



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Superintendent's Report



Presented by Antwan Wilson, Superintendent

Presented to Board of Directors, OUSD

September 24, 2015

www.ousd.org



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OUR MISSION

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

OUR VISION

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

THE OAKLAND WAY

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success.



Superintendent's Report

- Schools
 - 20-Day Enrollment Count
 - School Staffing Update
- Balanced Score Card
 - Update on School Performance (SBAC/LCAP)
- Family Engagement
 - Family Engagement Update



**OAKLAND UNIFIED
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Community Schools, Thriving Students

2015-2016 Enrollment Counts

20th Day Summary of Counts



Presented by Hitesh Haria

Presented to Board of Education

Wednesday, September 23 2015

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DAY 20 COUNTS:

- We have added more students vs our projections.
- We added 1811 Non SDC students from Day 1 to Day 20.
- We counted almost the same amount of students on Day 20, 2014.



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Counts vs. Projections	Non-SDC Enrollment	SDC Enrollment	Total Enrollment
Projected	35,213	1,508	36,721
Day 20 Count	35,405	1,576	36,981
Variance	192	68	260

2015 COUNT PROGRESSION – NON SDC				
DAY 1	DAY 6	DAY 12	DAY 15	DAY 20
33,594	34,098	34,819	35,446	35,405
--	+504	+721	+627	-41

2015 vs 2014	Non-SDC Enrollment	SDC Enrollment	Total Enrollment
2015	35,405	1576	36,981
2014	35,463	1523	36,986
Variance	-58	53	-5



DAY 20 COUNTS REPORT: ELEMENTARY

- Overall, Elementary grades added students over projection in the TK and K grades, as well as 4th grade.

Vs PROJECTION	TK	Kinder	1 st	2 nd	3 rd	4 th	5 th	TOTAL
Projected	626	3,077	3,234	3,268	3,261	3,155	2,981	19,602
Day 20	652	3,291	3,263	3,240	3,218	3,210	2,971	19,818
Variance	26	214	2	-28	-43	55	-10	216

DAY 20 COUNTS REPORT: ELEMENTARY

- Compared to 2014, the trend has been to add students in TK and K, but to lose students in grades 1-3. Overall there was a decrease of 63 students in Elementary

2015 vs 2014	TK	Kinder	1 st	2 nd	3 rd	4 th	5 th	TOTAL
2015	652	3,291	3,263	3,240	3,218	3,210	2,971	19,818
2014	590	3,255	3,359	3,335	3,275	3,098	2,969	19,881
Variance	62	36	-96	-95	-57	112	2	-63

DAY 20 COUNTS REPORT: MIDDLE

- Middle schools beat projections only in the 6th grade. Overall they are marginally lower at -37 students.

Vs. Projection	6th	7th	8th	TOTAL
Projected	2,200	2,235	2,366	6,801
Day 20	2,258	2,215	2,291	6764
Variance	58	-20	-75	-37



DAY 20 COUNTS REPORT: MIDDLE

- For Middle Schools compared to 2014, the trend in projections is even more acute, with a marginal increase in 6th grade but triple digit losses in 7th and 8th grades.

2015 Vs. 2014	6 th	7 th	8 th	TOTAL
2015	2,258	2,215	2,291	6764
2014	2,240	2,344	2,391	6,975
Variance	18	-129	-100	-211

DAY 20 COUNTS REPORT: HIGH

- High schools have mostly beat projections, adding a good number of students in all grades, save for 12th, where there is a very large drop of students.

VS. Projection	9 th	10 th	11 th	12 th	TOTAL
Projected	2,236	2,219	2,189	2,166	8,810
Day 20	2,321	2,276	2,226	2,000	8,823
Variance	85	57	37	-166	13

DAY 20 COUNTS REPORT: HIGH

- Compared to 2014, High schools have added a healthy number of 9th, 10th and 11th grade students, but lost almost 100 12th graders.

2015 vs 2014	9 th	10 th	11 th	12 th	TOTAL
2015	2,321	2,276	2,226	2,000	8,823
2014	2,194	2,161	2,153	2,099	8,607
Variance	127	115	73	-99	216



DAY 20 COUNTS REPORT

QUESTIONS AND ANSWERS



EVERY STUDENT THRIVES!



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School Staffing Update

Fall Update



Presented by Brigitte Marshall, Talent Division

Presented to Board of Education

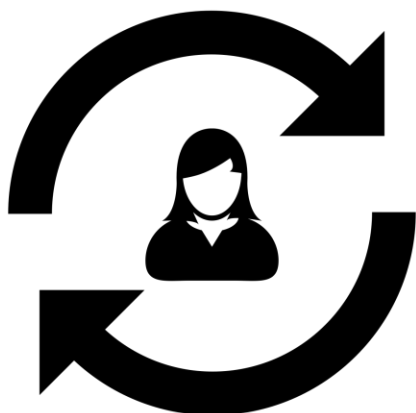
September 24, 2015

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Vacancies



2014

- Up until June: 316
- July: 77
- August: 73
- September: 10



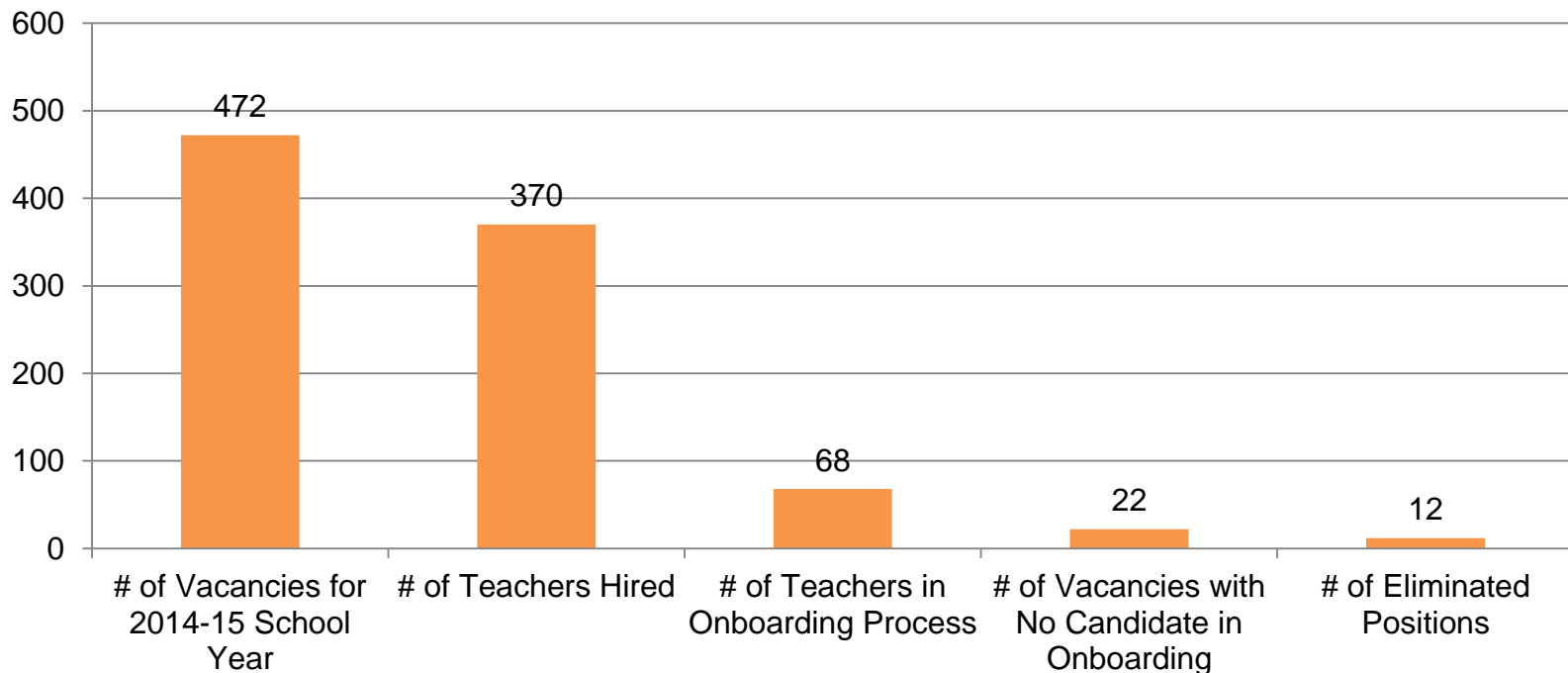
2015

- Up until June: 282
- July: 116
- August: 100
- September: 4



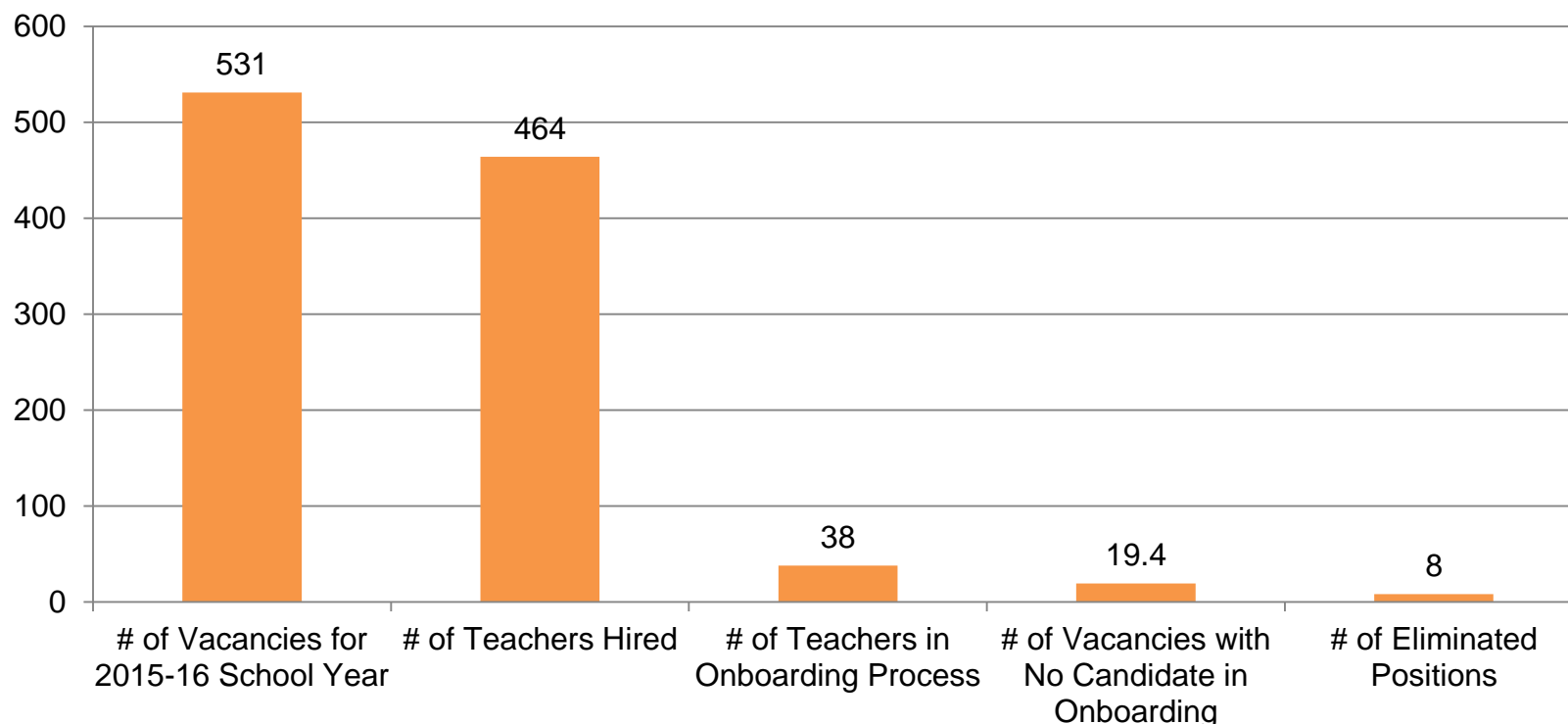
Teacher Staffing Data 14-15

For the 2014-2015 school year, there were 472 vacancies for teaching positions at school sites. 370 teachers were hired and 68 were in the onboarding process as of September 24th 2014. 12 positions were eliminated by the principal/hiring manager. There were 20 vacancies with no candidate in the onboarding process as of September 24, 2014.



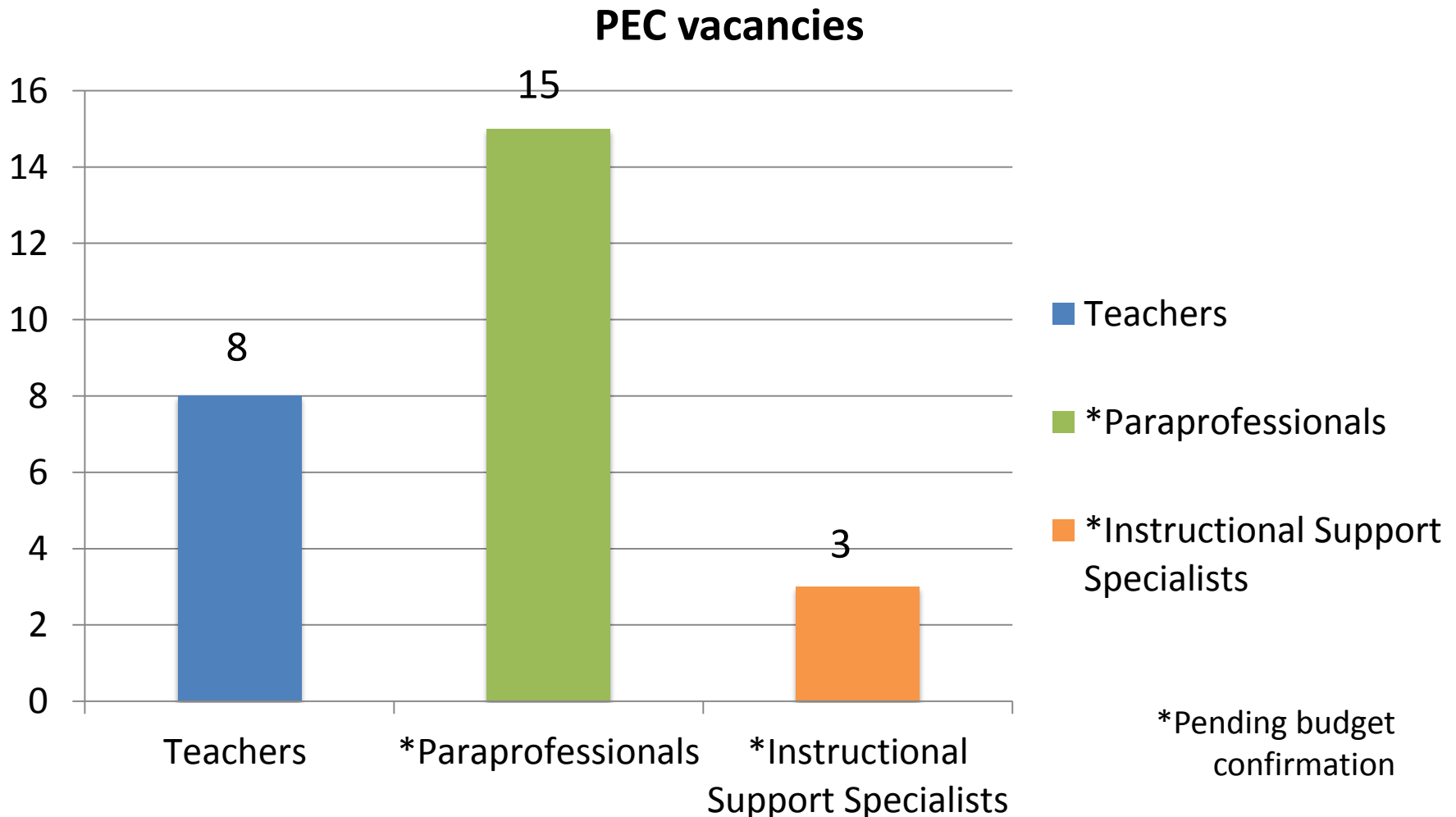
Teacher Staffing Data 15-16

For the 2015-2016 school year, there have been 531 vacancies for teaching positions at school sites. 464 teachers have been hired and 32 are in the onboarding process as of September 17th 2015. 8 positions have been eliminated by the principal/hiring manager. There are currently 19.4 vacancies with no candidate in the onboarding process.





Programs for Exceptional Children



First Day of School

Classroom teacher vacancies on the first day of school:

15

Central office staff deployed into classrooms:

16

Subbing for Self:

10





First Day of School

Strategies to ensure every child has a teacher:

- Long-term substitutes
- STIP substitute teachers
- Credentialed Central Office staff
- Reassignment of students
- Teachers on Special Assignment
- Retired teachers



Long Term Staffing Strategies

- Class Consolidations
- Reassignment of students
- Overloading
- Compensation & Supports for Teachers



Challenges

- **Teacher Shortage**
 - Baby Boomer Retirement
 - Reduction of people in credential programs
 - Improved economy
 - Increased funding
 - Lower student-teacher ratios TK-3
- **Late Resignations**
- **Fingerprinting process**



New Teachers

Preliminary teachers in the induction programs: **320**

Intern credential teachers: **140**

Pre-intern teachers working towards their credential:
172

Total number of teachers matched with mentors: **632**



New Teacher Support Plan

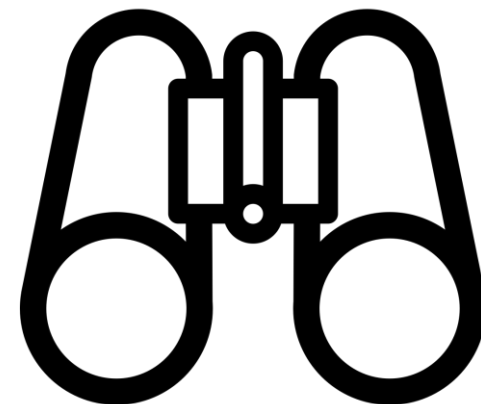
- Development of comprehensive data roster and tracking tool
- Assignment of mentors to all interns and induction participants
- Participation in TGDS for all probationary and temporary teachers
- CBEST and CSET study sessions
- Fee reimbursement
- Site based orientation protocols developed
- Participation in summer professional learning
- No-Nonsense Nurturing Online courses
- Site-based new teacher case managers



Looking ahead

Diversify our workforce through “growing our own”

- Developing Pipelines (STIP Subs, Instructional Support Specialists)
- Hybrid residencies
- Partnerships with Institutions of Higher Education
 - Alliant University
 - Brandman University
- Alternate Routes to Credentialing
- Sourcing Paradigm Shift
- Recruitment of OUSD Students
- Community partner on ramps to teaching



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Balanced Scorecard

Update on School Performance
LCAP Update (with SBAC baseline results)



Dr. Devin Dillon, Chief Academic Officer

Presented to Board of Education

September 21, 2015

www.ousd.org



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Agenda

- ❑ Update on LCAP Goals and Process
- ❑ SBAC Overview
- ❑ New Balanced Scorecard (LCAP goals)



Update on LCAP Goals 1 & 2

Goal	Indicator	2014-15 Target	2014-15 Results
1.4	Increase student career pathway participation rate by 5 percentage points for grades 10-12.	47.3%	49.5%
1.5	Increase grade 10 CAHSEE pass rate by 2 percentage points.	51.9%	52.0%
2.1	Establish baseline for proficiency rates on new online state tests	Baseline	ELA 19% Met 10% Exceed Math 14% Met 9% Exceed



Update on LCAP Goal 3

Goal	Indicator	2014-15 Target	2014-15 Results
3.2a	Grade 3: Increase percent of students reading at or above grade level by 5 percentage points	41.0%	42.8%
3.2b	Grade 6: Increase percent of students reading at or above grade level by 5 percentage points	34.5%	31.5%
3.2c	Grade 9: Increase percent of students reading at or above grade level by 4 percentage points	22.5%	38.0%



Update on LCAP Goal 5

Goal	Indicator	2014-15 Target	2014-15 Results
5.1	Reduce the rate of students missing 10% or more of school days by 0.5 percentage points	11.4%	12.1%
5.2	Reduce chronic absence for Native American, African American, and Pacific Islander students by 1 percentage point	19.2% NA 17.2% AA 14.1% PI	23.9% NA 19.7% AA 14.7% PI
5.3	Reduce the off-campus suspension rate by 1 percentage point	3.9%	3.9%
5.4	Reduce the suspension rate for African American and African American male students by 2 percentage points	8.0% AA 10.7% AAM	8.2% AA 10.3% AAM

Update on LCAP Goal 6

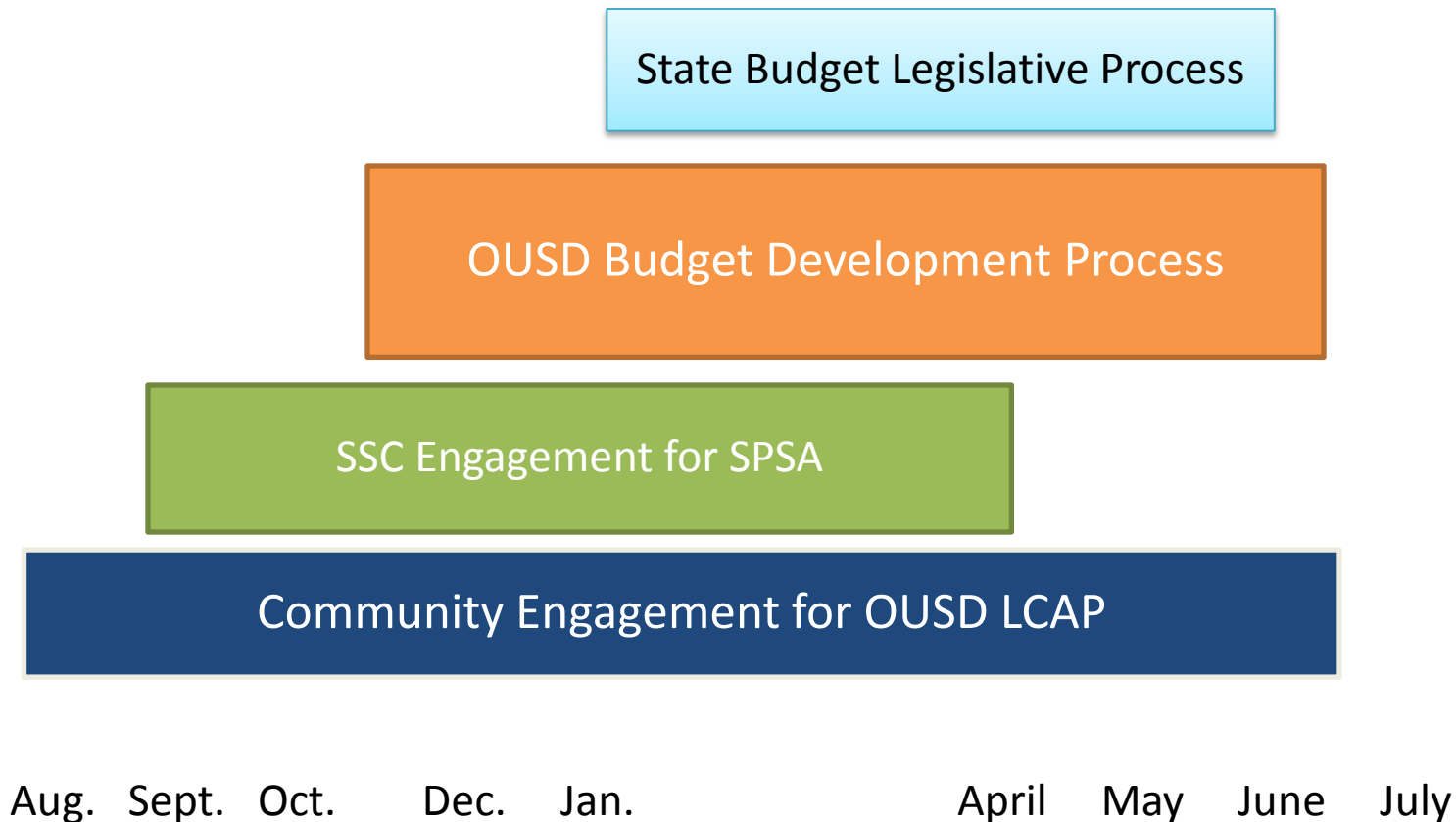
Goal	Indicator	2014-15 Target	2014-15 Results
6.1	Increase percent of schools with participation rates above 40% on California Healthy Kids parent survey to 50%	50%	52.3%
6.2	Increase percent of schools offering at least 3 academic activities for families per year to 80%	80%	52.3%

LCAP May/August Revise Process

School Sites Receive Additional LCAP Funding

1. Principals receive application with funding guidelines in mid-August.
2. Principals receive funding allocation from Fiscal. Each site has a different allocation.
3. Allocation determined by number of foster youth, English Learners, and Low Income students.
4. Funds are approved by Chief Academic Officer
5. Deadline for approval September 11, 2015

LCAP Engagement Timeline Aligned to Budget



Revisions to June 2015 LCAP

- Very positive feedback from ACOE on our annual update and 2015-2018 LCAP
- Minor revisions were submitted to ACOE in August.
- Final approval from ACOE, September 17, 2015.
- Community Engagement section of LCAP is an exemplar for the county.

Interactive Data Dashboard Launch

View school and student data the way you want

- **August 2015:** Interactive Data Dashboards launched for all LCAP goals except SBAC. Public dashboards available in October.
- **September 9, 2015:** SBAC interactive Data Dashboard launched for internal use and shows SBAC baseline for LCAP.
- All Dashboards allow for disaggregation by the following: English Learners, Foster Youth, Low Income students, Special Education status, Ethnicity, Gender, Grade Level, and more.



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SBAC Data Snapshot



Presented by Dr. Devin Dillon, Chief Academic Officer

Presented to OUSD Board of Education

September 21, 2015

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A Bit of Context

LOCAL

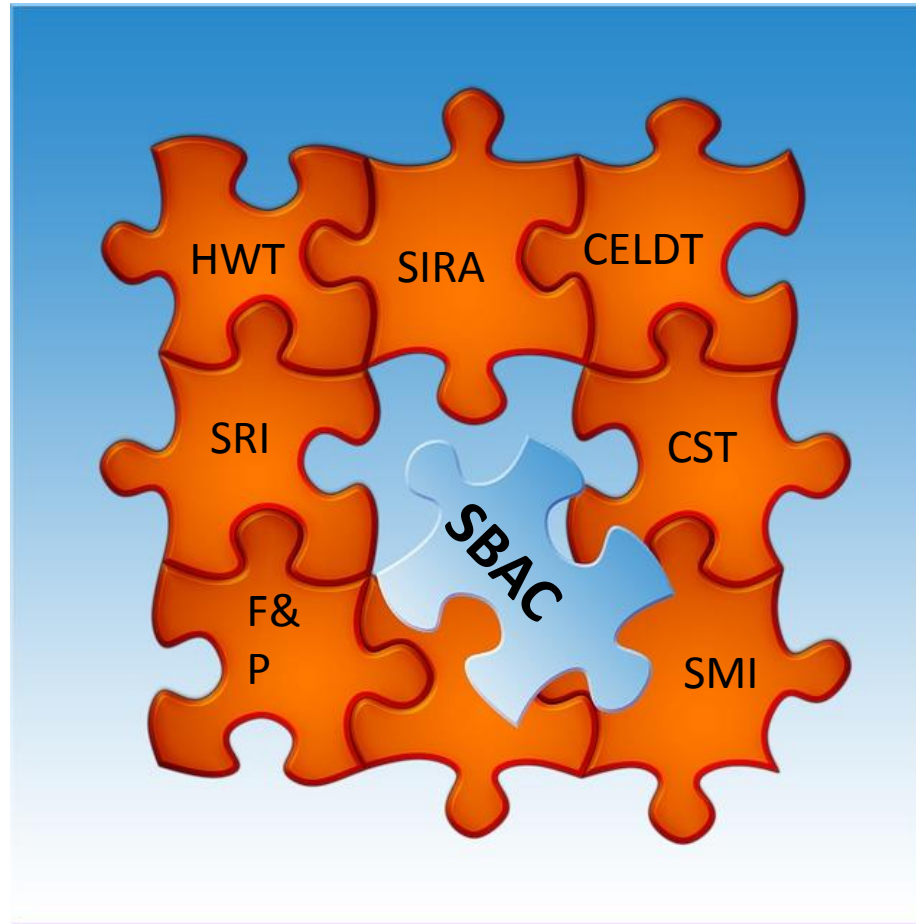
HWT: History Writing Task

SRI: Scholastic Reading Inventory

SMI: Scholastic Math Inventory

F&P: Fountas and Pinnell Reading assessment

SIRA: Science Instructional Reflection & Assessment



STATE

CELDT:

California English Language Development Test

CST: California Star Test

SBAC: Smarter Balanced Assessment Consortium

SBAC FACTS



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What was tested?

- ★ ELA - English Language Arts
- ★ Mathematics

Who took it?

- ★ Students in Grades 3-8 and 11

Who didn't take it?

- ★ English Learners in USA for less than 1 year, didn't take the ELA
- ★ Students with severe cognitive disabilities outlined in an IEP didn't take ELA or Math

When will parents receive the test results?

- ★ In Late-September/October by Mail

How was it given?

- ★ Administered on a Computer

Why was it given?

- ★ Annual Academic Checkup



Comparing

SBAC

to

CST

is

like...



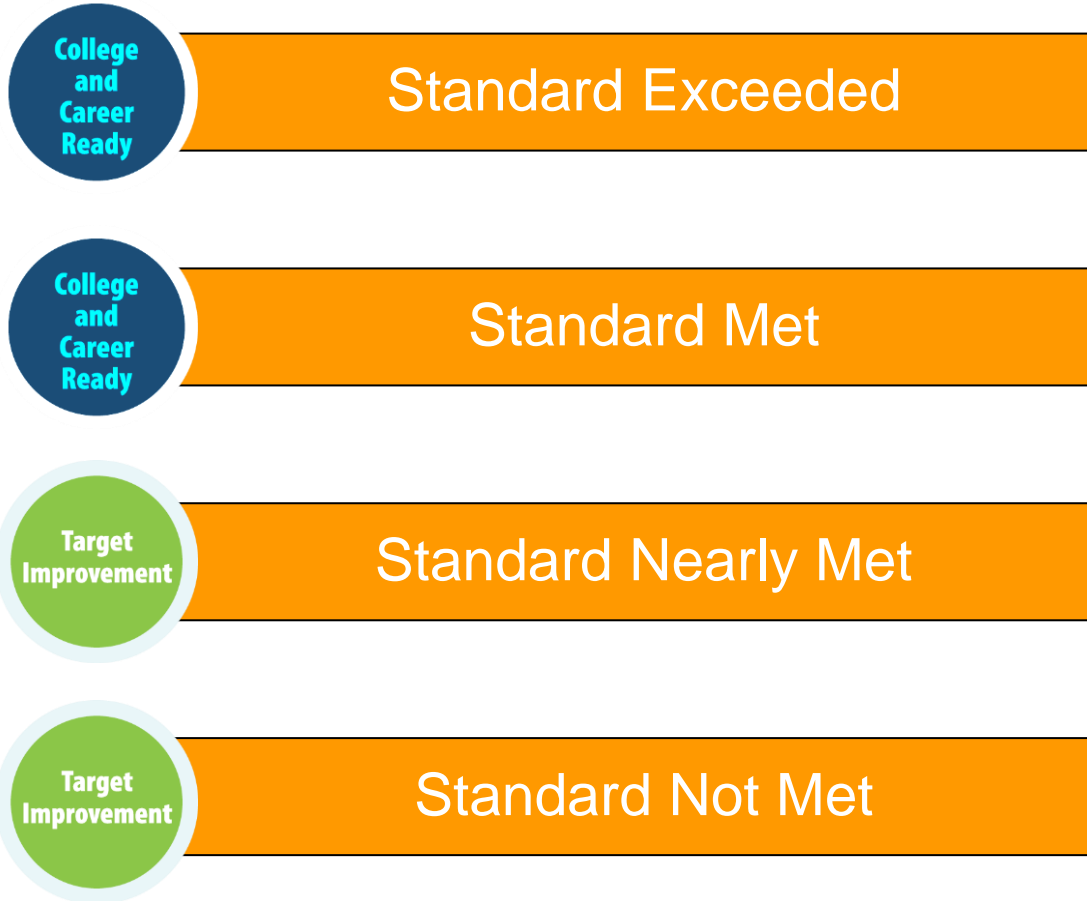
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New Overall Performance Levels



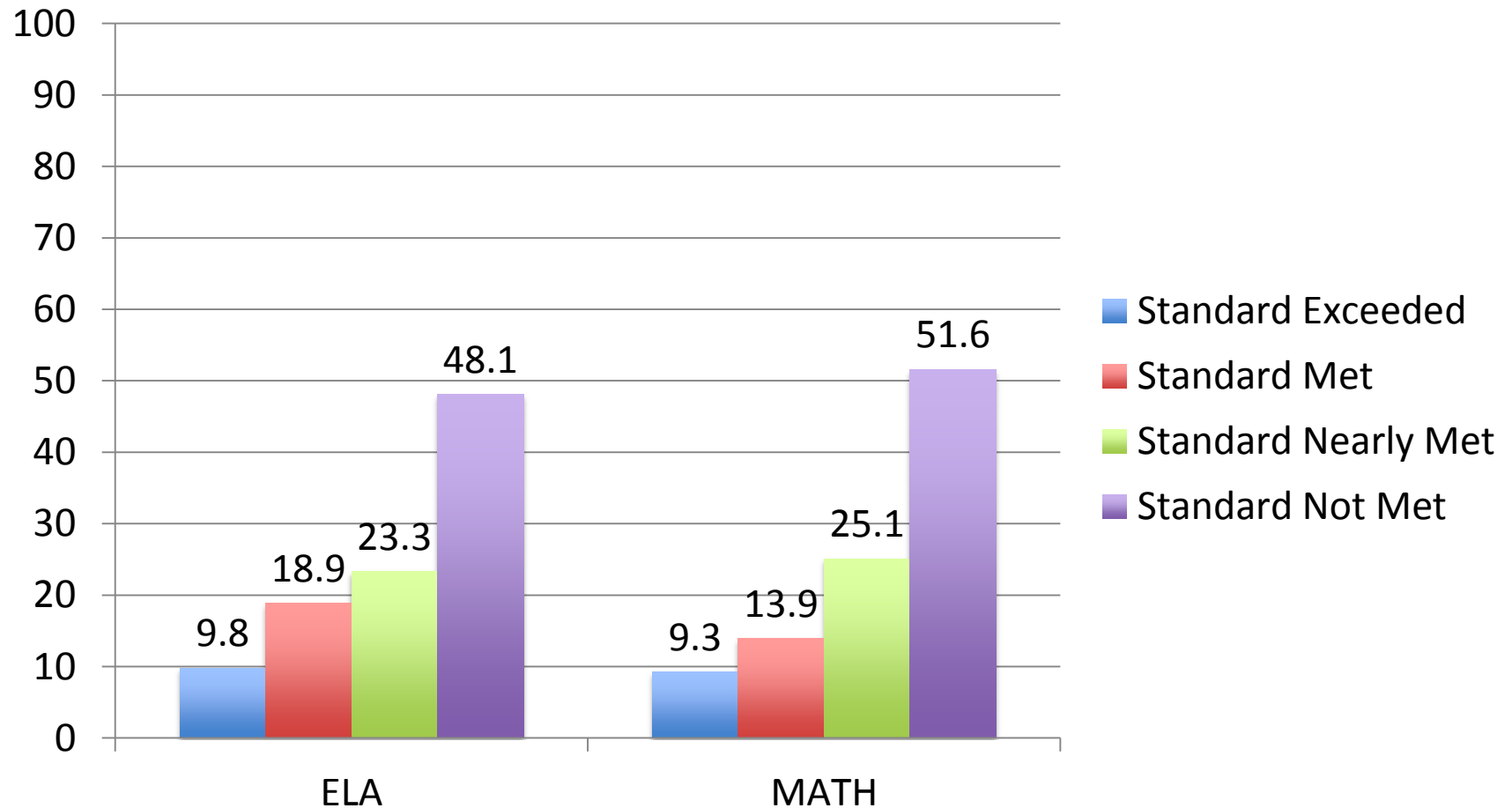
Use of Scores

What we can do with SBAC overall scores:

- ❖ Use them to compare the average performance of different subgroups (foster youth, ELL, etc.)
- ❖ Use them to compare scores over time (growth)
- ❖ Inform the supports we provide as a district (resources, professional development)



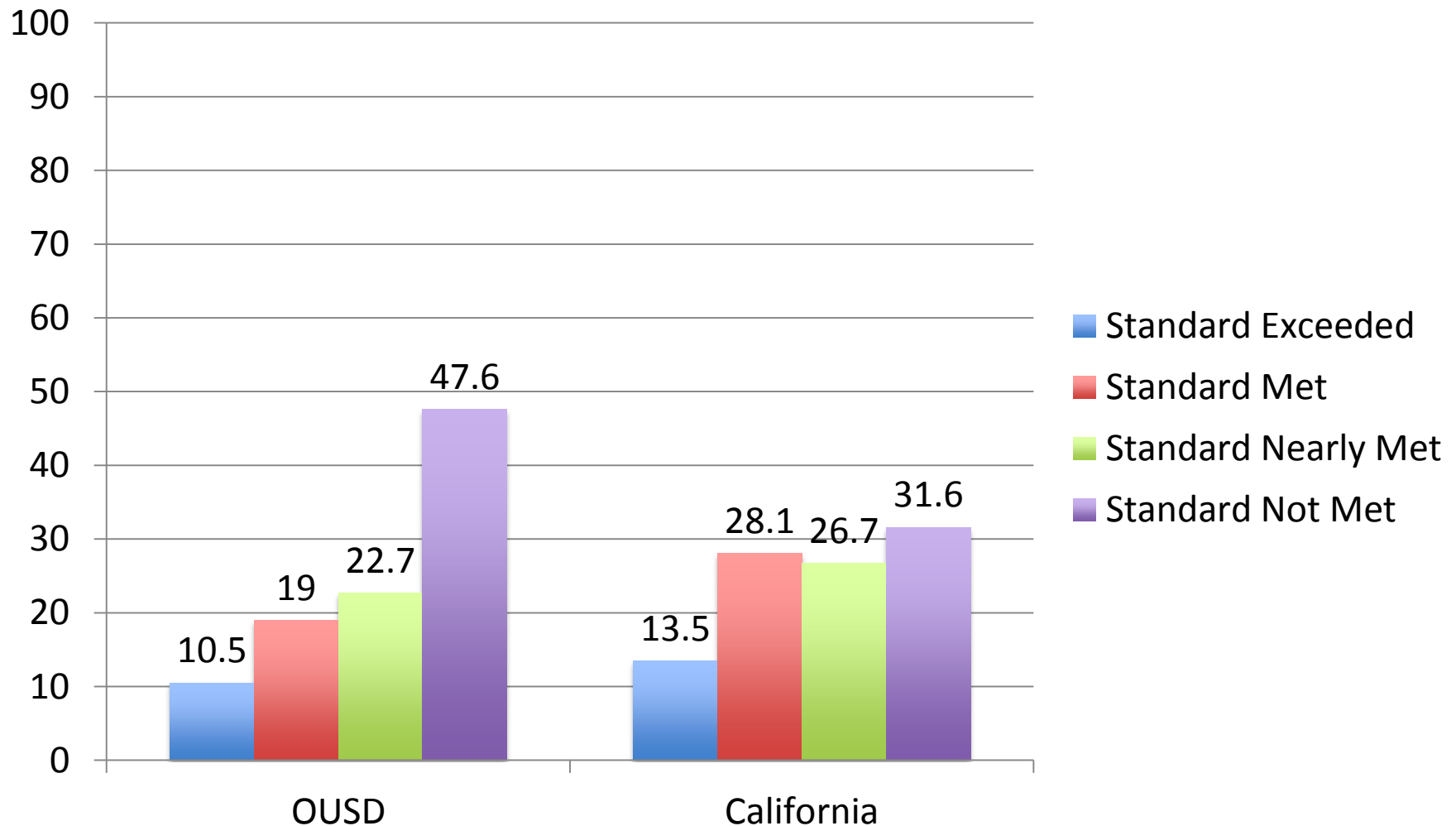
Overall District Results



* OUSD district-run schools only

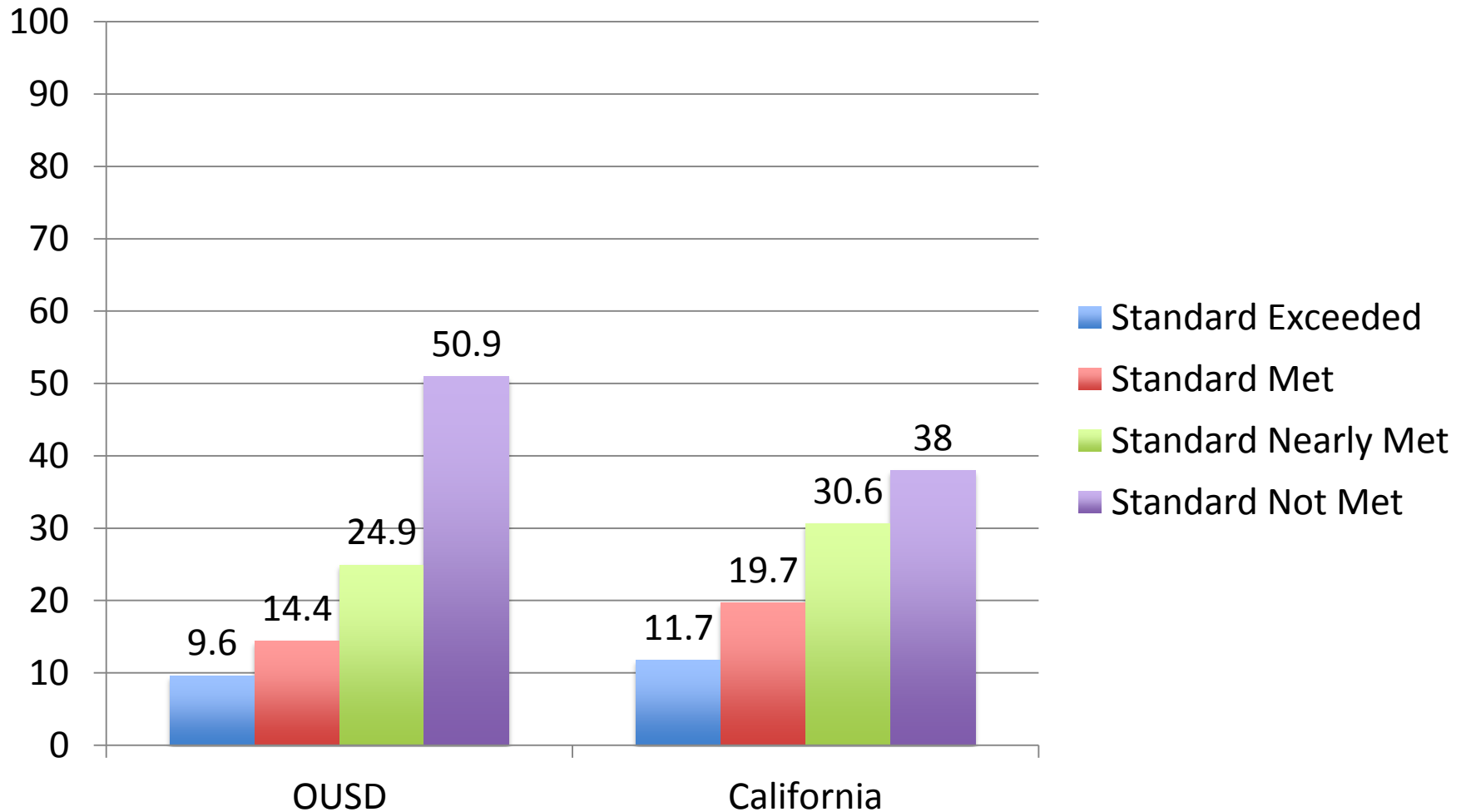


Overall - State Comparison ELA



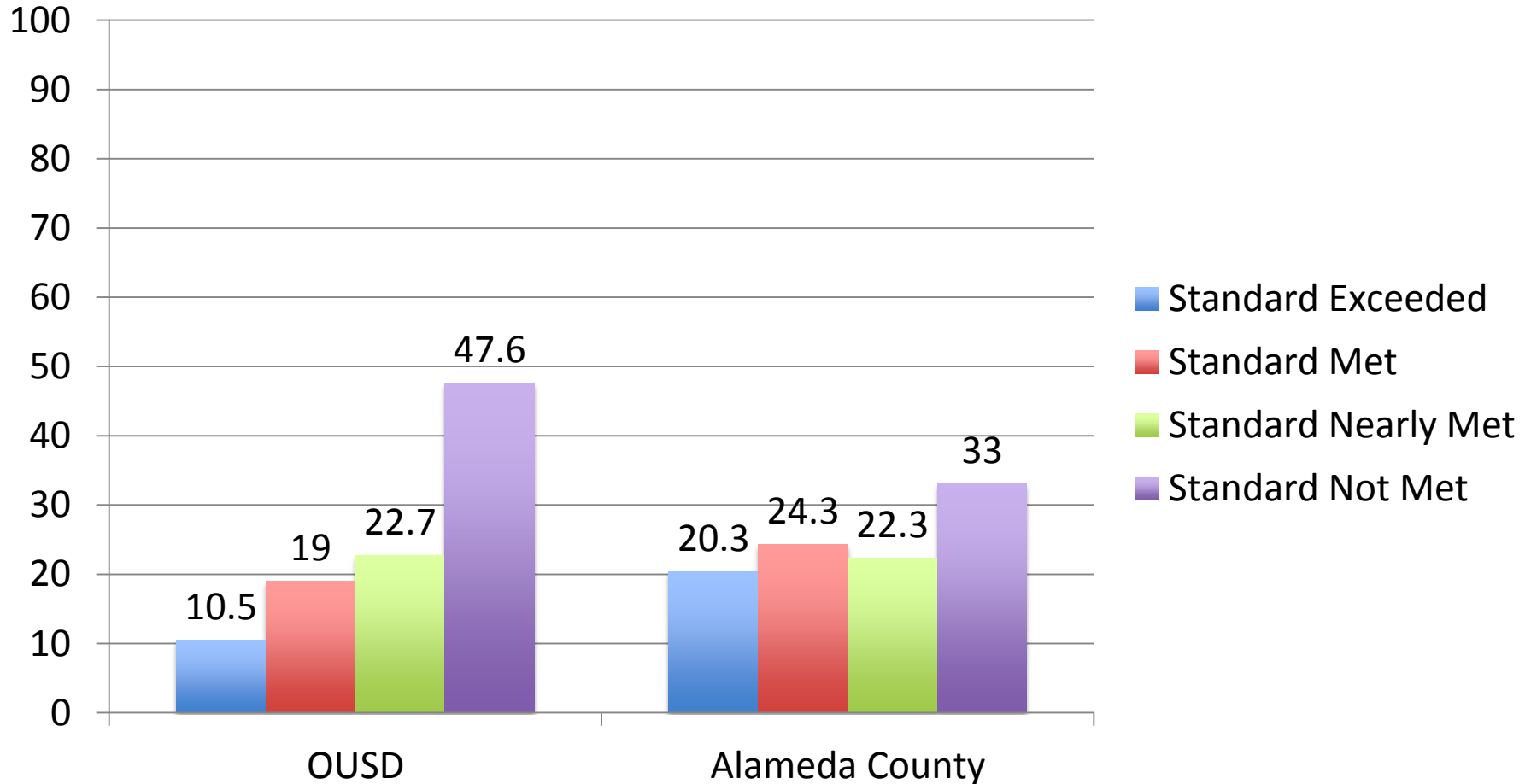
* OUSD district-run schools only

Overall - State Comparison **MATH**



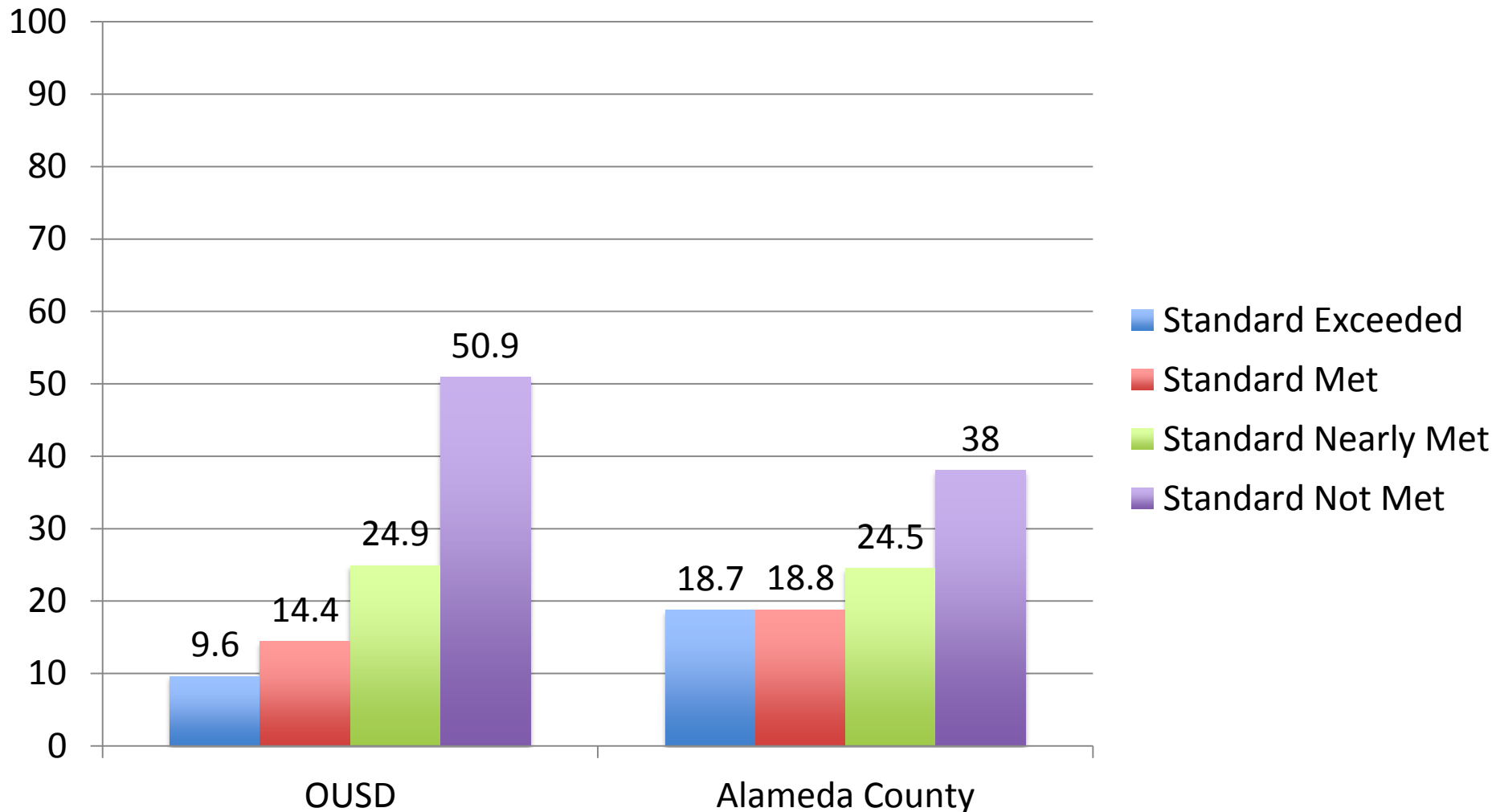


Overall - County Comparison ELA



* OUSD district-run schools only

Overall - County Comparison MATH

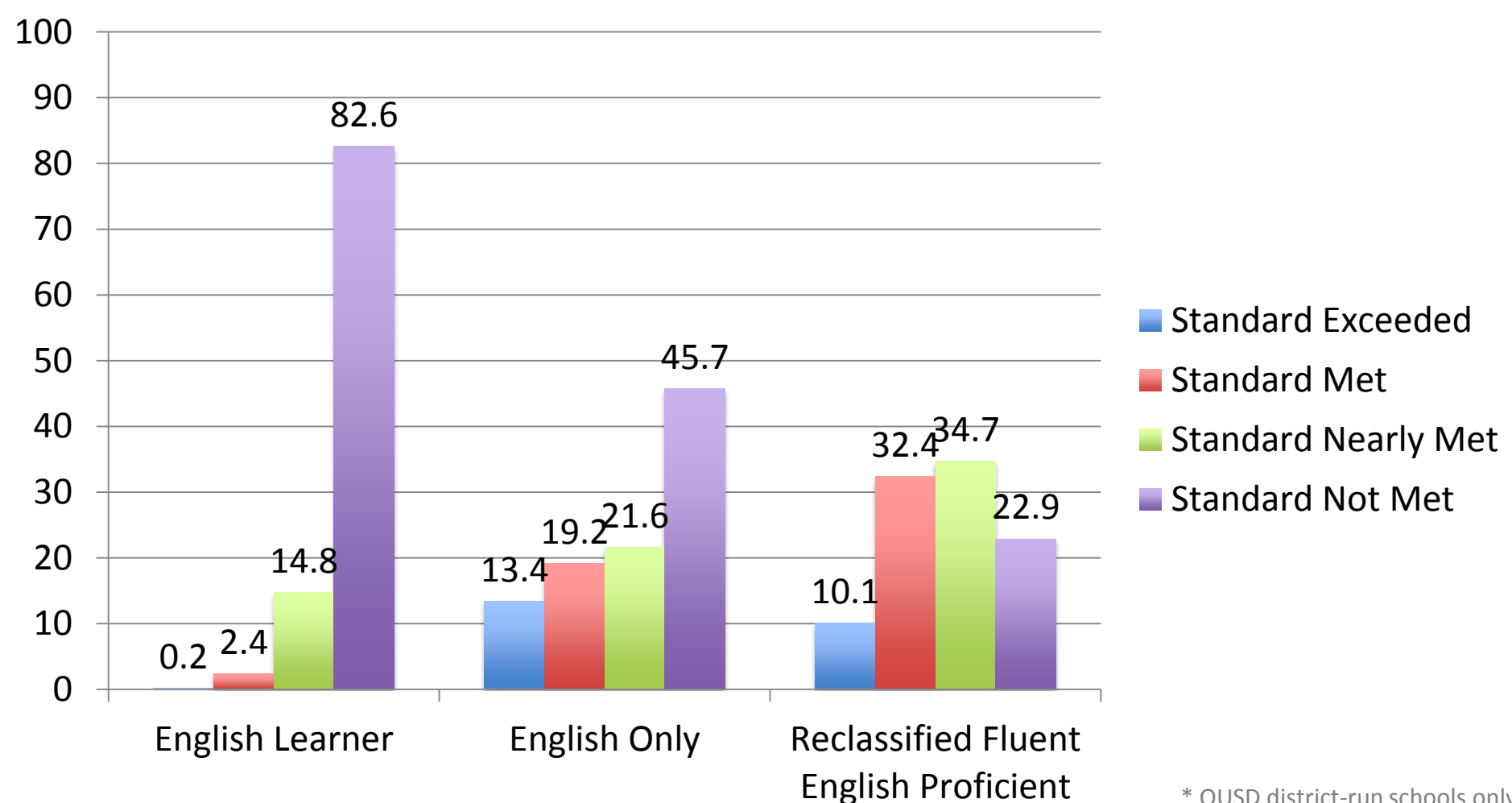


Overall -English Language Learners

ELA



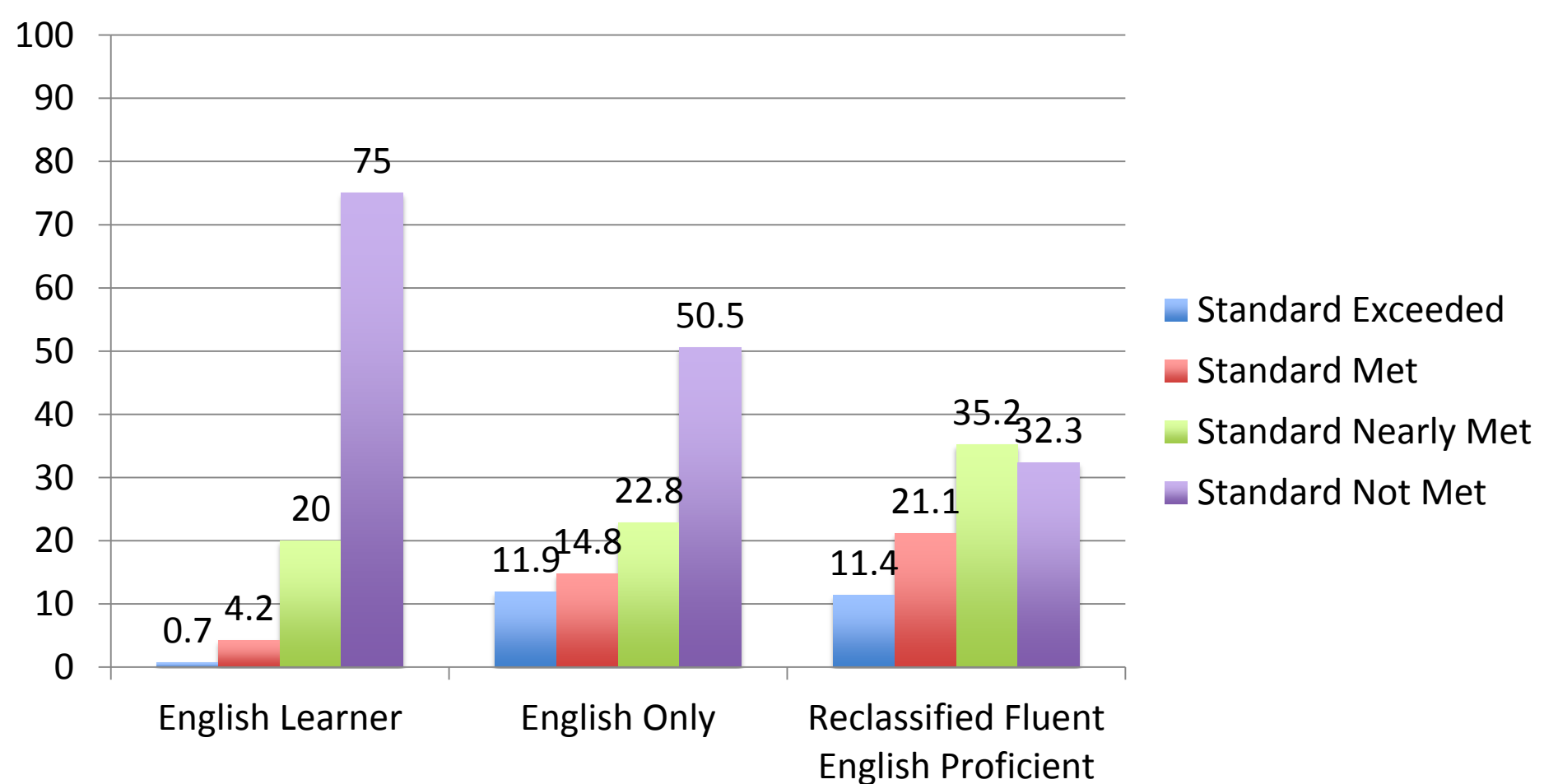
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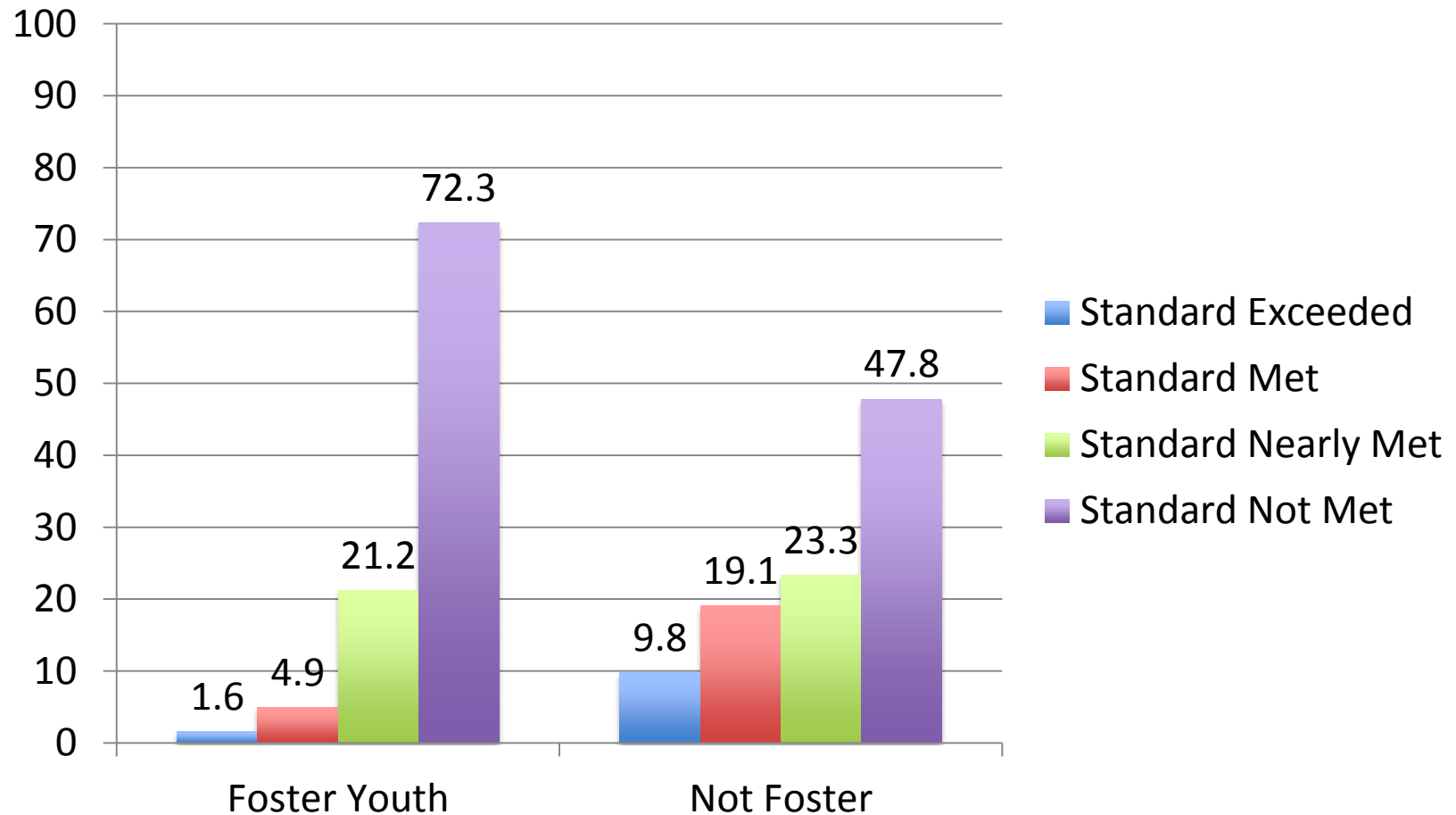
Overall - English Language Learners

MATH



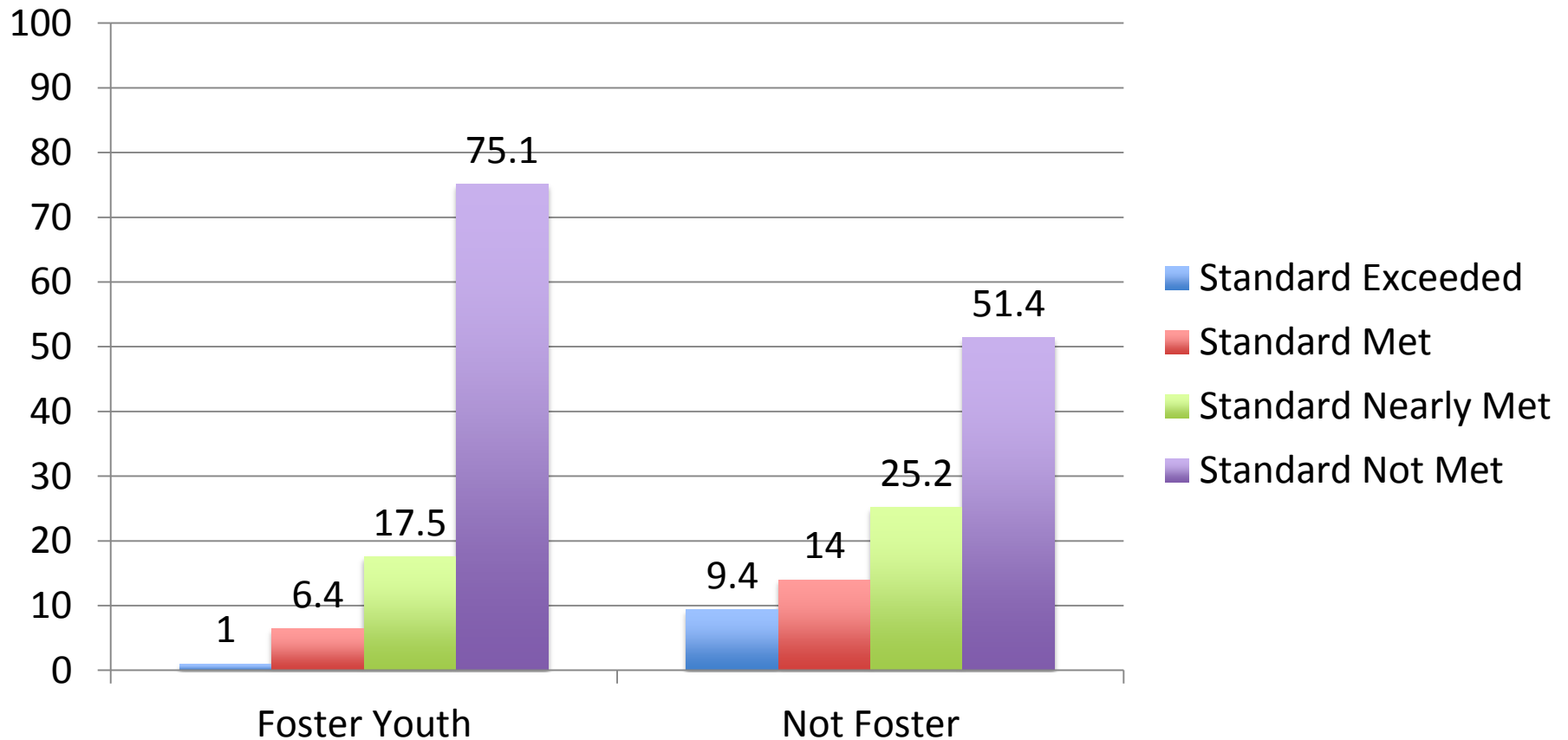


Overall ELA – Foster Youth



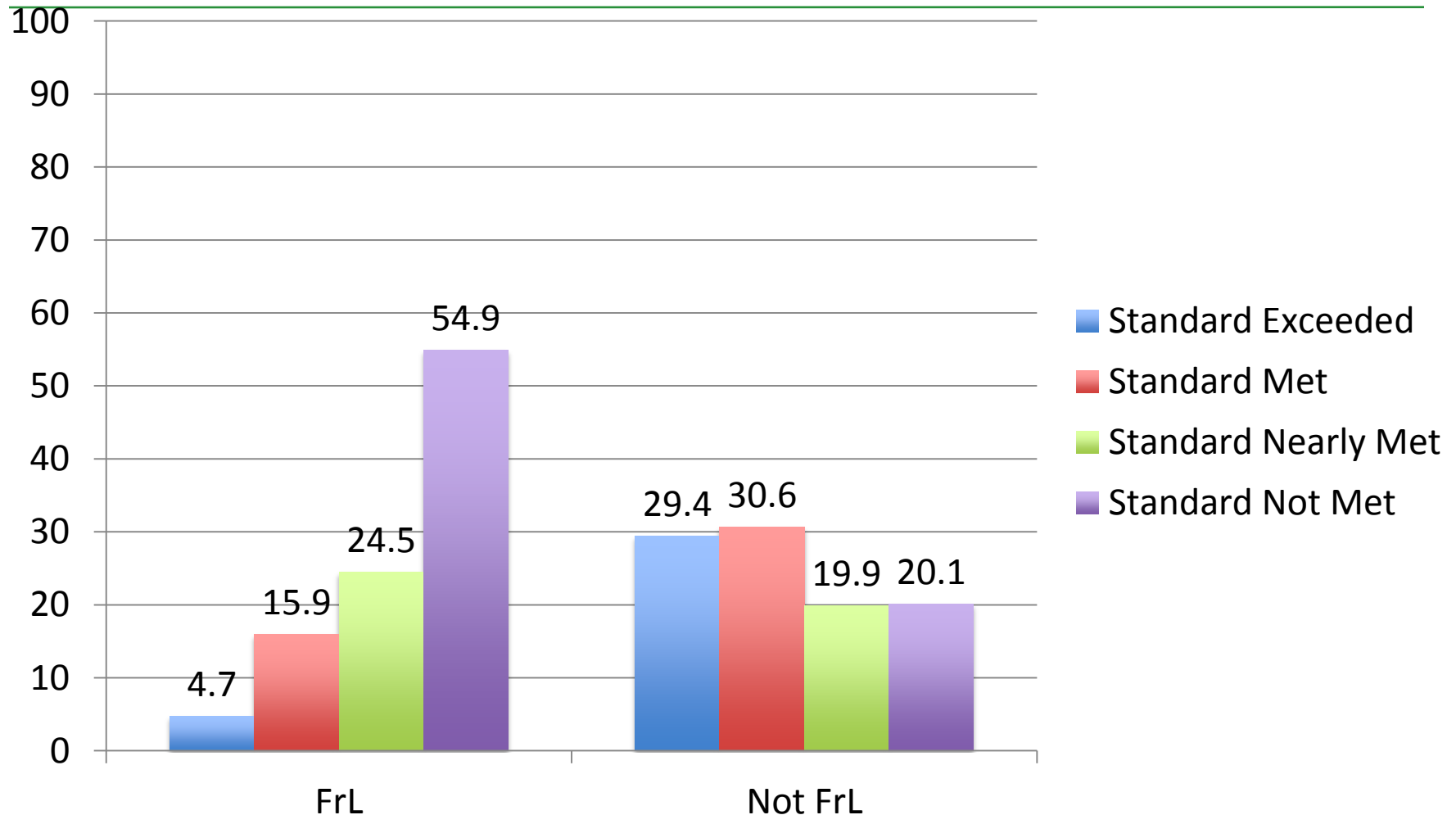
* OUSD district-run schools only

Overall MATH – Foster Youth

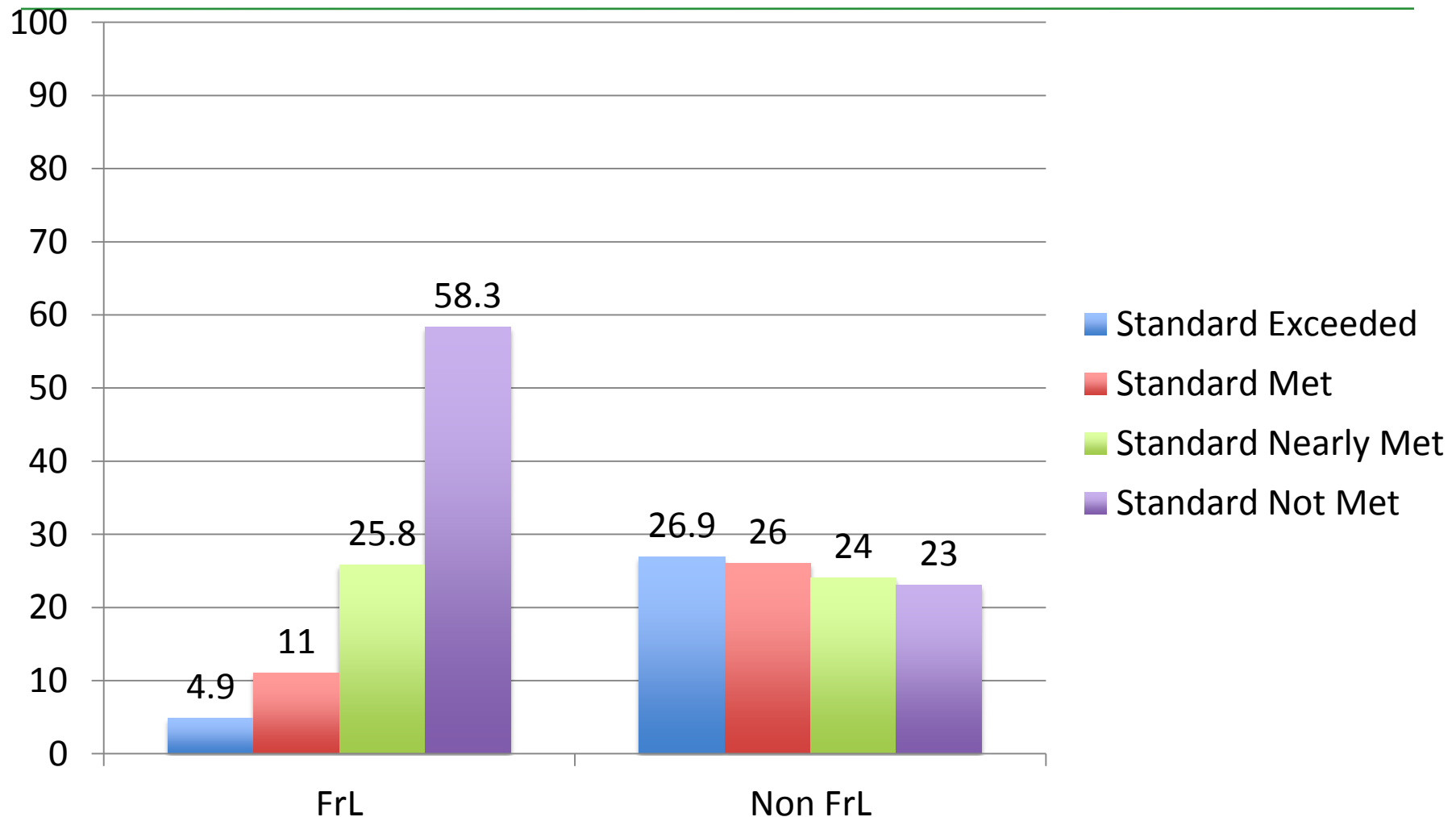




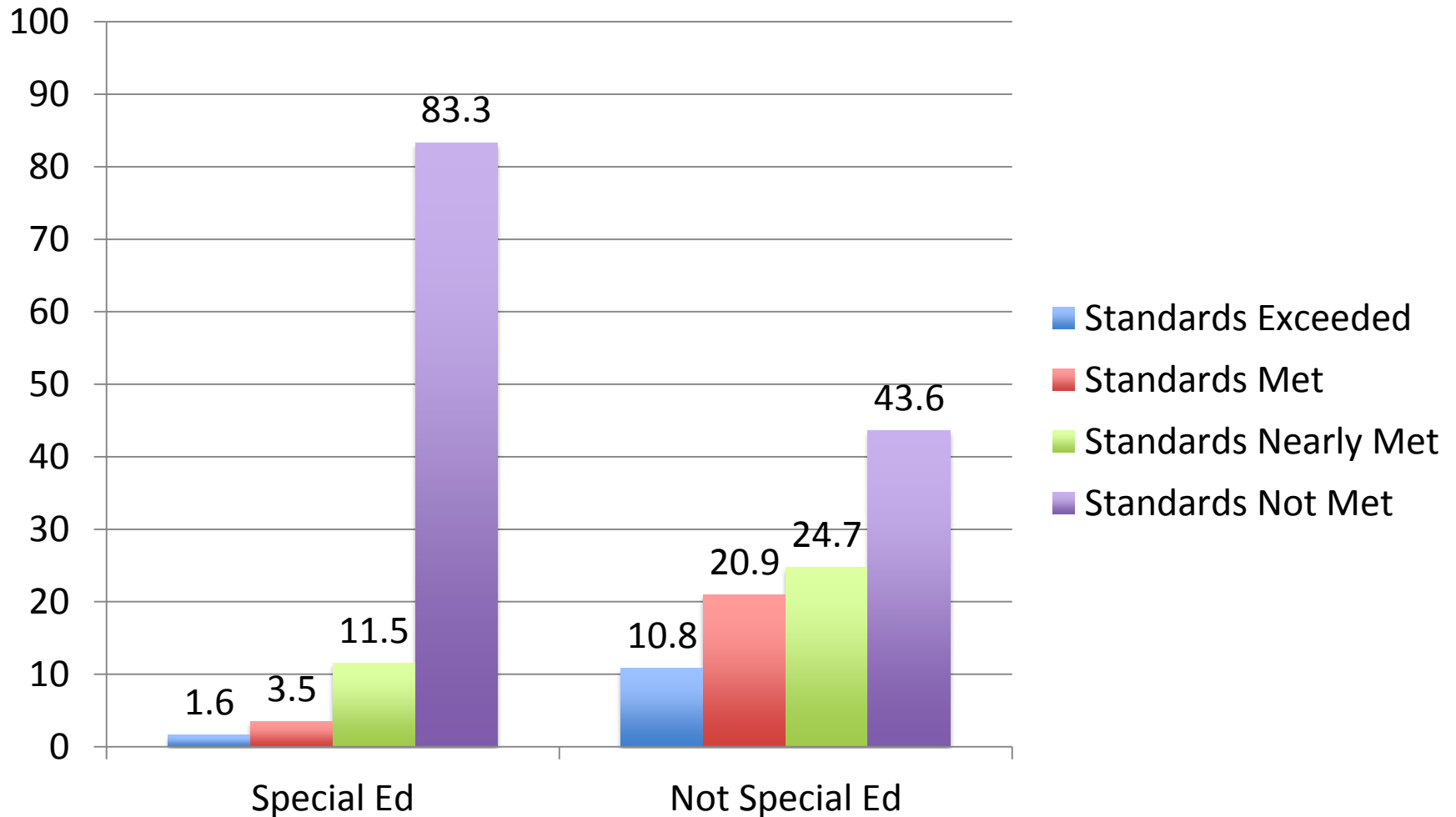
Overall ELA – Free/Reduced Lunch



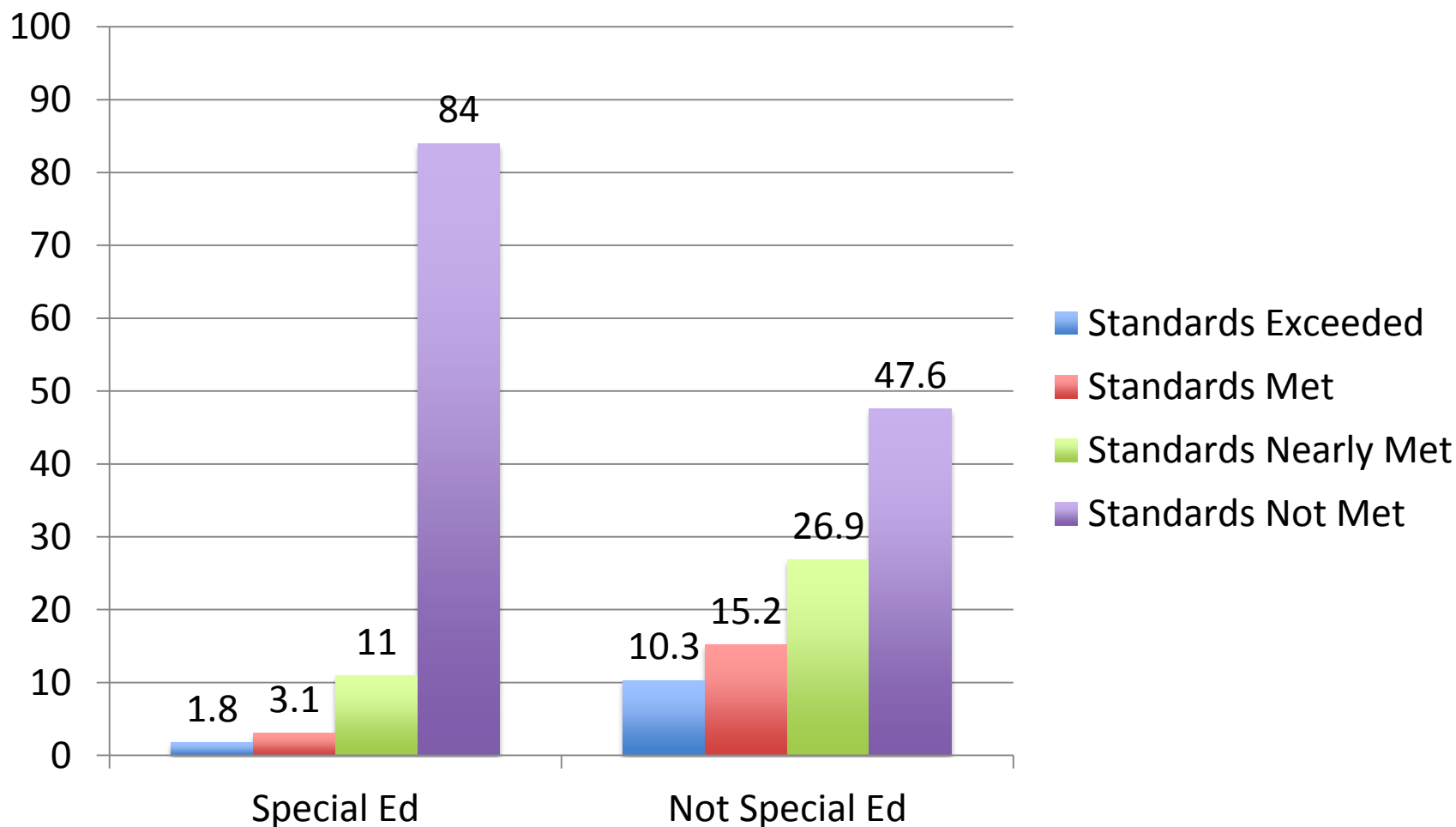
Overall **MATH** – Free/Reduced Lunch



Overall ELA – Special Education



Overall MATH – Special Education





Overall - CORE Waiver Districts

Oakland Unified*

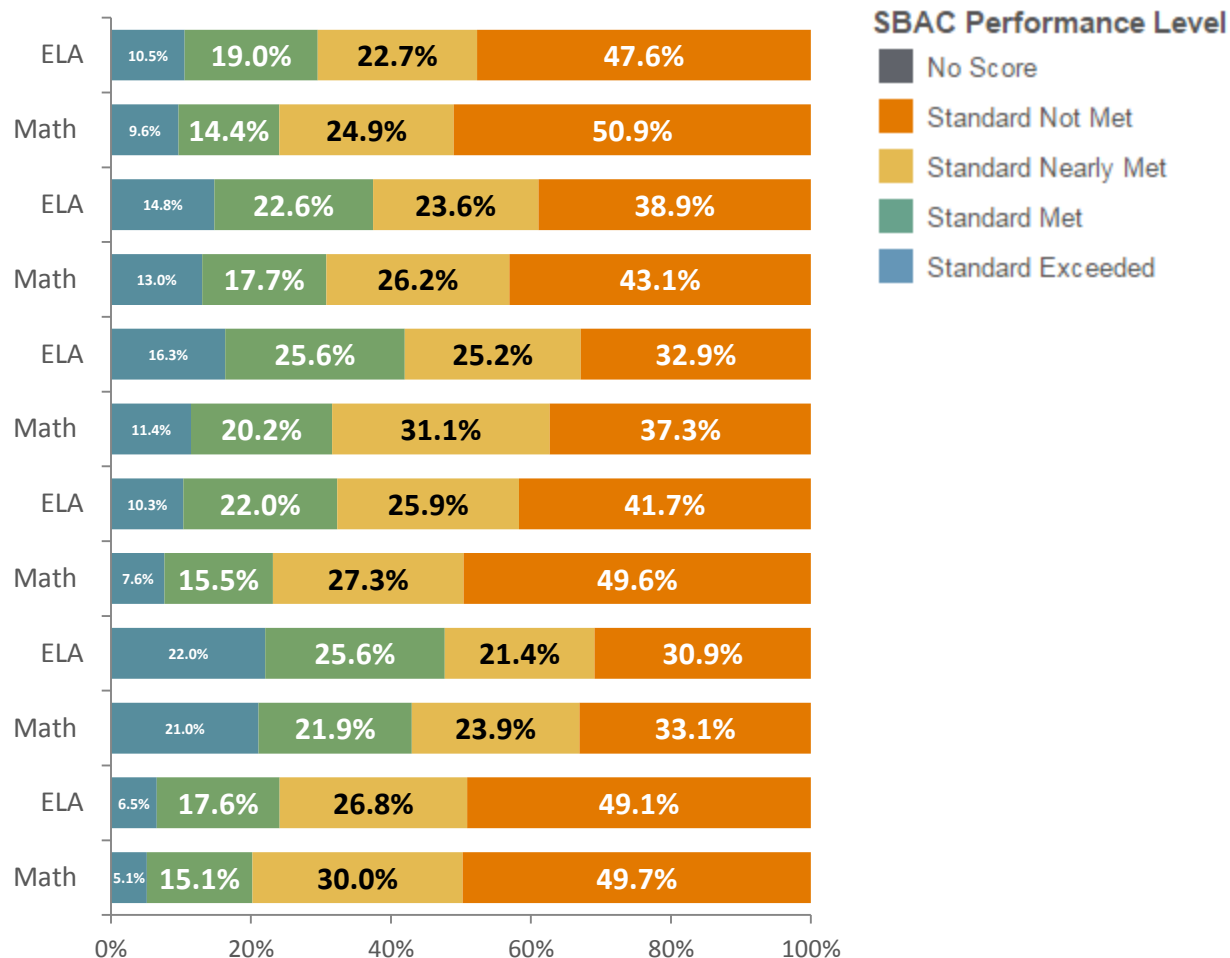
Fresno Unified

Long Beach Unified

Los Angeles Unified


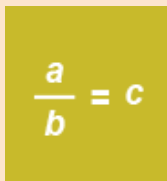





San Francisco Unified

Santa Ana Unified



* OUSD district-run schools only

SBAC Claim Areas

4 Within ELA/Literacy:		4 Within Mathematics:	
1	 <p>Reading</p>	1	 <p>Concepts & Procedures</p>
2	 <p>Writing</p>	2 3	 <p>Problem Solving & Data Analysis</p>
3	 <p>Speaking and Listening</p>	4	 <p>Communicating Reasoning</p>
4	 <p>Research/Inquiry</p>		



New Claim Performance Levels



Above Standard

English Language Arts

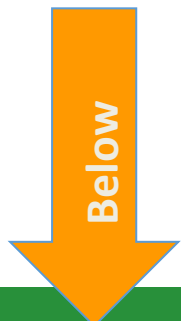
1. Reading
2. Writing
3. Speaking & Listening
4. Research/Inquiry



At/Near Standard

Mathematics

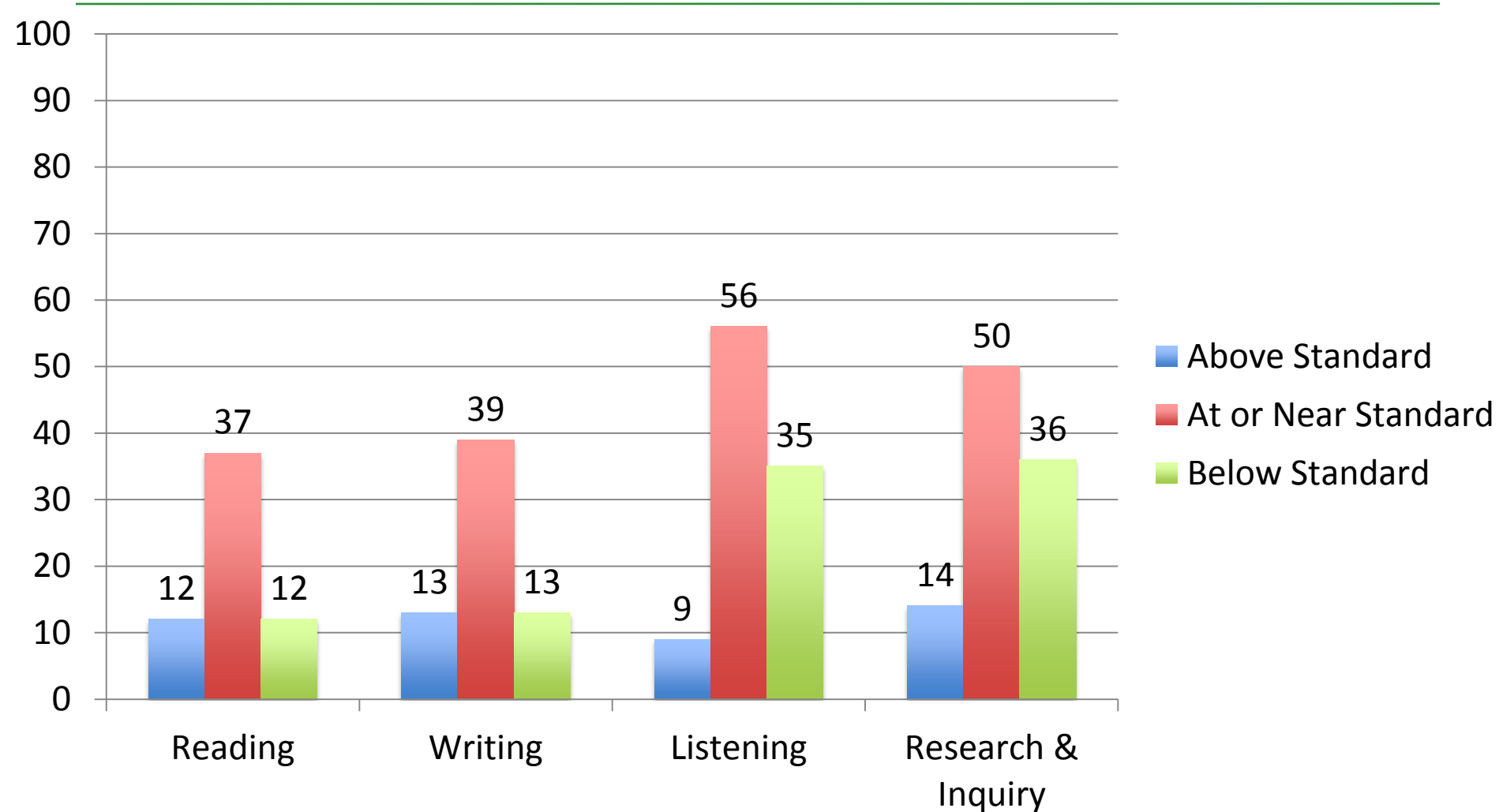
1. Concepts & Procedures
2. Problem Solving & Modeling
and Data Analysis
3. Communicating Reasoning



Below Standard

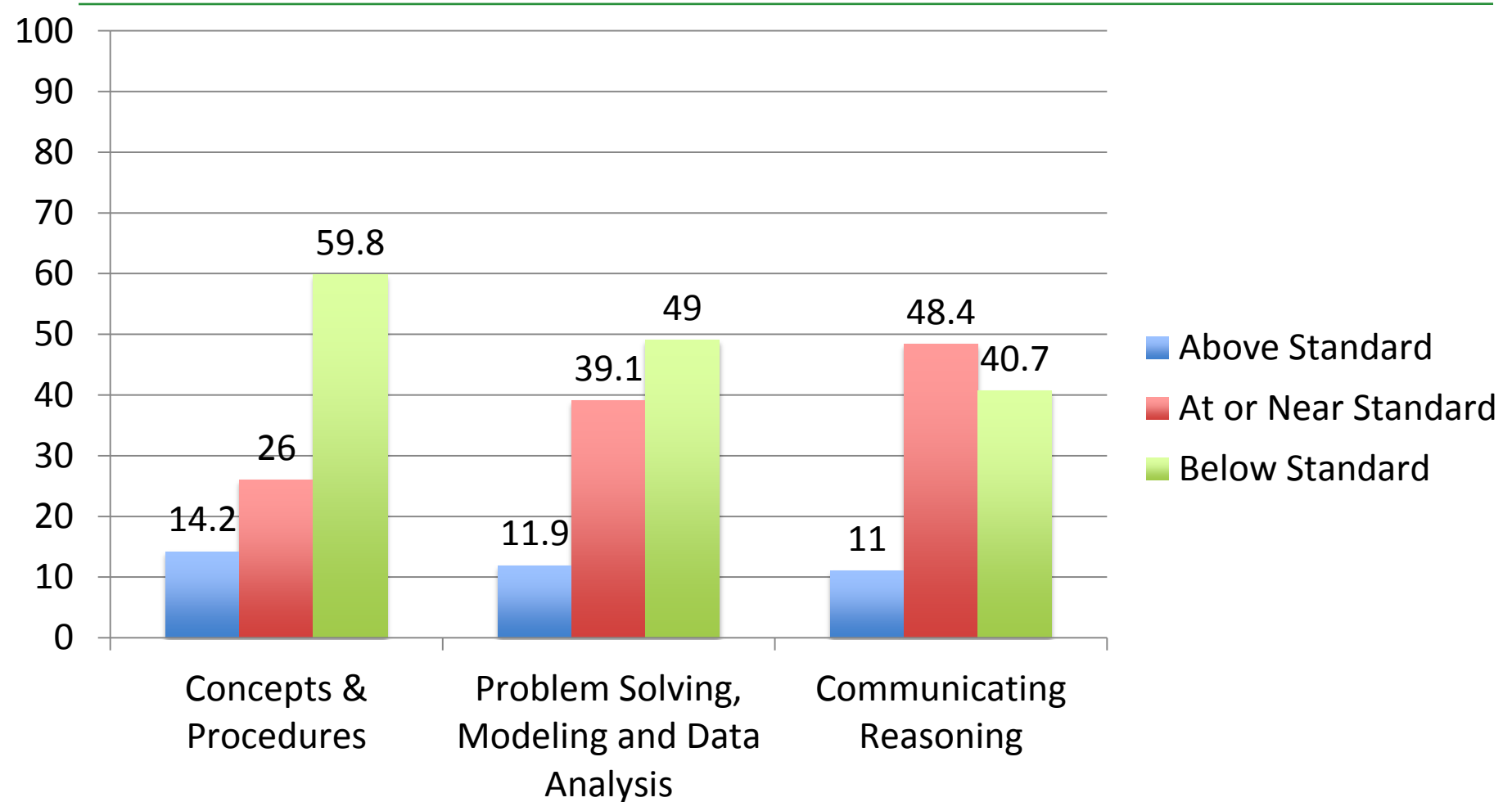


OUSD ELA by CLAIMS





OUSD MATH by CLAIMS



Bright Spots - Elementary

Lincoln stands out as a school with **83%** eligibility for free or reduced price lunch meals, yet

- ❖ **58%** of its students scored Standard Met or Exceeded in ELA/Literacy
- ❖ **65.6%** scored Standard Met or Exceeded in Math.
- ❖ **60% of African American students** scored Standard Met or Exceeded in ELA/Literacy – the highest of any ethnicity.



Bright Spots - Elementary

ACORN Woodland has **92%** eligibility for free/reduced lunch, yet many of their scores are well above the district average.

- ❖ ELA Grade 3: **23%** Standard Met
- ❖ ELA Grade 4: **29%** Standard Met/Exceeded (with 14.6% Standard Exceeded)
- ❖ ELA Grade 5: **51%** Standard Met/Exceeded (with 12.2% Standard Exceeded)

- ❖ Math Grade 3: **27%** Standard Met
- ❖ Math Grade 4: **37%** Standard Met/Exceeded (with 7.3% Standard Exceeded)
- ❖ Math Grade 5: **38.5%** Standard Met/Exceeded (with 2.6% Standard Exceeded)



Bright Spots- High School

Oakland High stands out for two reasons:

1. It had the highest percentage of 11th grade students scoring at Standard Met and Standard Exceeded in ELA/Literacy of all OUSD high schools.
1. It also had the highest percentage of Latino students scoring Standard Met/Standard Exceeded **(45.5%)** and with **5.5%** scoring Standard Exceeded.

Bright Spots – English Language Learners

Reclassified Fluent English Proficient (RFEP) students, formerly classified as English Language Learners, did very well on SBAC.

6 schools (5 elementary, 1 middle) had **50% or more** RFEP students scoring Standard Met/Standard Exceeded in **both ELA/Literacy and Mathematics**

1 PLACE@Prescott

2 Cleveland

3 Bella Vista

4 Franklin

5 Lincoln

6 Edna Brewer Middle School

Bright Spots – English Language Learners

All three large comprehensive high schools had **well over 50%** of RFEP students scoring Standard Met/Exceeded in ELA/Literacy.

SCHOOL	% MET	% EXCEEDED	TOTAL
Oakland High	57.9%	16.8%	74.7%
Skyline	43.4%	19.3%	62.7%
Oakland Tech	40.6%	19.3%	59.9%



Areas of Focus

A number of schools at all levels (Elementary, Middle, High, Alternative HS) had very low percentages or sometimes 0% Standard Met or Exceeded. These schools are well below the district average.

- ❖ **16 schools fall into this category in ELA/Literacy:**
5 elementary, 4 middle schools, 1 high school, and 6 alternative high schools

- ❖ **19 schools fall into this category in Mathematics:**
4 elementary, 5 middle schools, 4 high schools, and 6 alternative high schools.

Student Score Report



**OAKLAND UNIFIED
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Front Page



STUDENT SCORE REPORT

Using Assessments to Help Students Learn

LOCAL ID #: 9999999999
STUDENT #: 9999999999
GRADE: 5
DATE OF BIRTH: 04/01/2005
TEST DATE: Spring 2015



FOR THE PARENT/GUARDIAN OF:
JUAN MARTINEZ
1234 MAIN STREET
YOUR CITY, CA 12345

SCHOOL: California Middle School
LEA: California Unified

Dear Parent/Guardian of Juan Martinez:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests in English language arts/literacy and mathematics. These new, online assessments replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning, which includes more challenging academic standards in English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Juan's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Juan's overall scores may be viewed as a basis from which to compare his performance in future years.

Additionally, children in grades 5, 8, or 10 took a science test. Juan's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Juan's teacher(s).

Sincerely,

Tom Torlakson

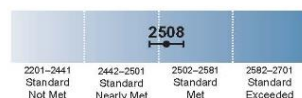
Tom Torlakson,
State Superintendent of Public Instruction



Juan's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**



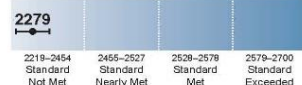
YOUR OVERALL SCORE

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

Juan's overall score is: **2279**



YOUR OVERALL SCORE

Juan did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Juan's performance on the three areas that comprise this overall score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Juan's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sb/summative.asp>. Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/sa/sa/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/tg/sa/sa/> or ask for a copy of the SARC at your child's school.

Back Page

Your Guide to Juan's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Juan; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Juan took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Juan's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Juan's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Juan's Results on California's Assessments

The following chart provides a further breakdown of Juan's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sb/summative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Below Standard

MATHEMATICS

Juan's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Above Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Juan's Results on California Standards Test

SCIENCE

Juan's score is **267 – Far Below Basic**



State target for all students

Juan's score of 267 is in the Far Below Basic level on California Standards Test for science.

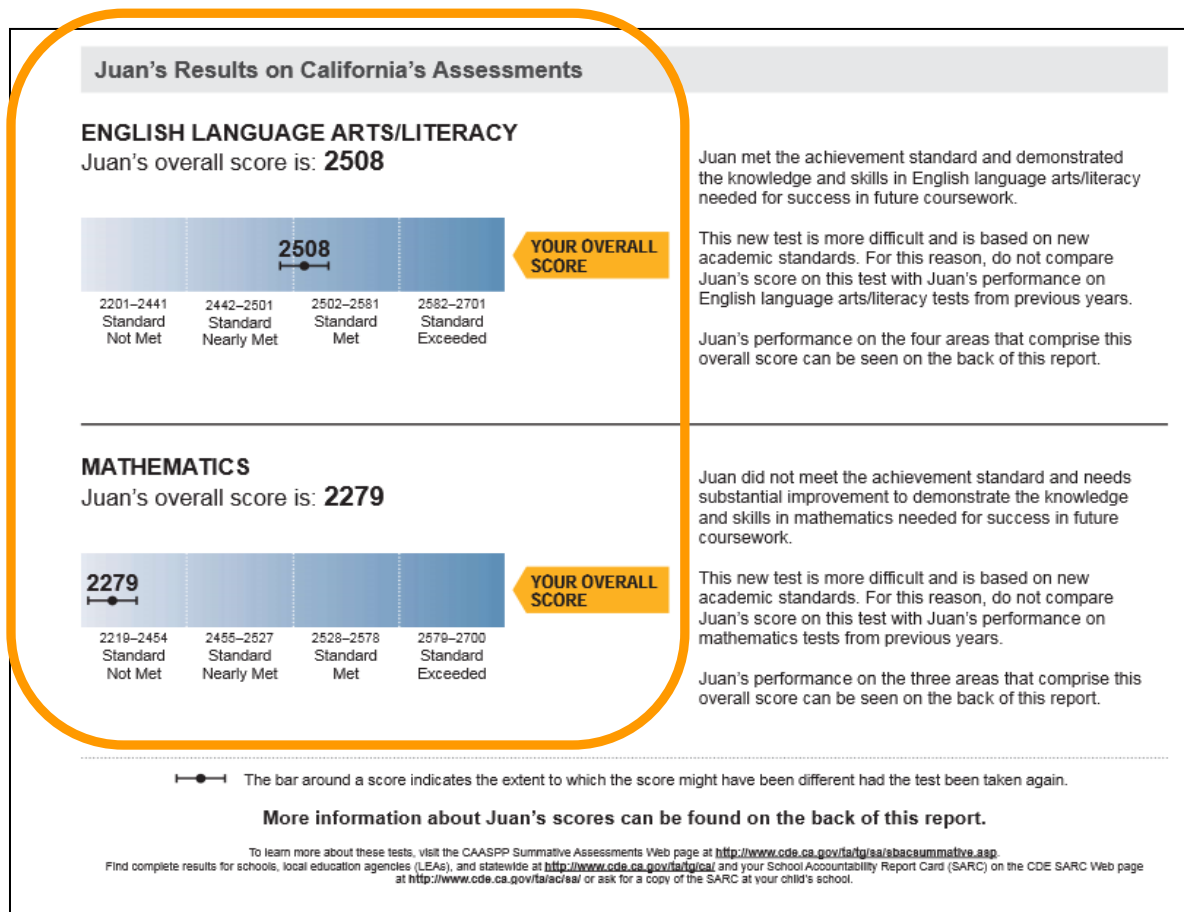
To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.





Front - Overall Performance

Front Page





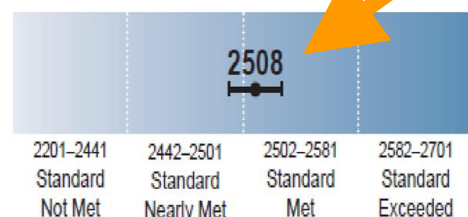
Front - Overall Performance

Overall Scores:

Each student received an overall score for ELA and Math, expressed as a number between 2000 and 3000.

ENGLISH LANGUAGE ARTS/LITERACY

Juan's overall score is: 2508



YOUR OVERALL
SCORE

Juan met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Juan's performance on the four areas that comprise this overall score can be seen on the back of this report.

Achievement Levels:

Not Met	Nearly Met	Met	Exceeded
1	2	3	4



Back - SBAC Claim Areas

Juan's Results on California's Assessments

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MATHEMATICS

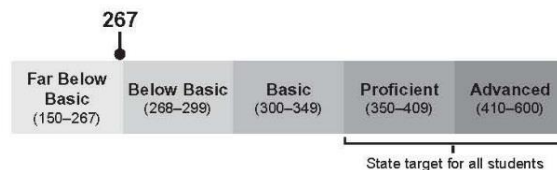
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Juan's Results on California Standards Test

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Excellent Instruction, EVERY DAY

- A strong focus on the Standards **(TASK)**.
- Language development across content **(TALK)**.
- Increased time for Reading and Math **(TIME)**.
- Increased focus on Text Complexity **(TEXT)**.
- Concepts and Procedures in Math **(TEXT)**.
- Embed **Social Emotional Learning** with CCSS.
- Use the Oakland Effective Teaching Framework (OETF) framework as the **HOW**, CCSS as the **WHAT**.



The Important Thing Is...

It's a beginning— this year's score is your child's baseline for making future growth.

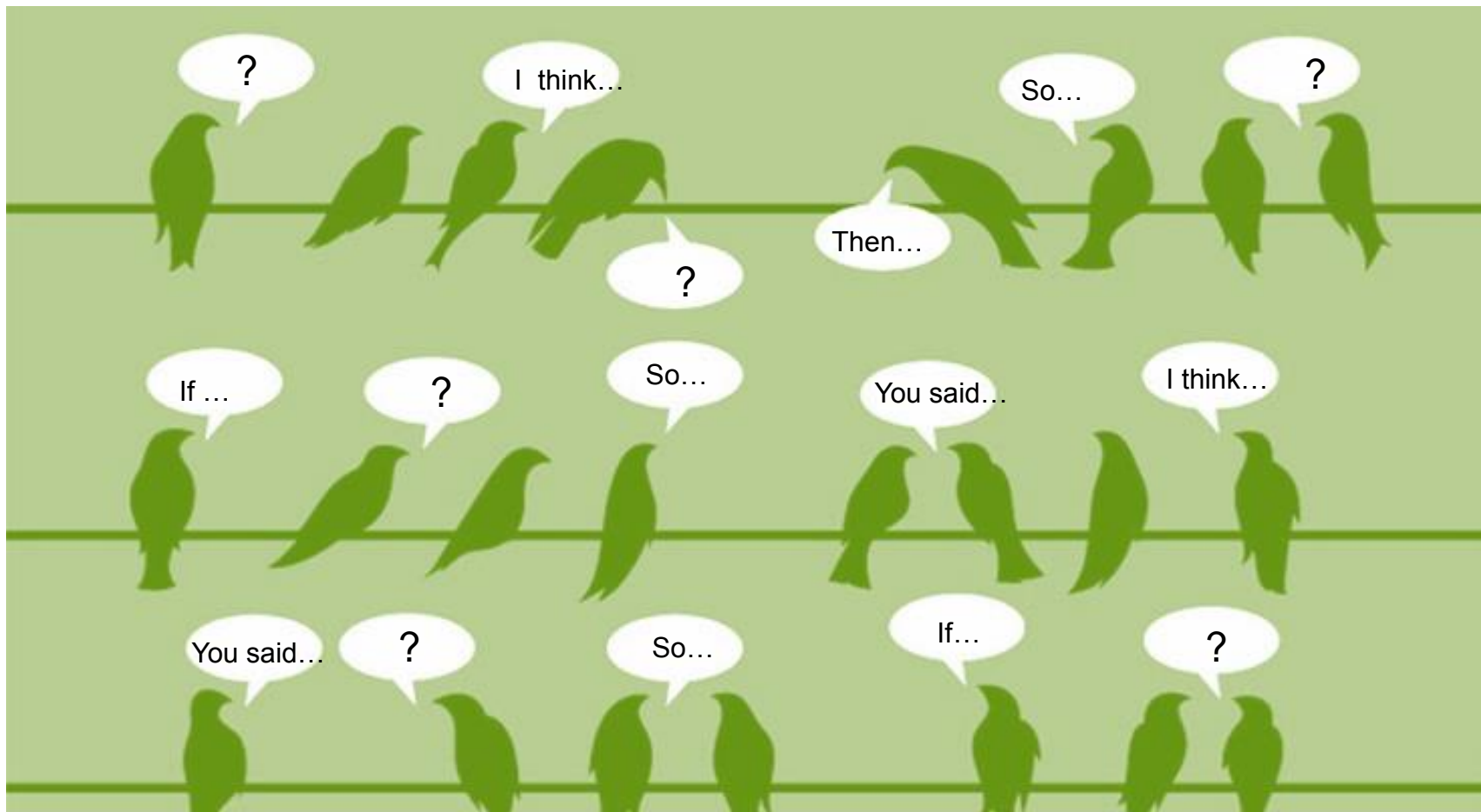
It's a transition – results may show fewer students have the skills right now, but we are on the right path with new standards and new assessments.

It's the information we need – as parents and teachers to help prepare our students for success in college and careers.

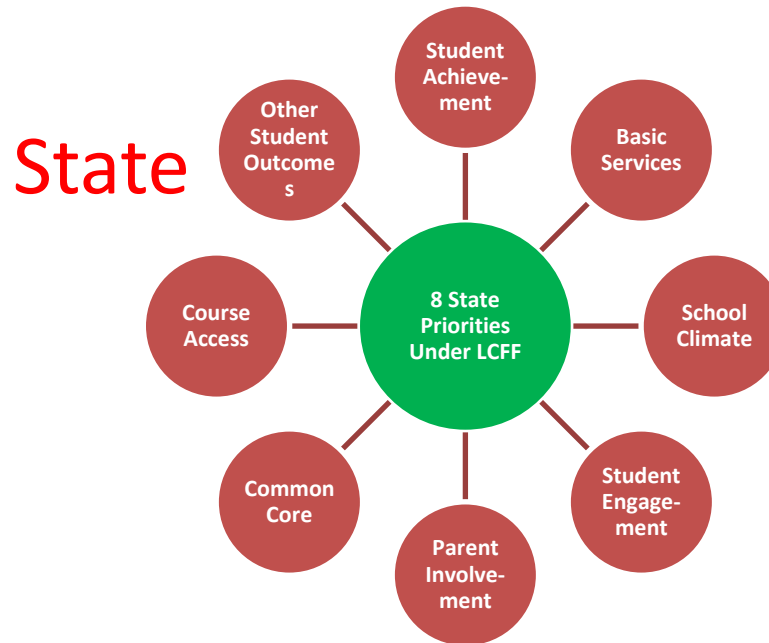
Questions?



OAKLAND UNIFIED
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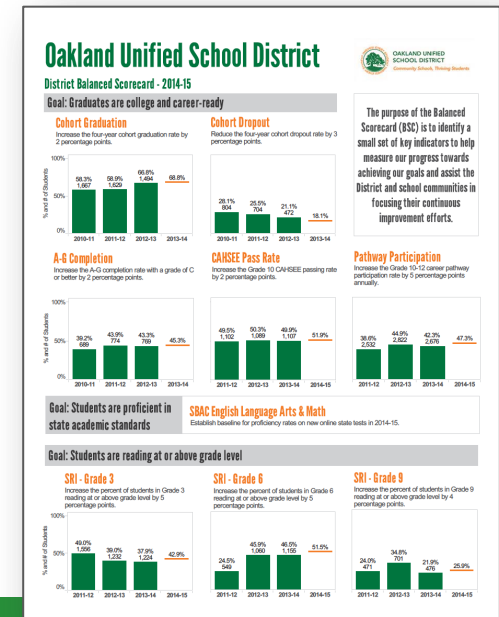
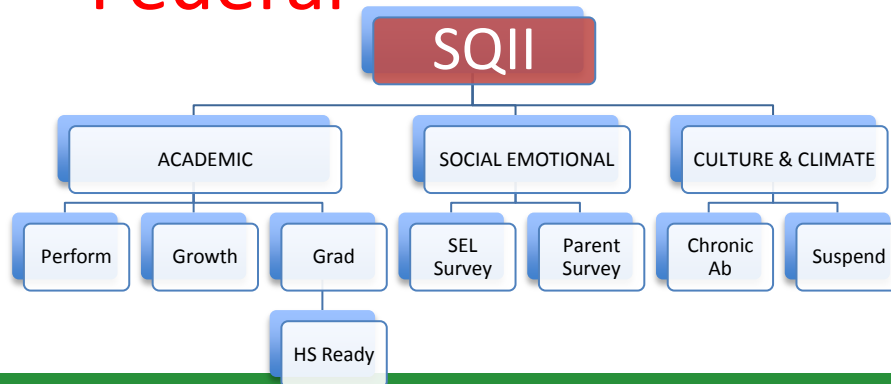


Balanced Scorecard Integrates Multiple Systems



Local

Federal



Oakland Unified School District

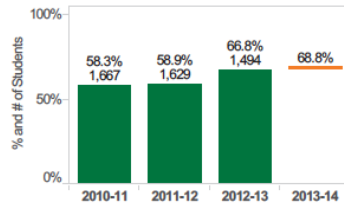
District Balanced Scorecard - 2014-15



Goal: Graduates are college and career-ready

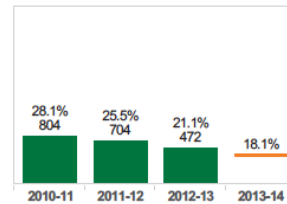
Cohort Graduation

Increase the four-year cohort graduation rate by 2 percentage points.



Cohort Dropout

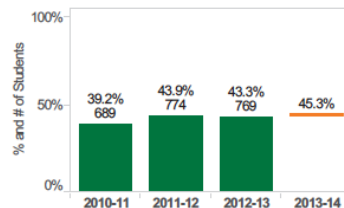
Reduce the four-year cohort dropout rate by 3 percentage points.



The purpose of the Balanced Scorecard (BSC) is to identify a small set of key indicators to help measure our progress towards achieving our goals and assist the District and school communities in focusing their continuous improvement efforts.

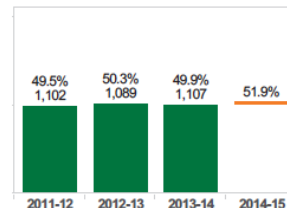
A-G Completion

Increase the A-G completion rate with a grade of C or better by 2 percentage points.



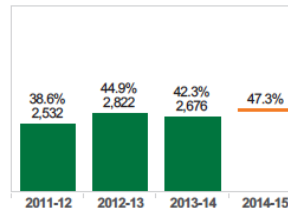
CAHSEE Pass Rate

Increase the Grade 10 CAHSEE passing rate by 2 percentage points.



Pathway Participation

Increase the Grade 10-12 career pathway participation rate by 5 percentage points annually.



Goal: Students are proficient in state academic standards

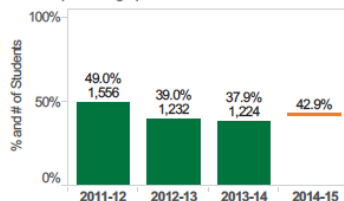
SBAC English Language Arts & Math

Establish baseline for proficiency rates on new online state tests in 2014-15.

Goal: Students are reading at or above grade level

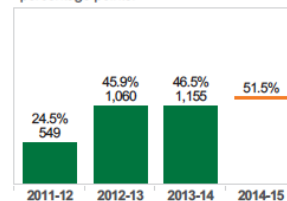
SRI - Grade 3

Increase the percent of students in Grade 3 reading at or above grade level by 5 percentage points.



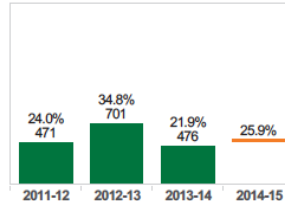
SRI - Grade 6

Increase the percent of students in Grade 6 reading at or above grade level by 5 percentage points.



SRI - Grade 9

Increase the percent of students in Grade 9 reading at or above grade level by 4 percentage points.



- **GOAL:** Graduates are College & Career Readiness
- **GOAL:** Students are Proficient in State Academic Standards
- **GOAL:** Students are Reading at or Above Grade Level

Oakland Unified School District

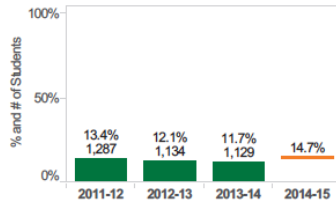
District Balanced Scorecard - 2014-15



Goal: English Learners are reaching English Fluency

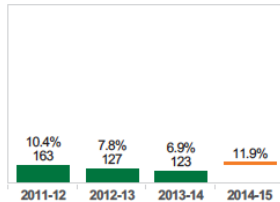
EL Reclassification

Increase the English Learner (EL) reclassification rate by 3 percentage points.



LTEL Reclassification

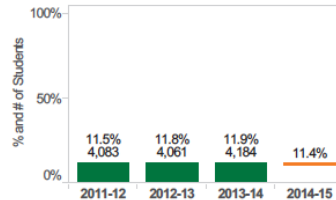
Increase the Long-Term English Learner (LTEL) reclassification rate by 5 percentage points.



Goal: Students are engaged in school everyday

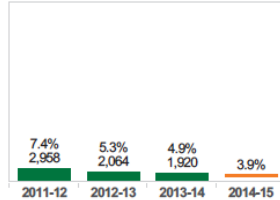
Chronic Absence

Reduce the chronic absence rate by 0.5 percentage points.



Suspension

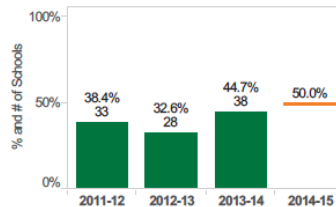
Reduce the off-campus suspension rate by 1 percentage point.



Goal: Parents and families are engaged in school activities

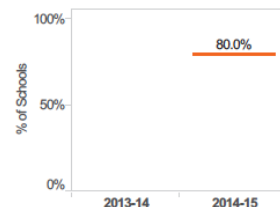
Parent Survey Participation

Increase the percent of schools with participation rates above 40% in the California Healthy Kids Parent Survey to 50%.



Parent Activities

Increase the percent of schools offering at least 3 academic activities for families per year to 80%.



Definitions

A-G: High school course requirements that must be completed with a grade of "C" or better for students to be eligible for admission to the University of California or California State University systems.

CAHSEE: California High School Exit Exam, all high school students in California must pass CAHSEE to earn a high school diploma.

Chronic Absence: A student is defined as chronically absent if he or she misses 10% or more of school days for any reason, excused or unexcused.

Cohort: A four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave and as new students transfer in.

College & Career Pathway: A set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors.

EL: English Language Learner.

LTEL: Long-Term English Language Learner. A student is considered an LTEL if they have been an ELL for more than six years.

Reclassification: The process for determining that an English Language Learner has become Fluent English Proficient.

SBAC: Smarter Balanced Assessment Consortium, a multistate consortium working collaboratively to develop a student assessment system aligned with the Common Core State Standards in ELA and Math).

SRI: Scholastic Reading Inventory, a screening assessment of reading levels.

- **GOAL:** English Learners are reaching English Fluency
- **GOAL:** Students are Engaged in School Everyday
- **GOAL:** Parents and Families are Engaged in School

This document was produced by the Department of Quality, Accountability & Analytics (QAA). All goals appearing in the Balanced Scorecard appear in Oakland's Local Control Accountability Plan.

Oakland Unified School District

District Balanced Scorecard Indicators by Subgroup – 2014-15

	Cohort Graduation	Cohort Dropout	A-G Completion	CAHSEE Pass Rate	Pathway Participation	SRI Grade 3	SRI Grade 6	SRI Grade 9	EL Reclassification	LTEL Reclassification	Chronic Absence	Suspension	Parent Survey Participation
White	76.9%	13.6%	71.3%	83.1%	50.2%	77.9%	83.3%	7.6%	14.2%	9.5%	5.4%	1.1%	
Asian	76.3%	13.3%	60.9%	64.2%	53.8%	55.8%	59.4%	32.4%	17.0%	4.7%	5.2%	1.4%	
All	66.8%	21.1%	43.3%	49.9%	42.3%	37.9%	46.5%	21.9%	11.7%	6.9%	11.9%	4.9%	44.7%
African American Male	52.4%	25.8%	26.0%	37.9%	28.0%	28.9%	36.5%	20.2%	15.1%		18.0%	12.7%	
African American	57.1%	23.7%	28.0%	42.1%	31.4%	29.7%	40.4%	21.1%	17.8%	10.0%	18.6%	10.0%	
Latino	59.1%	25.2%	41.7%	43.1%	44.8%	21.3%	40.6%	20.9%	10.1%	6.6%	11.1%	3.2%	
Pacific Islander	53.7%	26.8%	39.1%	61.3%	44.4%	31.7%	43.9%	25.0%	10.8%	11.1%	19.4%	5.6%	
Khmer-speaking			46.2%	40.6%	52.3%	40.9%	43.5%	27.3%	13.3%	2.5%	14.6%	4.2%	
Mien-speaking			41.9%	76.7%	65.7%	27.3%	25.0%	33.3%	14.0%	0.0%	10.2%	4.1%	
Native American	40.0%	40.0%		55.6%	35.5%	30.0%			0.0%		19.3%	5.1%	
Arabic-speaking			35.3%	22.0%	40.7%	17.3%	29.1%	15.6%	7.9%	7.0%	12.0%	2.7%	
Low Income			47.5%	46.7%	42.5%	26.7%	41.9%	23.0%	11.9%	7.1%	13.2%	5.7%	
Foster			6.7%	15.8%	26.4%	6.7%	25.0%	9.1%	13.0%		25.9%	16.1%	
Student With Disabilities	51.4%	24.5%	8.6%	10.1%	31.9%	9.9%	11.7%	4.6%	1.7%	0.5%	19.0%	10.3%	
English Learners	49.3%	32.6%	23.1%	10.7%	37.5%	8.1%	13.2%	4.5%			10.4%	2.9%	

- PRIORITIES:**
Priority student group performance broken out

EVERY STUDENT THRIVES!



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Phone: 510.555.5555 | Email: info@ousd.org



**OAKLAND UNIFIED
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Community Schools, Thriving Students

Family Engagement

Board Update



Presented by Deputy Chief of Community Schools, Student Services

Presented to the Board of Education

September 24, 2015

www.ousd.org



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Background

OUSD Family Engagement Resolution 1112-0730: [Strengthen Family Engagement Through the Adoption and Implementation of OUSD Family Engagement Standards](#)

- Community Schools, Thriving Students Strategic Plan directed us to establish the **Family Engagement Collaborative*** in Fall 2011, to develop [Family Engagement Standards](#)
- [Family Engagement Rubric for Staff Guidance and Professional Development](#) was developed based on research and OUSD emerging practices
- Board Resolution, introduced by Director Hinton Hodge, was adopted June 13, 2012

***Collaborative included 60 staff practitioners and parent leaders representing 13 (title one) schools, 6 organizations** (Eagle Village, East Bay Asian Youth Center, Oakland Community Organizations, Oakland Parents Together, Parent Leadership Action Network, Peralta Regional PTA, Youth Together) **and 3 OUSD departments** (Family Literacy/Adult Education, Family Community Office, Quality School Development)

Definition & Approach



OAKLAND UNIFIED
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Community Schools, Thriving Students

“Family Engagement is a strength-based , family-centered approach to partnering with families for student learning. Family Engagement is manifested in structure and process to build staff and parent/caregiver skills to partner, and is demonstrated by seeing growth in adults’ (staff and parents’) capabilities, connections, cognition, and confidence to engage. Family Engagement must be linked to learning, relational, interactive- with opportunities to practice, and collaborative.”

- Dr. Karen Mapp, Harvard Family Engagement In Education, Programs in Professional Education, July 2015

“For Family Engagement to be successful, systemic supports are needed. It must be embedded throughout reform initiatives, embedded in all academic programs, everyone in the organization sees it (family engagement) as their responsibility, and the importance is reflected in the infrastructure.”

- Michele Brooks, former Superintendent of Engagement, Boston Public Schools, National Family Engagement Conference, June 2015.



Research Informed Practice – Moving Beyond Random Acts of Family Engagement



**OAKLAND UNIFIED
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Community Schools, Thriving Students

Title	Author(s)
<u>US Department of Education: The Dual-Capacity Building Framework for Family-School Partnerships</u>	Karen L. Mapp, Harvard Graduate School of Education, April 2014
<u>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</u>	Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies, 2007
<u>Epstein's Framework for Six Types of Involvement</u> (Including Sample Practices, Challenges, Redefinitions, and Expected Results)	Joyce L. Epstein, Johns Hopkins University, Center on School, Family, and Community Partnerships, 2001
<u>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</u>	Anne T. Henderson, and Karen L. Mapp, 2002
<u>Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement</u>	Helen Westmoreland, Heidi M. Rosenberg, M. Elena Lopez, & Heather Weiss, Harvard Family Research Project, Issue Brief, July 2009

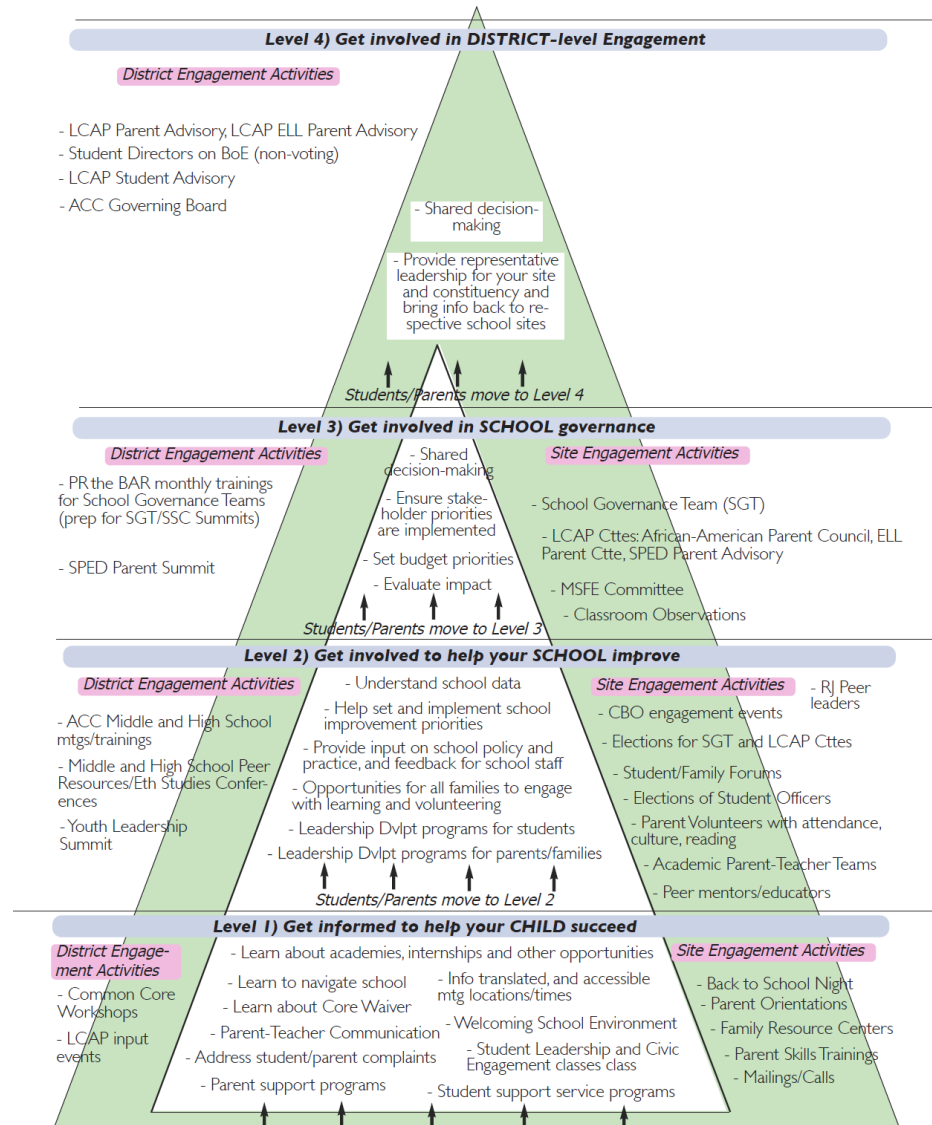
OUSD Family Engagement Theory of Action

Level 3: Site Level Opportunities for Decision Making

Level 2: Site Level Opportunities for Parent Leadership and Volunteering Linked to Learning

Level 1: Site Level Opportunities for Parent-Teacher Partnership

Foundation: Welcoming Environment & Partnership Mindset





Implementation Years: 2012-2015

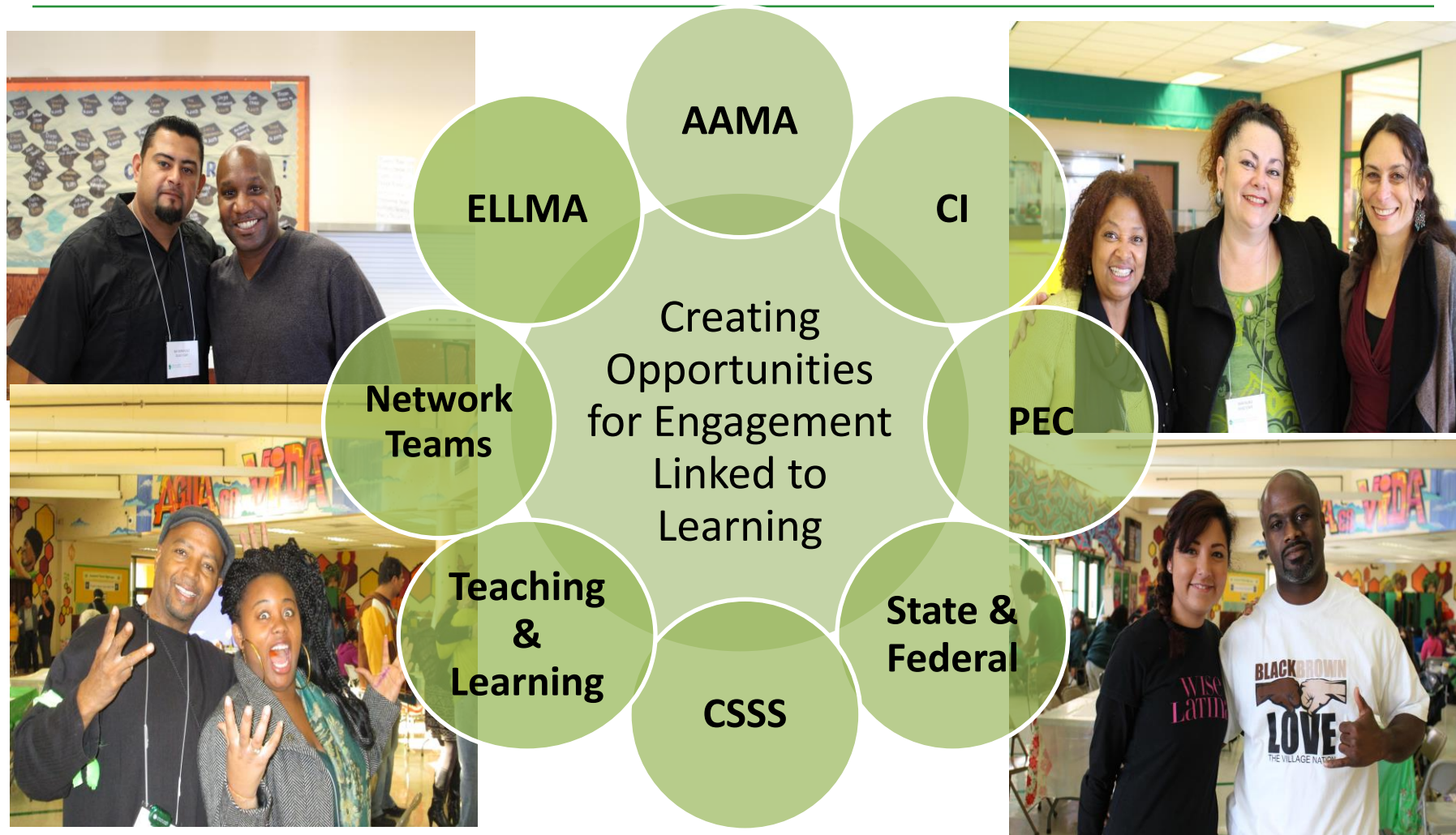
GOAL	OUTCOMES
Year 1 (2012-13): Establish structures at 6 cohort schools for increased family engagement opportunities linked to attendance, reading, school culture	Total staff-led parent workshops across 11 sites: 166 Total parents participating: 3,577 <i>(Established Family Engagement Coordinating Teams , Family Reading Nights, Attendance Campaigns, Family Resource Centers, SSC and ELAC on-going support)</i>
Year 2 (2013-14): Develop cohort of parent leaders and ambassadors “Parents Raising the BAR”, to engage additional parents at their sites with attendance, reading, school culture, common core standards	Parents Raising the BAR, across 17 sites: Total staff-parent co-led workshops: 128 Total parents participating: 3, 160
Year 2 (2013-14): Co-design and implement LCAP stakeholder engagement with partners	Total LCAP engagement sessions: 108 Total participants: 5,169



Implementation Years: 2012-2015

GOAL	OUTCOMES
Year 3 (2014-15): Train 50 parent leaders to engage 1,000 parents at 20 highest need Title 1 schools with college/career readiness, reading, attendance, school culture	38 parent leaders trained, co-leading 221 academic sessions with staff, reaching 17,000 parents across 45 schools.
Year 3 (2014-15): Co-design and implement LCAP stakeholder engagement with partners, including launch of LCAP Parent and Student Advisory	Total sessions: 164 Total participants: 6,650
Year 3 (2014-15): Launch professional development for site leaders and site liaisons, and promote staff use of an Online Family Engagement Toolkit	Total community of practice sessions: 5 Total staff participants: 46 (15 principals, 31 site liaisons)
Year 3 (2014-15): Recruit and train 100 new parent volunteers, and develop user-friendly volunteer portal.	Total new parent volunteers: 721 Total volunteers trained: 200+ New Volunteer Portal Launched in June 2015.

Cross-Department Collaborations





Continuing Goals for 2015-16

GOAL	TIMELINE
Continue PR the BAR leadership development and site based parent-staff co-led academic workshops	September 2015 – May 2016
Continue differentiated technical assistance to Title 1 schools on family engagement structures and opportunities linked to learning and volunteer management	September 2015 – May 2016 (Monthly support sessions for staff and parent leaders in each geographic region)
Continue collaboration with core youth and family engagement partners to increase site based family engagement staffing, and align workplans with OUSD Family Engagement Theory of Action and goals for 2015-16	August 2015 – on-going
Continue collaboration with Cross Department SPSA support team to convene four SSC Summits , build functional SSC teams, complete SSC self assessments, and provide differentiated supports	September 2015 – June 2016



New Goals for 2015-16

GOAL	TIMELINE
Launch Oakland Parent-Teacher Home Visit Project with 120 teachers from 8 sites	August 2015 – on-going
Launch Family Engagement Community of Practice for Site Based Family Engagement Staff, and increase number of site liaisons	September 2015 – June 2016
Work with Central Family Resource Center and core partners to develop Family Resource Centers and/or Family Resource Zones at all schools	September 2015 - on-going
Work as unified cross-departmental team with new Community Engagement team in Communications Department	September 2015 – on-going



Appendix:

- Executive Summary – Family Engagement Update
- Board Resolution 1112-0730: [Strengthen Family Engagement Through the Adoption and Implementation of OUSD Family Engagement Standards](#)
- [Family Engagement Standards](#)
- [Family Engagement Rubric for Staff Guidance and Professional Development](#)
- [Dual Capacity Building Framework for School-Family Partnerships](#)
- [OUSD Family Engagement Theory of Action](#)
- [Online Family Engagement Toolkit](#)
- [Volunteer Portal](#)
- Video: [Parent-Teacher Home Visit Project](#)
- Video: Karen Mapp on Dual Capacity Building, a sample video for our [Family Engagement Community of Practice](#)



Contact Information

Meaningful Student and Family Engagement

Student and Family Engagement Coordinator: Raquel.Jimenez@ousd.org

School Governance Specialist: Sara.Nuno@ousd.org

K-8 Regional Family Liaison: To Be Hired

K-8 Regional Family Liaison: Ray.Bermudez@ousd.org

K-8 Regional Family Liaison: Andre.Spearman@ousd.org

High School Network Family Liaison: Kim.Shipp@ousd.org

Volunteer Portal, Program Assistant: Brittany.Love@ousd.org

All City Council, Community Assistant: Eric.Adams@ousd.org

Student Engagement Liaison: Aurora.Lopez@ousd.org

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Thank you for your attention!



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