OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer Jean Wing, Executive Director, Research Assessment & Data
Board Meeting Date	October 10, 2019
Subject	California School Dashboard: Annual Local Indicators Report for OUSD

Action

No specific board action required.

Background

In Spring 2017, the California Department of Education introduced a system of 10 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 now 11 Local Indicators: 6 State Indicators, and 5 Local Indicators.

The State Indicators measure areas of academic performance and school climate (SBAC English Language Arts and Math; English Learner Progress; Graduation; College & Career Readiness; Chronic Absence; and Suspensions).

Local Indicators measure Basic Conditions; Implementation of Academic Standards; Parent Engagement; School Climate; and Access to a Broad Course of Study. They are measured by the local school district and reported on the California School Dashboard. Each year, every Local Education Agency (LEA, or school district) is required to present a report to the Board of Education on district performance for the Local Indicators, prior to uploading the data to the California School Dashboard. This year, uploading must be completed by November 1, 2019. Once the presentation and uploading takes place for each of the five Local Indicators, the district is designated as having "Met" the goal for this year.

Results & 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 of misassignments of teachers of English Learners was 43. The total number of teacher misassignments was 64. The number of vacant teacher positions was 119. 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 14 (3 exemplary, 68 good, 14 fair, 0 poor).

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

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

In the area of implementation progress, Career Technical Education was rated at full implementation (4), Health was rated at initial implementation (3), Physical Education and World Language were each rated at beginning development (2), and Visual and Performing Arts was rated as in the exploration and research phase (1).

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 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 initial stages of implementation (3) in each of the following areas: Developing the capacity of staff to build trusting and respectful relationships with families; creating welcoming environments for all families in the community; and supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. We were rated as in beginning development of implementation (2) for developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Under the category of building partnerships for student outcomes, we were rated as in the initial stages of implementation (3) in each of the following areas: Providing professional learning and support to teachers and principals

to improve a school's capacity to partner with families; providing families with information and resources to support student learning and development in the home; 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 the initial stages of implementation (3) in each of 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; 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; 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 2018-19, CHKS was administered to all students in grades 5-12, with a district-wide participation rate of 64.7%. Fifty nine schools had a student participation rate at or above 70%. 59.1% of students reported feeling connected to their school. At the elementary, middle, and high school levels, respectively, 74.5%, 57% and 51.5% felt connected. 61.5% of students reported feeling safe in their school. At the elementary, middle and high school levels, respectively, 76.8%, 59.3% and 53.9% of students reported feeling safe in 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

Universal Computer Science in grades 6-9, Ethnic Studies in grade 9, and seniors at all high schools complete a Graduate Capstone.

b) <u>Access to a broad course of study</u>: 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. Nine high schools offer ethnic studies courses, and at 8 schools it is offered to all ninth graders. Seniors at all high schools participated in the graduate capstone and in 2018-19, two thirds of projects were scored using a common rubric focused on research writing, oral presentation, and field research.

c) <u>Barriers to access</u>: Funding constraints 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. For the Graduate Capstone, while there is some inclusion of Career Technical Education skills in the Capstone Project, this is an area of learning for us as a district. In addition, the common rubrics provide data to raise district-wide 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) <u>Actions to ensure access</u>: 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, seeking board policy approval for recommendations on how schools can create master schedules to ensure high quality graduate capstone project experiences for all seniors, 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   <mark>Presentation slides forthcoming.</mark>