

**LEGISLATIVE FILE**

File ID Number 12-2302  
Introduction Date 9/12/12  
Enactment Number 12-2353  
Enactment Date 9/12/12 ES

Date: August 23, 2012

To: Board of Education

From: David Kakishiba

Re: **Unfinished Business Item for the September 12, 2012 Board of Education Meeting**  
**Board of Education "Balanced Scorecard"**

I move that the Board of Education adopt the attached Board of Education Balanced Scorecard framework, and refers this framework to the Superintendent to establish baseline measures and annual growth targets for each of the 18 progress indicators, and for the Superintendent to present such baseline measures and annual growth targets to the Board of Education at its November 14, 2012 Regular Meeting.

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## Goals for Student Achievement

Goals	Progress Indicators
<p style="text-align: center;"><b><u>Goal One</u></b></p> <p>Every 9<sup>th</sup> grader graduates high school prepared to succeed in college and career.</p>	<ol style="list-style-type: none"> <li>1. Cohort Graduation Rates disaggregated by school and demographic population.</li> <li>2. # and % of students meeting A-G requirements upon graduation disaggregated by school and demographic population.</li> <li>3. # and % of students demonstrating college readiness disaggregated by school and demographic population, as indicated by the CSU Early Assessment Program.</li> <li>4. # and % of students who have completed an academy or career pathway program upon graduation disaggregated by school and demographic population.</li> <li>5. # and % of students meeting A-G requirements at the end of their 9<sup>th</sup> grade, 10<sup>th</sup> grade, and 11<sup>th</sup> grade years disaggregated by school and demographic population.</li> </ol>
<p style="text-align: center;"><b><u>Goal Two</u></b></p> <p>Students attend school every day.</p>	<ol style="list-style-type: none"> <li>1. # and % of students who are absent from school 10% or more days in a year disaggregated by school and demographic population.</li> <li>2. # and % of students who are present in school 95% or more days in a year disaggregated by school and demographic population.</li> <li>3. # and % of 5<sup>th</sup> graders who attend an OUSD middle school for their 6<sup>th</sup> grade.</li> </ol>
<p style="text-align: center;"><b><u>Goal Three</u></b></p> <p>Racial disparities in student discipline are not evident.</p>	<ol style="list-style-type: none"> <li>1. # and % of students who receive one or more suspensions disaggregated by school and demographic population.</li> <li>2. # and % of students who receive one or more discipline referrals disaggregated by school and demographic population.</li> </ol>

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## Goals for Operational Excellence

Goals	Progress Indicators
<p><b><u>Goal One</u></b>            There is high quality instruction in every classroom.</p>	<ol style="list-style-type: none"> <li>1. # and % of teachers who demonstrate growth in pedagogical knowledge, expertise, and effectiveness, as indicated by performance assessment findings.</li> <li>2. # and % of teachers who indicate satisfaction with the relevance, quality, and personal engagement with school and district-based professional development, collaboration, and coaching, as indicated by teacher surveys and focus groups.</li> <li>3. # and % of new teachers retained after their 5<sup>th</sup> year of service, disaggregated by school/program and credential.</li> </ol>
<p><b><u>Goal Two</u></b>            Every school is a high-quality full-service community school.</p>	<ol style="list-style-type: none"> <li>1. # and % of schools assessed as a high-quality full-service community school, disaggregated by School Quality Review rubric standards.</li> <li>2. # and % of schools demonstrating growth in school quality standards following baseline School Quality Review assessment.</li> </ol>
<p><b><u>Goal Three</u></b>            Oakland Unified School District is solvent and its financial resources are maximized to improving teaching and learning.</p>	<ol style="list-style-type: none"> <li>1. On-going revenues are equal to or exceed on-going expenses.</li> <li>2. Funding is allocated to practices and programs that achieve positive outcomes.</li> <li>3. Funding to schools is equitably distributed based on the different needs and life circumstances of students.</li> </ol>