## Oakland Unified School District

### District Balanced Scorecard - 2014-15

#### Goal: Graduates are college and career-ready

<table>
<thead>
<tr>
<th>Cohort Graduation</th>
<th>Cohort Dropout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the four-year cohort graduation rate by 2 percentage points.</td>
<td>Reduce the four-year cohort dropout rate by 3 percentage points.</td>
</tr>
</tbody>
</table>

#### A-G Completion

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

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>39.2%</td>
<td>43.9%</td>
<td>43.3%</td>
<td>45.3%</td>
</tr>
<tr>
<td>2011-12</td>
<td>39.0%</td>
<td>1,232</td>
<td>1,224</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>49.5%</td>
<td>1,102</td>
<td>1,089</td>
<td>49.9%</td>
</tr>
<tr>
<td>2013-14</td>
<td>45.5%</td>
<td>1,060</td>
<td>1,155</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

#### CAHSEE Pass Rate

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

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>28.1%</td>
<td>25.5%</td>
<td>21.1%</td>
<td>18.1%</td>
</tr>
<tr>
<td>2011-12</td>
<td>804</td>
<td>704</td>
<td>472</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>49.9%</td>
<td>1,060</td>
<td>1,155</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>1,060</td>
<td>1,155</td>
<td>51.5%</td>
<td></td>
</tr>
</tbody>
</table>

#### Pathway Participation

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>38.6%</td>
<td>44.9%</td>
<td>42.3%</td>
<td>47.3%</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>2,532</td>
<td>2,822</td>
<td>2,676</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>1,107</td>
<td>1,089</td>
<td>1,060</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>1,060</td>
<td>1,155</td>
<td>51.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>1,060</td>
<td>1,155</td>
<td>51.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>SRI - Grade 3</th>
<th>SRI - Grade 6</th>
<th>SRI - Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percent of students in Grade 3 reading at or above grade level by 5 percentage points.</td>
<td>Increase the percent of students in Grade 6 reading at or above grade level by 5 percentage points.</td>
<td>Increase the percent of students in Grade 9 reading at or above grade level by 4 percentage points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>49.0%</td>
<td>38.0%</td>
<td>37.9%</td>
<td>42.9%</td>
</tr>
<tr>
<td>2012-13</td>
<td>49.0%</td>
<td>38.0%</td>
<td>37.9%</td>
<td>42.9%</td>
</tr>
<tr>
<td>2013-14</td>
<td>46.5%</td>
<td>45.9%</td>
<td>45.9%</td>
<td>51.5%</td>
</tr>
<tr>
<td>2014-15</td>
<td>51.5%</td>
<td>51.5%</td>
<td>51.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>24.5%</td>
<td>1,060</td>
<td>1,155</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>24.0%</td>
<td>1,060</td>
<td>1,155</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>24.0%</td>
<td>1,060</td>
<td>1,155</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>24.0%</td>
<td>1,060</td>
<td>1,155</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>24.0%</td>
<td>34.8%</td>
<td>21.9%</td>
<td>25.9%</td>
</tr>
<tr>
<td>2012-13</td>
<td>471</td>
<td>701</td>
<td>476</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>21.9%</td>
<td>25.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>21.9%</td>
<td>25.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oakland Unified School District
District Balanced Scorecard - 2014-15

Goal: English Learners are reaching English Fluency

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>13.4%</td>
<td>1,287</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>12.1%</td>
<td>1,134</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>11.7%</td>
<td>1,129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>14.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LTBL Reclassification
Increase the Long-Term English Learner (LTBL) recategorization rate by 5 percentage points.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>10.4%</td>
<td>163</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>7.8%</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>6.9%</td>
<td>123</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>11.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal: Students are engaged in school everyday

Chronic Absence
Reduce the chronic absence rate by 0.5 percentage points.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>11.5%</td>
<td>4,083</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>11.8%</td>
<td>4,061</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>11.9%</td>
<td>4,184</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>11.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Students</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>7.4%</td>
<td>2,968</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>5.3%</td>
<td>2,064</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>4.9%</td>
<td>1,920</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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%.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Schools</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>38.4%</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>32.6%</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>44.7%</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>50.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Schools</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td>80.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

LTBL: Long-Term English Language Learner. A student is considered an LTBL 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.

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

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

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. *Student groups totaling less than 11 in any academic year are excluded from this report to protect student privacy.*