

Oakland Unified School District



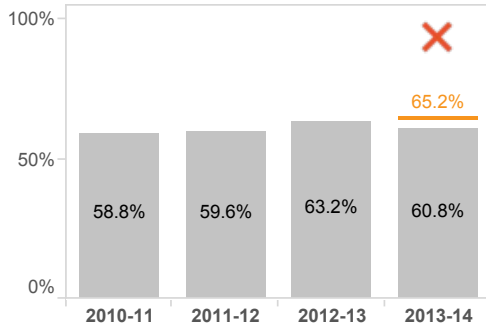
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

District Balanced Scorecard - 2015-16

● Goal: Graduates are college and career-ready

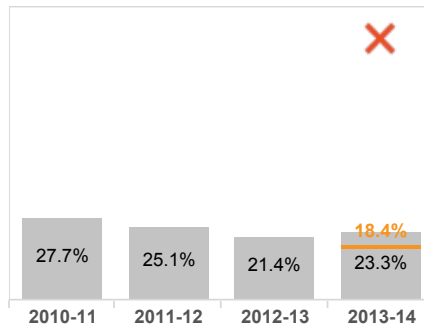
Cohort Graduation

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



Cohort Dropout

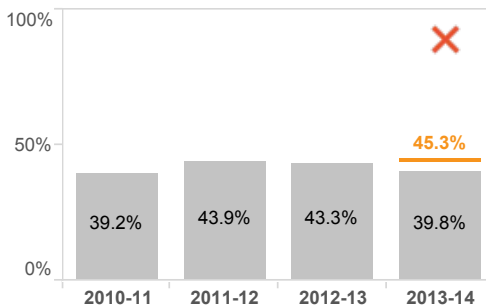
Reduce the four-year cohort dropout rate by 3 percentage points.



The purpose of the Balanced Scorecard 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.

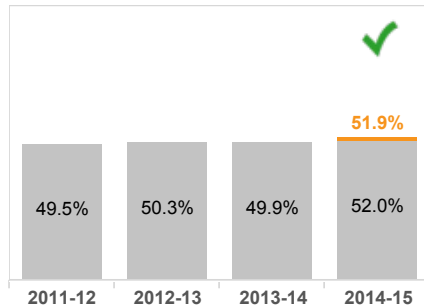
A-G Completion

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



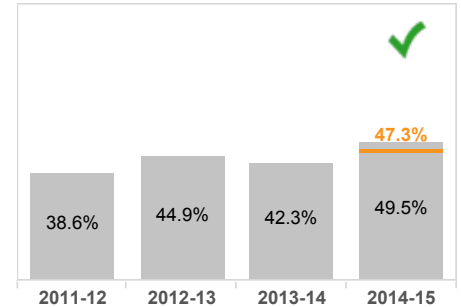
CAHSEE Pass Rate

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.

18.9%
Standard Met on SBAC ELA

9.8%
Standard Exceeded on SBAC ELA

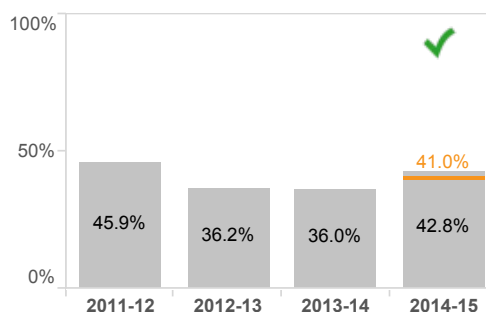
13.9%
Standard Met on SBAC Math

9.3%
Standard Exceeded on SBAC Math

● Goal: Students are reading at or above grade level

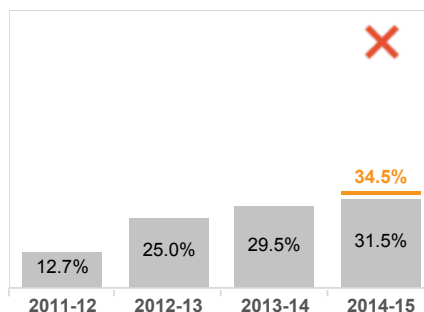
SRI - Grade 3

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



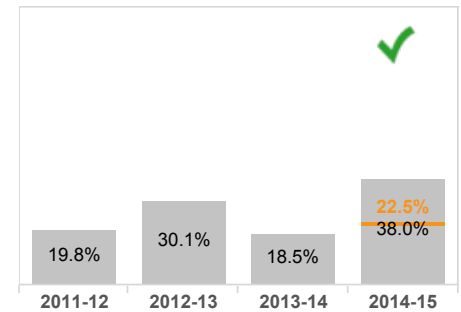
SRI - Grade 6

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



SRI - Grade 9

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



Oakland Unified School District



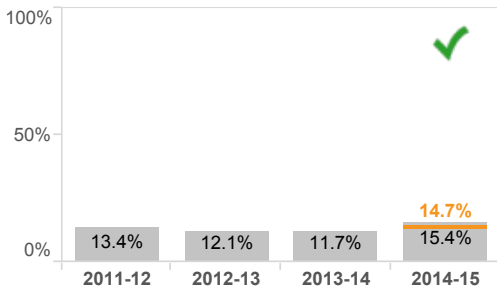
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● Goal: English Learners are reaching English Fluency

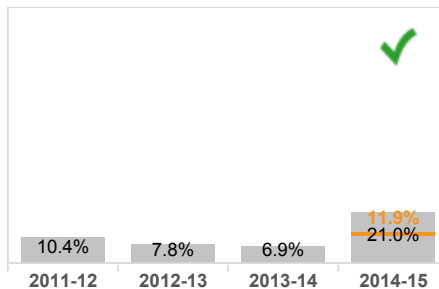
EL Reclassification

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



LTEL Reclassification

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



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 English Language Arts and Math.

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

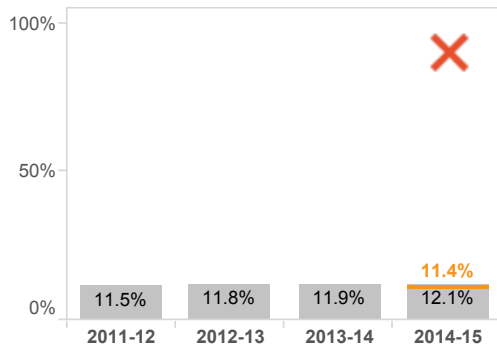
Website

Visit www.ousddata.org to access supplementary data points in dashboard format.

● Goal: Students are engaged in school everyday

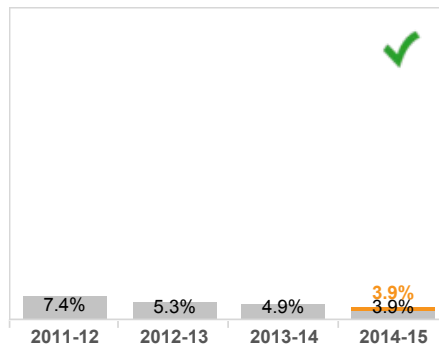
Chronic Absence

Reduce the chronic absence rate by 0.5 percentage points.



Suspension

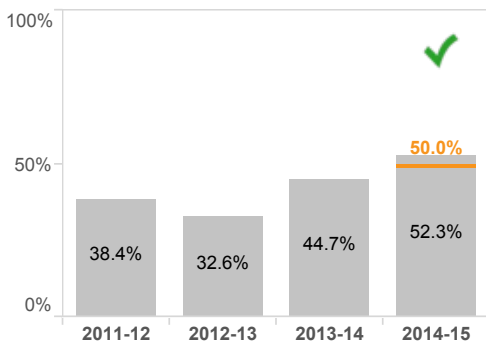
Reduce the off-campus suspension rate by 1 percentage point.



● 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%.

45 out of 86 schools offered at least 3 academic activities:
52.3%



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	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	SBAC ELA (Standard Met / Standard Exceeded)	SBAC Math (Standard Met / Standard Exceeded)	Suspension
White	75.4%	16.6%	76.5%	79.9%	54.2%	78.7%	70.5%	72.4%	13.7%	6.5%	5.5%	30.9% / 35.8%	28.9% / 33.2%	1.0%
Asian	71.5%	16.9%	60.1%	71.0%	57.2%	54.7%	45.4%	56.5%	23.1%	20.2%	4.4%	32.2% / 17.0%	24.0% / 21.3%	0.9%
All	60.8%	23.3%	39.8%	52.0%	49.5%	42.8%	31.5%	38.0%	15.4%	21.0%	12.1%	18.9% / 9.8%	13.9% / 9.3%	3.9%
African American Male	54.3%	26.6%	18.0%	39.8%	37.2%	31.8%	19.0%	28.8%	16.0%	28.6%	19.1%	9.5% / 2.3%	7.0% / 2.1%	10.3%
African American	58.6%	24.9%	23.6%	43.1%	38.2%	36.0%	23.6%	31.6%	16.9%	21.1%	19.7%	13.0% / 3.2%	7.4% / 2.1%	8.2%
Latino	54.5%	26.2%	36.2%	46.2%	54.6%	28.4%	23.8%	29.2%	13.6%	21.5%	11.2%	14.9% / 4.2%	10.5% / 3.2%	2.5%
Pacific Islander	57.8%	26.7%	13.8%	48.3%	58.1%	30.8%	25.0%	32.4%	9.2%	10.0%	14.7%	10.3% / 3.7%	11.9% / 3.2%	4.7%
Khmer speaking	47.1%	35.3%	29.2%	62.5%	54.9%	41.2%	31.3%	39.1%	12.9%	8.9%	7.8%	25.2% / 4.6%	19.7% / 2.3%	2.3%
Mien speaking	64.7%	23.5%	38.5%	58.3%	59.7%	41.7%	*	38.1%	21.7%	21.2%	9.6%	22.9% / 5.7%	13.6% / 4.9%	2.8%
Native American	*	*	*	*	33.3%	58.3%	*	*	*	*	23.9%	19.4% / 4.8%	4.7% / 6.3%	4.3%
Arabic speaking	46.7%	31.1%	50.0%	28.6%	66.9%	14.8%	17.7%	15.2%	7.2%	9.8%	11.6%	10.5% / 1.9%	6.9% / 3.2%	3.3%
Low Income	67.0%	16.2%	37.5%	50.1%	51.7%	33.3%	25.8%	35.7%	14.9%	20.9%	13.1%	15.9% / 4.7%	11.0% / 4.9%	4.5%
Foster	33.3%	36.4%	0%	27.8%	40.3%	16.7%	5.6%	8.8%	14.3%	20.0%	22.7%	4.9% / 1.6%	6.3% / 1.1%	13.4%
Student With Disabilities	55.1%	22.9%	9.6%	8.1%	42.7%	13.5%	7.0%	11.1%	4.5%	7.4%	19.6%	3.5% / 1.6%	3.1% / 1.8%	7.9%
English Learners	36.2%	39.5%	22.4%	15.4%	48.8%	11.2%	1.9%	3.4%	NA	NA	10.7%	2.4% / 0.2%	4.2% / 0.7%	2.3%

All goals appearing in the Balanced Scorecard appear in Oakland's Local Control Accountability Plan. *Student groups totaling less than 11 in any academic year are excluded from this report to protect student privacy.