

# California School Dashboard: Updated Report on Local Indicators

Presented by

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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Ask of the Board

- This item provides updated 2022-23 data on OUSD's rate of teacher misassignment.
- In 2023, the CDE began providing Teaching Monitoring and Outcomes (TAMO) data, replacing local data collection. This year's data was not released until July, after LCAP adoption, so only 21-22 data was available for the Local Indicators presentation.
- The CDE is therefore requiring all LEAs statewide to return to their Boards to share the 2022-23 data point at the first available Board meeting.

# 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.

- Total teacher misassignments in 2021-22: **27.3%** and in 2022-23: **31.6%**
- 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 (including deficiencies and extreme deficiencies): **0**

## 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.

## 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.



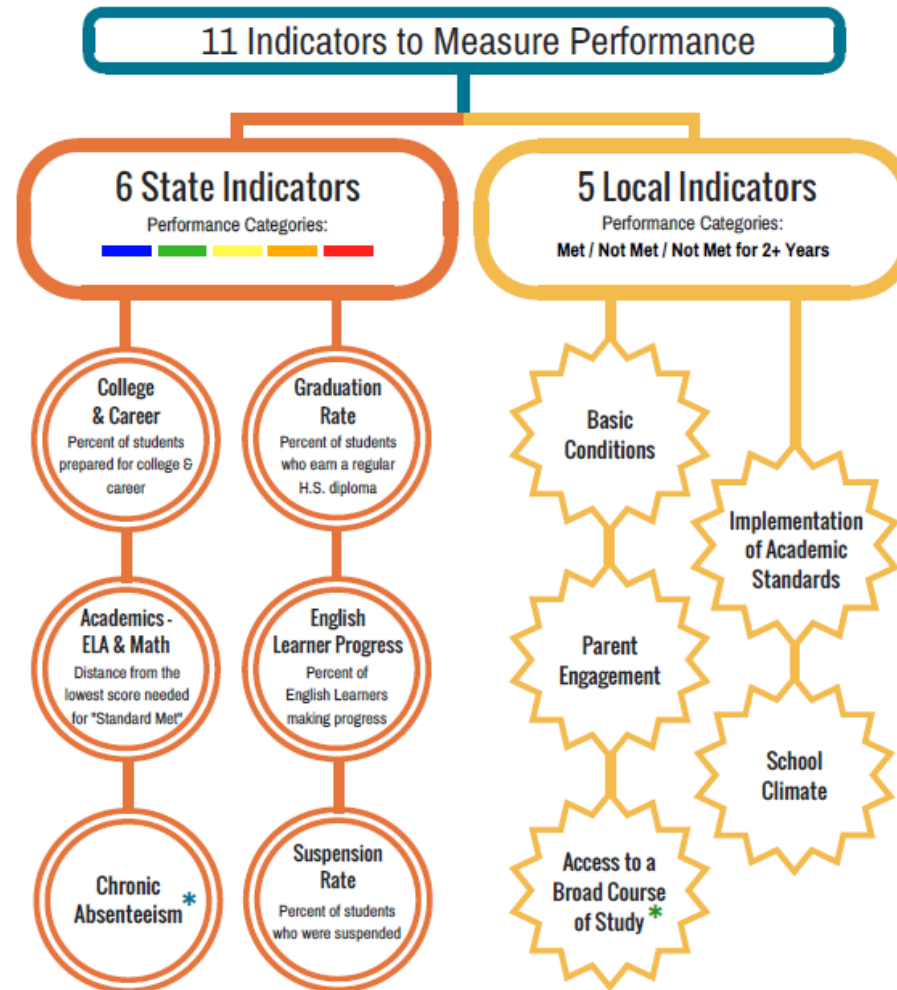
# California School Dashboard

## 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

*Local Indicators must be reported to the local Board of Education and then to the State Department of Education*

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# 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	4	3	3
English Language Development	3	3	3
Mathematics	4	3	3
Next Generation Science Standards	4	3	3
History/Social Science	3	3	2

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

# 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 Education	3
Physical Education	2
Visual & Performing Arts	2
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*



# Priority 3: Parent and Family Engagement

**Standard:** *The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.*

## Building Relationships

## Self-Rating

Developing the capacity of staff to build trusting and respectful relationships with families.	4
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.	4
Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families.	3

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

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## Building Partnerships for Student Outcomes

## Self-Rating

Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
Progress in providing families with information and resources to support student learning and development in the home.	4
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 and Family Engagement

**Standard:** *The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.*

Seeking Input for Decision Making	Self-Rating
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.	4
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.	4
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).*

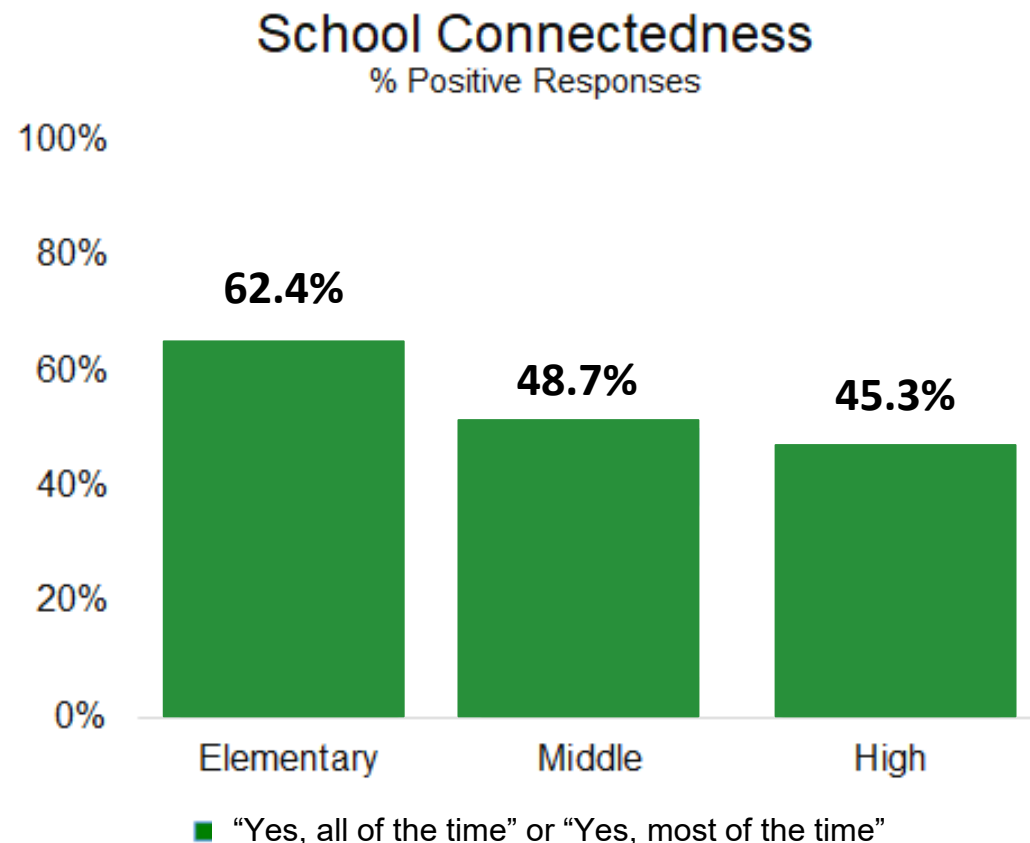
## California Healthy Kids Survey (CHKS)

- Administered in 2021-22\* to all students in grades 5-12
- District-wide student participation rate was 56.5%
- 42 schools had a student survey participation rate of 70% or higher

*\*Most recent year for which complete data is available.*

# Priority 6: School Climate

**49.7% of students reported feeling connected to their school.**



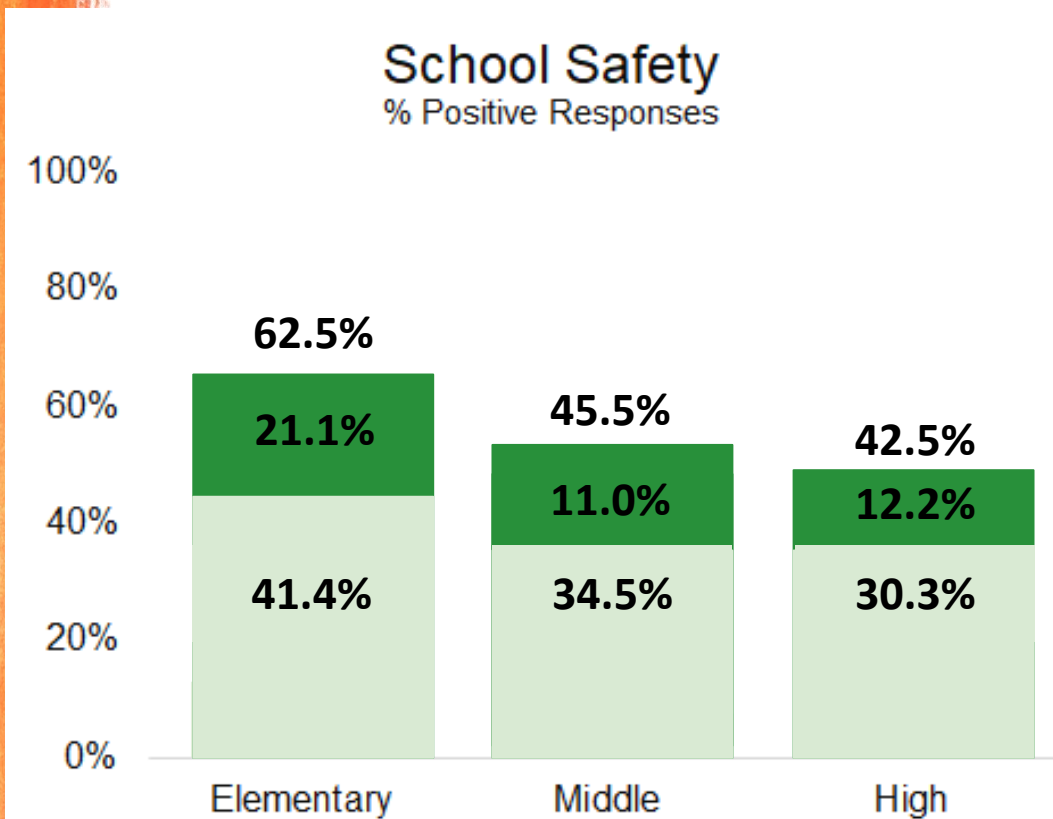
"I feel close to people at this school." "I am happy to be at this school." "I feel like I am part of this school." "The teachers at this school treat students fairly." "I feel safe in my school." or "How safe do you feel when you are at school?"

**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.

# Priority 6: School Climate

*47.6% of students reported feeling safe in their school.*



“How safe do you feel when you are at school?”

**Five-point scale:** Very Safe; Safe; Neither Safe nor Unsafe; Unsafe; Very Unsafe

■ Safe    ■ Very Safe

# 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](https://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 integrated academics, work-based learning, internships, dual enrollment, Career Technical Education, and aligned student supports.
- **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 Courses:** 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 most middle schools provide an introduction to computer science and help to prepare students for more advanced computer science/pathways in high school.
- **Ethnic Studies (grades 9-10):** Offerings increased from three to ten high schools over five years. In nine of these schools, Ethnic Studies is offered to all ninth or tenth graders.
- **Graduate Capstone:** Seniors at all comprehensive high schools participate.



# 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.
- While there is some inclusion of Career Technical Education skills in the Graduate Capstone Project, this **remains 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:** Continue to invest in Career Technical Education integration and work-based learning for students, which is frequently embedded in academic A-G courses in the form of project-based learning, informational interviews, etc.
- **Linked Learning Pathways:** Continue 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:** Provide recommendations on how schools can create master schedules to ensure high quality Capstone project experiences for all students.
- **Multilingual Education:** Continue to expand multilingual assessments to more schools, grade levels, and in new languages. Continue implementation of the dual language enrollment policy to ensure equitable access and language balances appropriate to program needs.

# EVERY STUDENT THRIVES!



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