# California School Dashboard:
# Report on Local Indicators

Presented by

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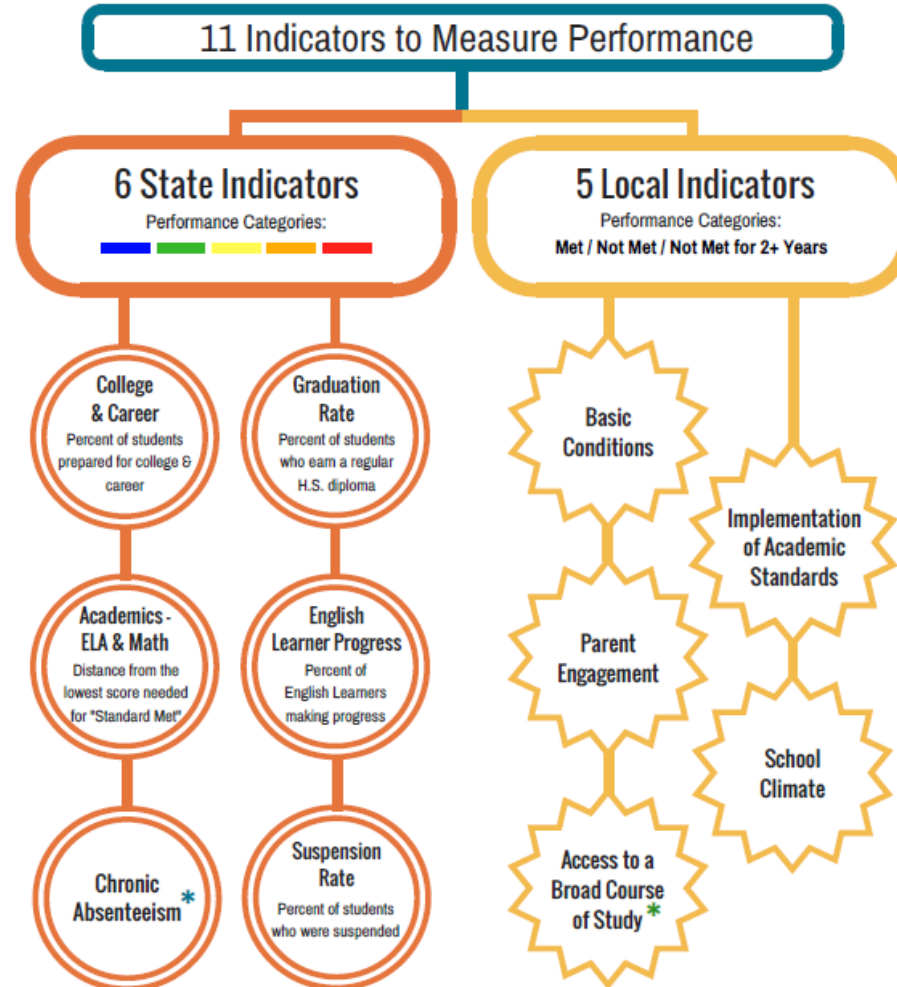
# California School Dashboard

## State Indicators

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

## 5 Performance Categories:

**Blue**
**Green**
**Yellow**
**Orange**
**Red**

## 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** *

## 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**

*Local Indicators must be reported to the local Board of Education and then to the State Department of Education by November 1, 2019*

# 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 (ELs), total teacher missasignments, and vacant teacher positions in 2018-19: **43/64/119**

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

- Number of identified instances where facilities\* do not meet the "good repair" standard: **3** exemplary, **68** good, **14** fair, **0** poor

\*Based upon 2017-18 FIT reports.

# Priority 2: Implementation of Standards

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

| | Providing professional learning | Aligned instructional materials | Supporting staff in instructional delivery |
|---|---|---|---|
| English Language Arts | 3 | 3 | 3 |
| English Language Dev. | 3 | 3 | 4 |
| Math | 3 | 3 | 2 |
| Next Gen. Science Standards | 3 | 3 | 2 |
| His./Soc. Sci. | 2 | 2 | 1 |

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

# Providing Professional Learning - Priority 2

- Four days of Common Core State Standards-aligned professional development (PD) to K-8 ELA teachers in June 2019.

- PD for designated and integrated English Language Development, including over 700 hours of PD in 2018-19. 40% of teachers at sites with more than 30% English Language Learners are GLAD-certified.

- Relaunching a teacher leader program to ensure sites have on site support for math. 100% of teachers have been trained in illustrative math curriculum. Middle school math coaches engage in weekly collaboration, and teachers engage in bi-monthly planning and analysis meetings.

- Next Generation Science Standards-aligned curriculum is in use in 2019. Teachers from over 90% of schools participated in foundational training on new standards, curriculum, and assessments. Monthly teacher leader meetings to support NGSS implementation.

# Aligned Instructional Materials - Priority 2

- Districtwide Common Core aligned instructional materials adopted for grades K-8. Early cohort of schools are implementing updated 6-8 materials with more explicit English Language Development supports and culturally relevant texts.

- Supplementary materials for English Language Development (ELD) have been identified and are in use by trained site staff. Secondary newcomer ELD classrooms use National Geographic Inside/EDGE programs. Other ther secondary ELD classrooms use English 3D and/or WordGen weekly.

- A Core Curriculum Guide for Math has been distributed to every K-5 teacher, along with Student Activity Books from Math Expressions in the 70% of schools using the district-adopted curriculum. All teachers have access to materials online. Currently conducting a pilot of two CCSS aligned high school math programs, with plans to adopt materials districtwide for 2020-21.

- Next Generation FOSS was adopted for K-8 and implementation began in 2018-19.

- Textbooks aligned to Common Core History standards and the CA History-Social Science Framework are in use at the high school level.

# Supporting Staff in Instructional Delivery - Priority 2

- Increased implementation of professional learning communities for ELA. Learning walk tools to support K-5 literacy instruction are used centrally,

- 10-15 schools conduct whole-school audits that involve collecting evidence and assessing efficacy of English Language Learner (ELL) practices. ELL specialists push into sites to support collaborative-based cycles of inquiry. Data dashboards for ELL progress monitoring are updated throughout the year to provide support in goal setting for teachers, students and parents.

- New Math teacher leaders collaborate monthly with STEM coordinators. Ongoing implementation of a robust program for improving Math instruction at middle school.  Math coaches facilitate weekly professional learning communities and provide regular coaching and feedback to middle school teachers.

- Ongoing development of a tool to assess the quality of instruction aligned to History and Social science standards for grades 6-12.

# Priority 2: Implementation of Standards

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

| | Implementation Progress |
|---|---|
| Career Technical Ed. | 4 |
| Health | 3 |
| Physical Education | 2 |
| Visual & Performing Arts | 1 |
| World Language | 2 |

| | Support for Teachers & Administrators |
|---|---|
| Identifying professional learning needs of groups | 3 |
| Identifying professional learning needs of individual teachers | 3 |
| Providing support for teachers on standards not yet mastered | 3 |

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

# Implementation Progress - Priority 2

- Career Technical Education (CTE) pathways have expanded and strengthened through targeted investment and coaching. Oakland Unified now has 18 "High Quality CTE Programs" - this is over 50% of programs, including those in design stages at Alternative Education sites.

- Ongoing implementation of mandated comprehensive sexual health education and other content areas through grant funding.

- OUSD Physical Education is at the Beginning Development stage of implementing instruction and assessments in the Physical Education Model Content Standards.

- New Visual and Performing Arts (VAPA) standards were issued earlier this year, so teachers are only recently becoming aware of the new standards and how they differ from previous standards. Implementation will take several years.

- Only 15% of world language teachers have attended PD on world language standards. Conflicting demands for time for these teachers with site based PD is one cause of the delay in implementation.

# Support for Teachers & Administrators - Priority 2

*Identifying professional learning needs of groups*

- ○ Survey of instructional coaches/teachers on special assignment, teacher leaders and biweekly principal and coach learning walks

*Identifying professional learning needs of individual teachers*

- ○ Observation and feedback using Oakland Effective Teacher Framework. Site-based cycles of inquiry through which teacher teams test the impact of practices on student learning and share their learning needs at the end of each cycle.

*Providing support for teachers on standards not yet mastered*

- ○ Principals provide support for teachers to meet standards on the Oakland Effective Teacher Framework.

# 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.*

| Building Relationships | Implementation Progress |
|---|---|
| Developing the capacity of staff to build trusting and respectful relationships with families. | 3 |
| Creating welcoming environments for all families in the community. | 3 |
| Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 3 |
| 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. | 2 |

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

# 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.*

| Building Partnerships for Student Outcomes | Implementation Progress |
|---|---|
| Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 3 |
| Providing families with information and resources to support student learning and development in the home. | 3 |
| 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. | 3 |
| Supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 3 |

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

# 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.*

| Seeking Input for Decision Making | Implementation Progress |
|---|---|
| Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 3 |
| Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 3 |
| 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. | 3 |
| 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. | 3 |

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

# 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 2018-19 to all students in grades 5-12

- District-wide student participation rate was 64.7%

- 59 schools had a student survey participation rate of 70% or higher

# Priority 6: School Climate

**59.1% of students reported feeling connected to their school.**



School Connectedness
% Positive Responses
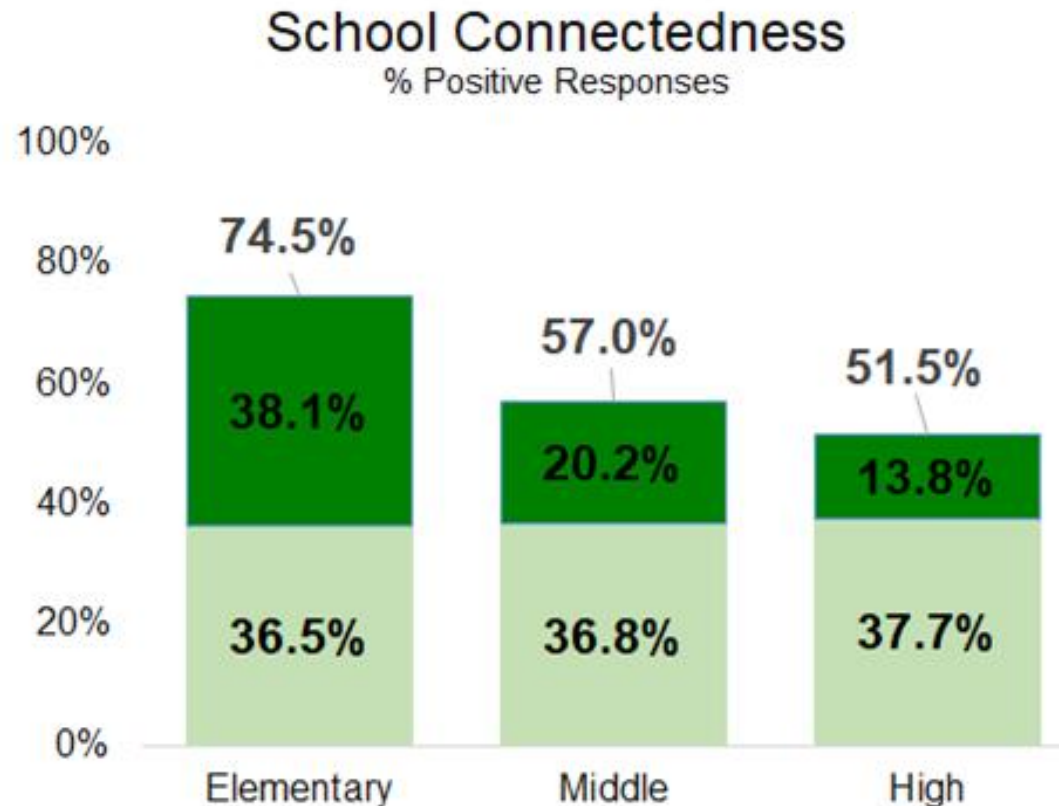
"I **feel close** to people at this school." "I **am happy** to be at this school." "I feel like **I am part of** this school." "The teachers at this school **treat students fairly**." "I **feel safe** in my school." or "How safe do you feel when you are at school?"

*Elementary* **(4 point scale):** Yes, all of the time; Yes, most of the time; Yes, some of the time; No, never; or Very safe; Safe; Neither safe nor unsafe; Unsafe; Very unsafe.

*Secondary*: **(5 point scale)** Strongly agree; Agree; Neither disagree nor agree; Disagree; Strongly disagree.

■ Agree  ■ Strongly Agree

# Priority 6: School Climate

**61.5% of students reported feeling safe in their school.**

## School Safety
### % Positive Responses
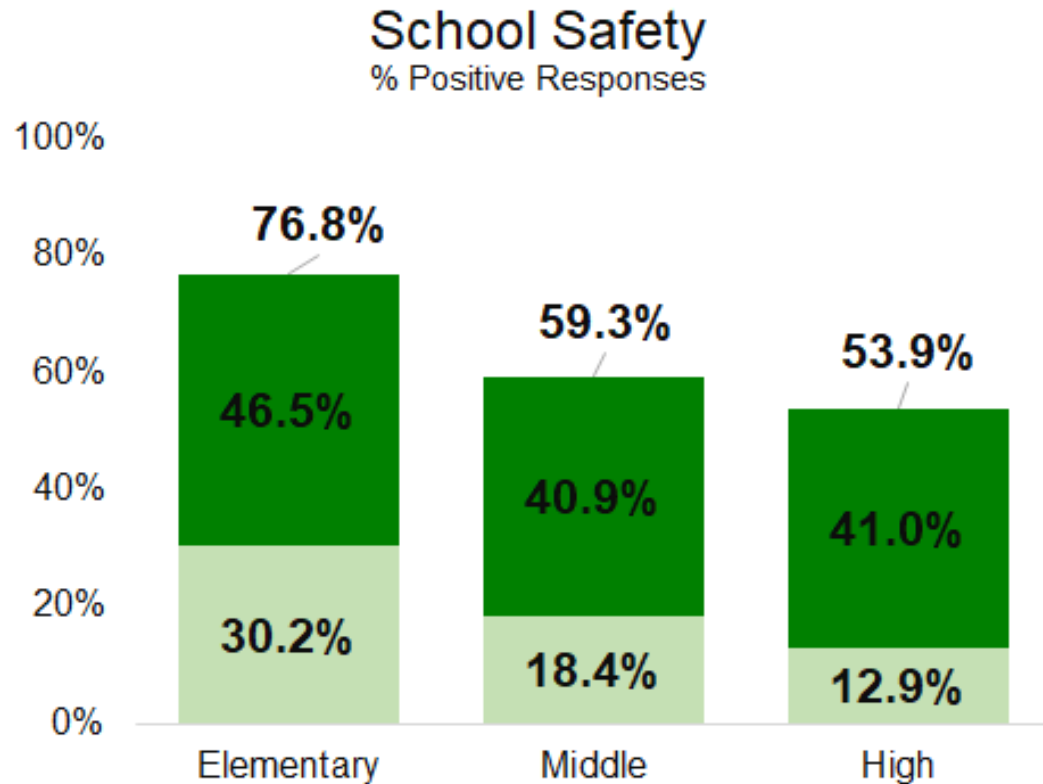


"**I feel safe** in my school."
or
"**How safe** do you feel when you are at school?"

*Elementary* **(5 point scale):** Very Safe; Safe; Neither Safe nor Unsafe; Unsafe; Very Unsafe

*Secondary*: **(5 point scale)** Strongly Agree; Agree; Neither Agree Nor Disagree; Disagree; Strongly Disagree

Agree   Strongly Agree

# Priority 7: Broad Course of Study

*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/African American Male Achievement-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

*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 and alternative schools offer at least one Linked Learning pathway.

- **Universal Computer Science (grades 6-9):** Offerings at all middle schools provide an introduction to computer science and help to prepare students for more advanced computer science/pathways in high school.

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

- **Graduate Capstone:** Seniors at all high schools participated. In 2018-19, two-thirds of Capstone projects were scored using a common rubric focused on research writing, oral presentation, and field research.

# Priority 7: Broad Course of Study

*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 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.

# Priority 7: Broad Course of Study

*What revisions, decisions, or **new actions** will or has the LEA implemented to ensure access to a broad course of study for all students?*

- **A-G -** Investment in work-based learning for students, which is frequently embedded in academic A-G courses.

- **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, with professional development and curricular supports for these teachers.

- **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

- **Multilingual Education** - expanding multilingual assessments to more schools, grade levels, and in new languages. Increasing implementation of dual language enrollment policy to ensure equitable access and language balances appropriate to program need.

# *EVERY STUDENT THRIVES!*



## OAKLAND UNIFIED
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