California School Dashboard: Report on Local Indicators

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Presented to OUSD Board of Education

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Annual Report

Local Indicators

- Report to Board of Education annually

- Upload to California School Dashboard by November 16, 2018
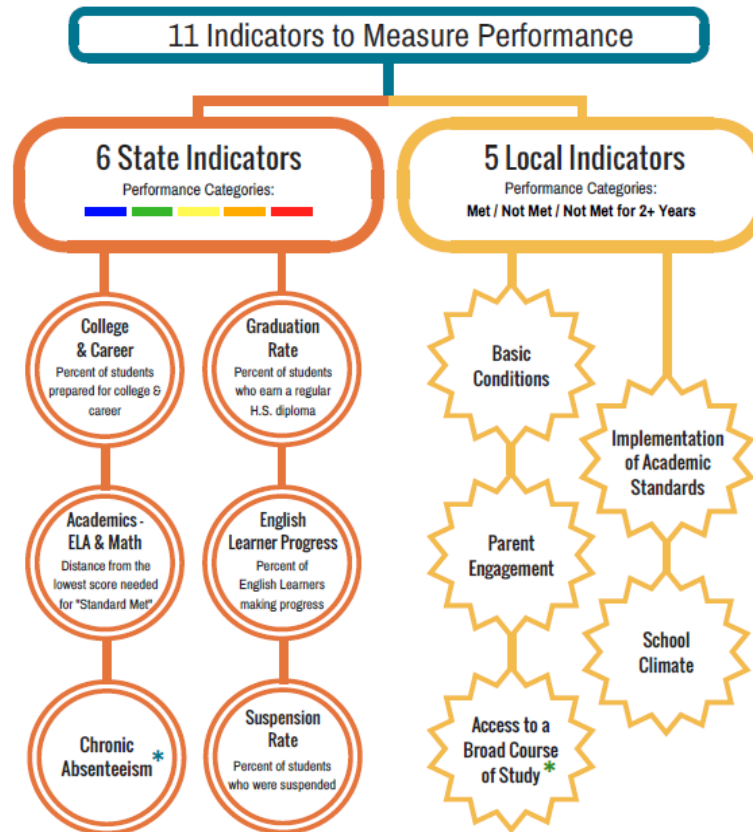
California School Dashboard

State Indicators
- 6 state indicators
- Pre-populated by the state
- Quantitative data

5 Performance categories:
Blue
Green
Yellow
Orange
Red

Local Indicators
- 5 local indicators
- Districts populate them with analysis of progress from local data
- Qualitative + quantitative data

3 Performance categories:
Met
Not Met
Not Met for 2+ years

11 Indicators to Measure Performance

6 State Indicators
Performance Categories:

- **College & Career** — Percent of students prepared for college & career
- **Graduation Rate** — Percent of students who earn a regular H.S. diploma
- **Academics - ELA & Math** — Distance from the lowest score needed for "Standard Met"
- **English Learner Progress** — Percent of English Learners making progress
- **Chronic Absenteeism** *
- **Suspension Rate** — Percent of students who were suspended

5 Local Indicators
Performance Categories:
Met / Not Met / Not Met for 2+ Years

- **Basic Conditions**
- **Implementation of Academic Standards**
- **Parent Engagement**
- **School Climate**
- **Access to a Broad Course of Study** *

Priority 1:
BASIC CONDITIONS

Standard: *LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.*

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	61 Misassignments of teachers of English learners 79 Total teacher misassignments TBD Teacher vacancies
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0 students 100% of students
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) ● 2016-17 FIT reports	3 Exemplary 59 Good 22 Fair 1 Poor

Priority 2:
IMPLEMENTATION OF ACADEMIC STANDARDS

Standard: *The local educational agency (LEA) annually measures its progress implementing state academic standards.*

Rating Scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	**4 - Full Implementation:** English Language Development **3 - Initial Implementation:** English Language Arts, Mathematics, Next Generation Science Standards (NGSS) **2 - Beginning Development:** History-Social Science
Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.	**3 - Initial Implementation:** English Language Arts, Mathematics, Next Generation Science Standards (NGSS) **2 - Beginning Development**: History- Social Science, English Language Development
Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).	**3 - Initial Implementation:** English Language Development, Next Generation Science Standards (NGSS) **2 - Beginning Development:** English Language Arts, Mathematics **1 - Exploration and Research Phase:** History-Social Science

Priority 2:
OTHER ADOPTED ACADEMIC STANDARDS

Standard: The local educational agency (LEA) annually measures its progress implementing state academic standards.

Rating Scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.	**4 - Full Implementation:** Visual and Performing Arts **3 - Initial Implementation:** Career Technical Education, Health Education Content Standards **2 - Beginning Development:** Physical Education Model Content Standards, World Language

Priority 2:
SUPPORT FOR TEACHERS & ADMINISTRATORS

Standard: *The local educational agency (LEA) annually measures its progress implementing state academic standards.*

Rating Scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability

During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?	**3 - Initial Implementation:** Identifying the professional learning needs of groups of teachers or staff as a whole **2 - Beginning Development:** Identifying the professional learning needs of individual teachers **3 - Initial Implementation:** Providing support for teachers on the standards they have not yet mastered

Priority 3:
PARENT ENGAGEMENT

Standard: *The local educational agency (LEA) measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs.*

California School Parent Survey (CSPS)
- Administered in 2017-18 in online format, with some paper surveys printed in latter part of survey window
- Translated into 5 languages (Spanish, Chinese, Vietnamese, Khmer, Arabic)
- 12,855 parents/guardians submitted responses (1,197 special education parents)
- 50 schools (57.5%) had a parent survey response rate of 40% or higher

Provides rich information on:
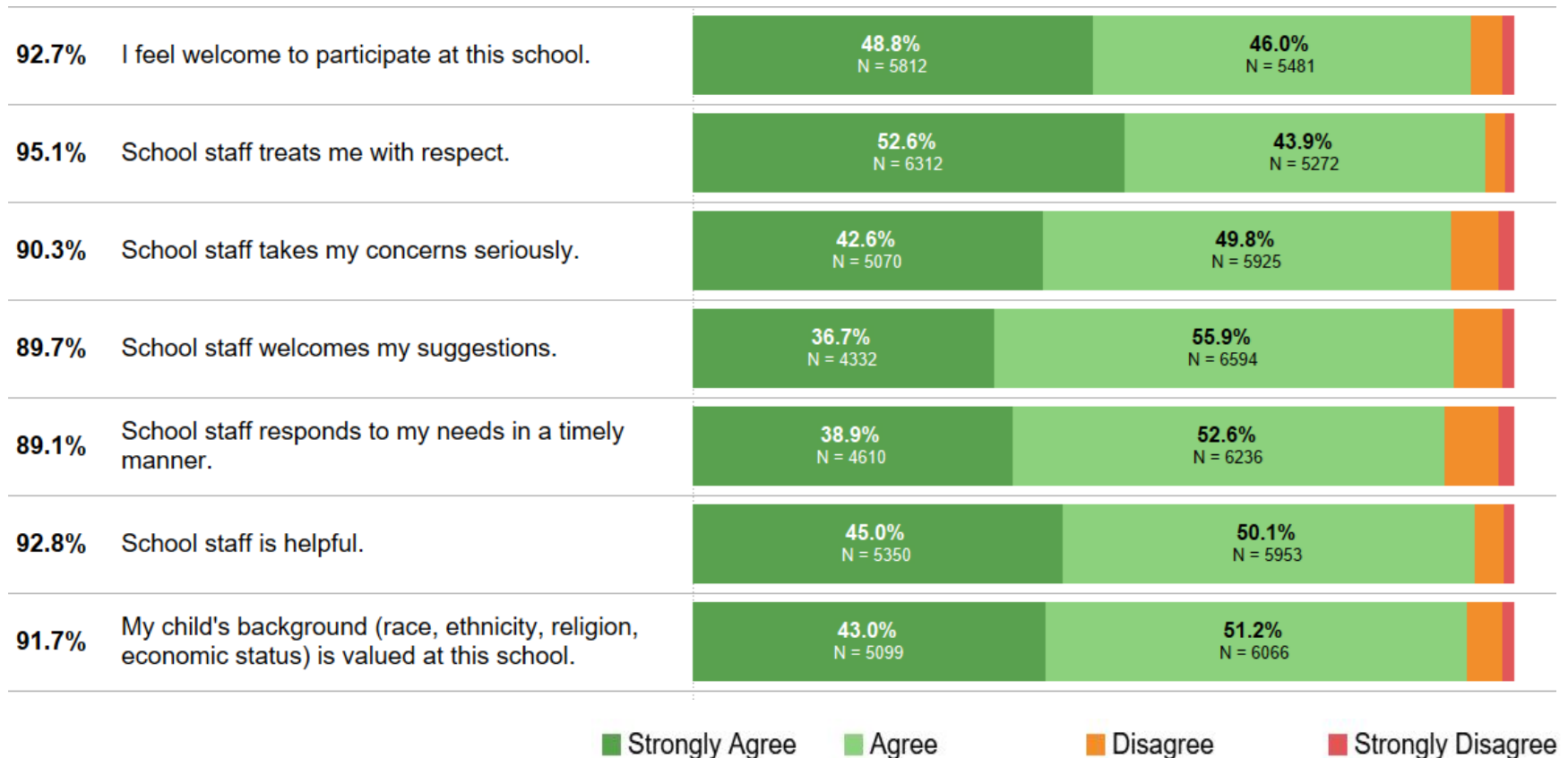Parent involvement (Priority Area 3)
Parent views on student conditions for learning (Priority Area 1)
Parent views of student engagement (Priority Area 5)
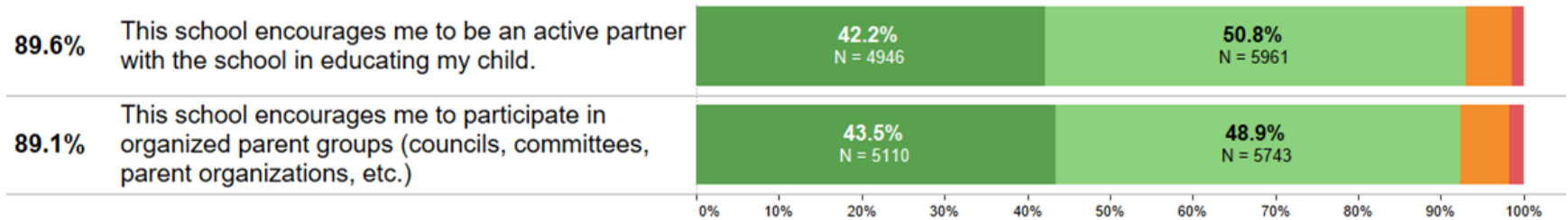Parent views of school climate and safety (Priority Area 6)

Priority 3:
PARENT ENGAGEMENT

Standard: *The local educational agency (LEA) measures its progress in (1) <u>seeking input from parents in decision making</u> and (2) promoting parental participation in programs.*

92.7%	I feel welcome to participate at this school.	**48.8%** N = 5812	**46.0%** N = 5481
95.1%	School staff treats me with respect.	**52.6%** N = 6312	**43.9%** N = 5272
90.3%	School staff takes my concerns seriously.	**42.6%** N = 5070	**49.8%** N = 5925
89.7%	School staff welcomes my suggestions.	**36.7%** N = 4332	**55.9%** N = 6594
89.1%	School staff responds to my needs in a timely manner.	**38.9%** N = 4610	**52.6%** N = 6236
92.8%	School staff is helpful.	**45.0%** N = 5350	**50.1%** N = 5953
91.7%	My child's background (race, ethnicity, religion, economic status) is valued at this school.	**43.0%** N = 5099	**51.2%** N = 6066

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Priority 3:
PARENT ENGAGEMENT

Standard: *The local educational agency (LEA) measures its progress in (1) seeking input from parents in decision making and (2) <u>promoting parental participation in programs</u>.*

		Strongly Agree	Agree	Disagree	Strongly Disagree
89.6%	This school encourages me to be an active partner with the school in educating my child.	42.2% N = 4946	50.8% N = 5961		
89.1%	This school encourages me to participate in organized parent groups (councils, committees, parent organizations, etc.)	43.5% N = 5110	48.9% N = 5743		

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

Priority 6:
SCHOOL CLIMATE

Standard: The local educational agency (LEA) administers a local climate survey at least every other year that provides a valid measure of 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 (e.g., K-5, 6-8, 9-12).
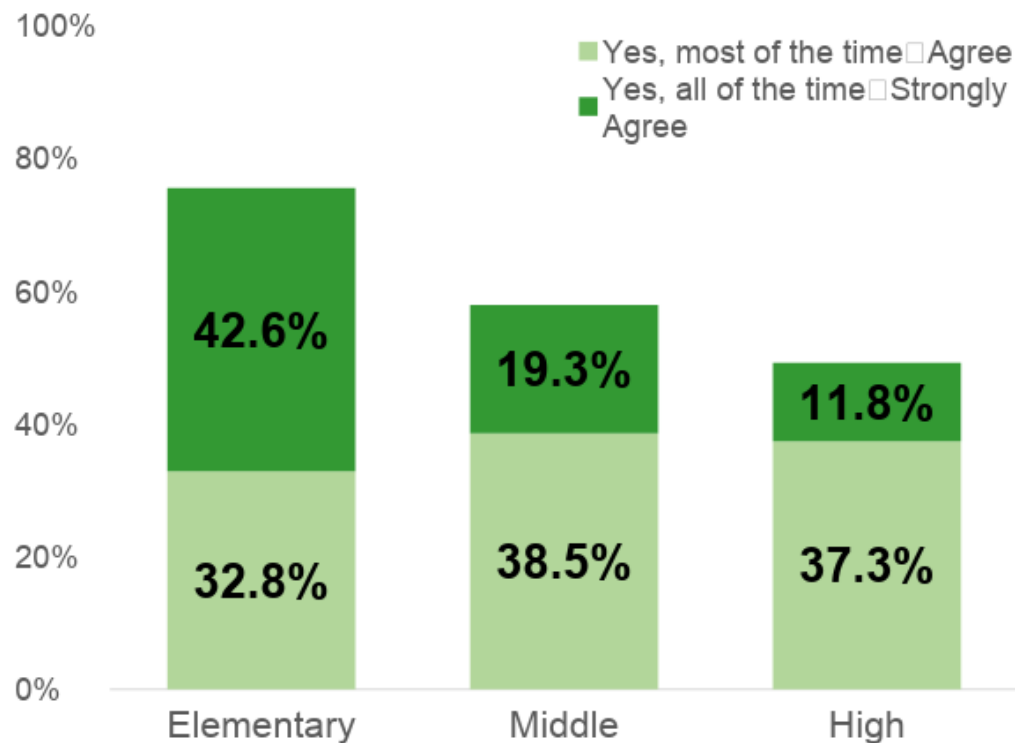
California Healthy Kids Survey (CHKS)

- Administered in 2017-18 to all students in grades 5-12
- District-wide student participation rate was 73.0%
- 66 schools had a student survey participation rate of 70% or higher

Priority 6:
SCHOOL CLIMATE – School Connectedness

School Connectedness
% Positive Responses

■ Yes, most of the time☐Agree
■ Yes, all of the time☐Strongly Agree

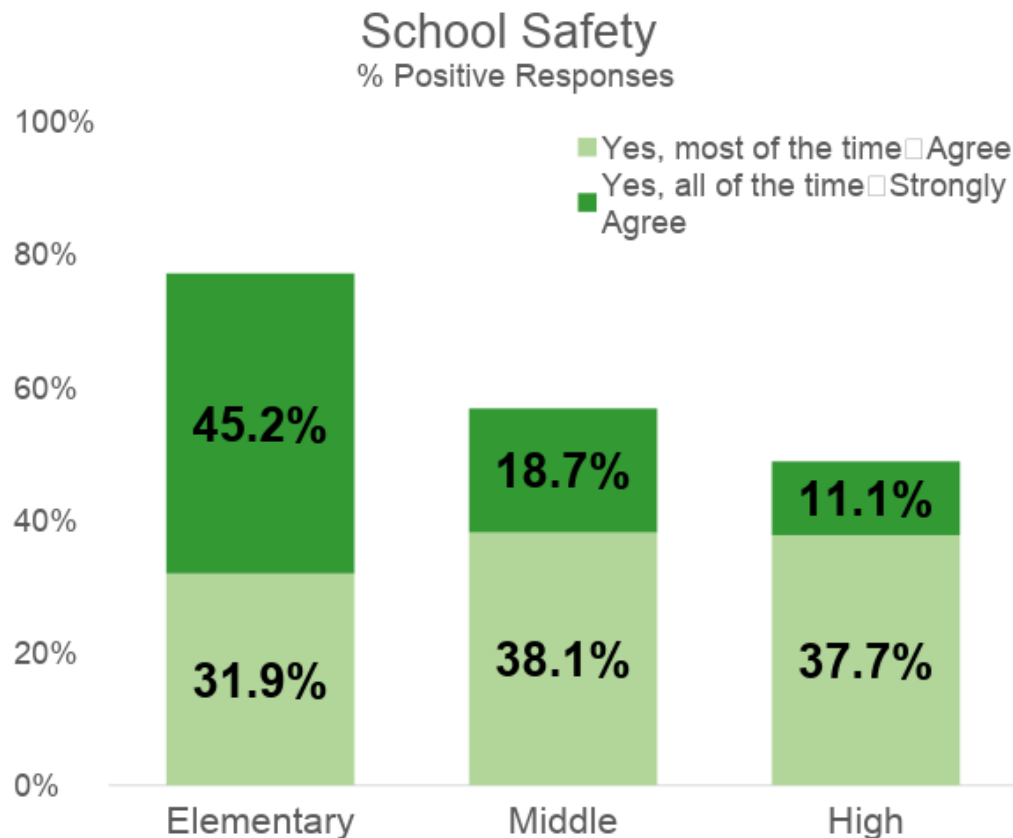|	Elementary	Middle	High
Yes, all of the time	42.6%	19.3%	11.8%
Yes, most of the time	32.8%	38.5%	37.3%

Questions

I feel close to people at this school.
I am happy to be at this school.
I feel like I am part of this school.
The teachers at this school treat students fairly.
I feel safe in my school.

Response Options

Elementary **(4 point scale):** Yes, all of the time, Yes, most of the time, Yes, some of the time, No, never
Secondary: **(5 point scale)** Strongly agree, Agree, Neither disagree nor agree, Disagree, Strongly disagree

Priority 6:
SCHOOL CLIMATE – School Safety

School Safety
% Positive Responses

Legend:
- Yes, most of the time / Agree
- Yes, all of the time / Strongly Agree

Elementary: 45.2%, 31.9%
Middle: 18.7%, 38.1%
High: 11.1%, 37.7%

Questions
Elementary: Do you feel safe in school?
Secondary: I feel safe in my school.

Response Options
Elementary:
Yes, all of the time
Yes, most of the time
Yes, some of the time
No, never

Secondary:
Strongly Agree
Agree
Neither Agree Nor Disagree
Disagree
Strongly Disagree

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study.

- **Data dashboards** at ousddata.org include tools to track progress on key measures of student access to and enrollment in a broad course of study.

- **On-Track for A-G course completion:** Broad course of study for UC/CSU eligibility and for OUSD graduation (History-Social Studies, English, Math, Laboratory Science, Language Other than English, Visual & Performing Arts, and College Preparatory Electives. A, B, and G requirements can now be fulfilled through OUSD Office of Equity-created Khepera curriculum courses.

- **Linked Learning pathways** including work-based learning, internships, and Career Technical Education.

- **Universal Computer Science (grades 6-9)**

- **Ethnic Studies (grade 9)**

- **Graduate Capstone** interdisciplinary research project

Priority 7:
Broad Course of Study - Access [New]

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study.

- **A-G:** All students have access to the A-G course sequences.

- **Linked Learning:** All high schools, 6-12 schools and most alternative schools offer at least one Linked Learning pathway. Our goal is 100% participation for students in grades 10-12, and in 2017-18, participation reached 78% for all students in grades 10-12, and 85% for grade 10.

- **Universal Computer Science (grades 6-9):** Offerings at all middle schools provide an introduction to computer science.

- **Ethnic Studies (grade 9):** Offerings increased from 2 to 8 high schools over three years. In seven of these schools, Ethnic Studies is offered to all 9th graders.

- **Graduate Capstone:** Seniors at all high schools participated. In 2018, ⅔ were scored using a common rubric focused on research writing, oral presentation, and field research.

Priority 7:
Broad Course of Study - Barriers [New]

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

- **Funding and staffing challenges** mean that trade-offs are necessary, as schools cannot offer all courses and programs for all students.

  For example, 9th grade Ethnic Studies (per board policy) vs. other 9th grade courses and resources to invest in professional development for teachers of the new Ethnic Studies curriculum

- **New courses:** High schools may not understand that the Khepera curriculum offers courses that carry A-G accreditation, that any teacher with an appropriate credential is eligible to teach the courses, and that the courses are open to <u>all</u> students.

Priority 7:
Broad Course of Study - Equity [New]

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We continue to expand access and enrollment in a broad course of study for all students. We review disaggregated data to identify student groups that are underrepresented in these areas:

- **A-G** including Khepera curriculum in History (A), English (B), and Electives (G). Khepera curriculum will also continue to be utilized at middle school and elementary school levels.
- **Linked Learning Pathways** -- special efforts to increase participation of underrepresented student groups (e.g., Foster Youth)
- **Computer Science** in middle school will continue for all students.
- **Ethnic Studies** will continue to expand, particularly as a 9th grade course
- **Graduate Capstone** - will seek board policy and provide recommendations on how schools can create master schedules to ensure high quality Capstone project experiences for all students

EVERY STUDENT THRIVES!

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