three areas.

Under the category of building relationships, we were rated as in the full implementation stage (4) in the following areas: Developing the capacity of staff to build trusting and respectful relationships with families and supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. We were rated as in the initial stages of implementation (3) in the following areas: Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families and creating welcoming environments for all families in the community.

Under the category of building partnerships for student outcomes, we were rated as in the full implementation stage (4) in the following areas: Providing professional

learning and support to teachers and principals to improve a school's capacity to partner with families; and providing families with information and resources to support student learning and development in the home. We were rated as in the initial stages of implementation (3) in the following areas: Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes; and supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Under the category of seeking input for decision-making, we were rated as in full implementation (4) for providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We were rated as in initial implementation (3) for the following areas: Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making; building the capacity of and supporting family members to effectively engage in advisory groups and decision-making; and providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Priority 6: School Climate requires that the LEA administers a local climate survey at least every other year that provides a measure of the perceptions of school safety and connectedness, such as the California Healthy Kids Survey (CHKS), to students in at least one grade within the grade span(s) that the LEA serves.

In 2021-22, CHKS was administered to all students in grades 5-12, with a district-wide participation rate of 56.5%. Thirty-nine schools had a student participation rate at or above 70%. Districtwide, 59.7% of students reported feeling connected to their school and 59.4% of students reported feeling safe in their school.

Priority 7: Broad Course of Study requires that we a) identify the measures or tools used to track the extent to which all students have access to, and are enrolled in a broad course of study, b) summarize the extent to which all students have access to a broad course of study, c) identify the barriers preventing the LEA from providing access to a broad course of study for all students, and d) describe what revisions, decisions, or new actions will or has the LEA implemented to ensure access to a broad course of study.

a) Tools to track access: We use our data dashboards at ousddata.org to track progress on key measures of student access to and enrollment in a broad course of study. We monitor the on-track status of students for A-G course completion and offer linked learning pathways, which include work-based learning, internships and Career Technical Education. We also offer Computer Science in grades 6-9, Ethnic Studies in grades 9 and 10, and Graduate Capstones for seniors at all comprehensive high schools.

b) Access to a broad course of study: All students have access to the A-G course sequence. All high schools and alternative schools offer at least one linked learning pathway. All middle schools offer an introduction to computer science. We continue to expand the offering of Ethnic Studies in ninth grade as well as provide professional development and curricular supports for these teachers to be effective. Seniors at all comprehensive high schools participate in the graduate capstone.

c) Barriers to access: Funding constraints and staffing challenges mean that tradeoffs are necessary, as schools cannot offer all courses and programs for all students. For the Graduate Capstone, while there is some inclusion of Career Technical Education skills in the Capstone Project, this continues to be an area of learning for us as a district. In addition, the common rubrics provide data to raise districtwide awareness of what high quality research, writing, and presentation skills need to be, and also points to the need for schools to structure opportunities for students to develop and practice these skills before senior year.

d) Actions to ensure access: Some areas in which we have invested to increase access to a broad course of study include offering work-based learning embedded in academic A-G courses; continuing to offer computer science at all middle schools; expanding course offerings in ethnic studies, with professional development and curricular support for these teachers; and expanding multilingual assessments to more schools, grade levels, and new languages. Additional efforts have been made to increase participation of underrepresented student groups (e.g., foster youth) in linked learning pathways and increased implementation of the dual language enrollment policy to ensure equitable access and language balances appropriate to program need.

Fiscal Impact   No Fiscal Impact

Attachment(s)   ● Presentation