

# Teaching and Learning Committee: Quality Schools Update

September 16, 2025



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Agenda

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- Review previous work on Quality Schools;
- Goal for Board Policy 6005 update this year; and
- Next steps: Engagement with stakeholders about the Graduate Profile.

# Work on Quality Schools

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- Fall 2023 District-wide engagements to identify constituent priorities for quality schools
- December 2023: Reviewed Sustainable Community Schools Redesign Process with Teaching & Learning Committee
- January and February 2024: Reviewed School Quality Rubric with Teaching & Learning Committee
- September-November 2024: Discussions of the Resolution to Re-envision, Redesign and Restructure the District

# Update the Quality Schools Policy (BP 6005)

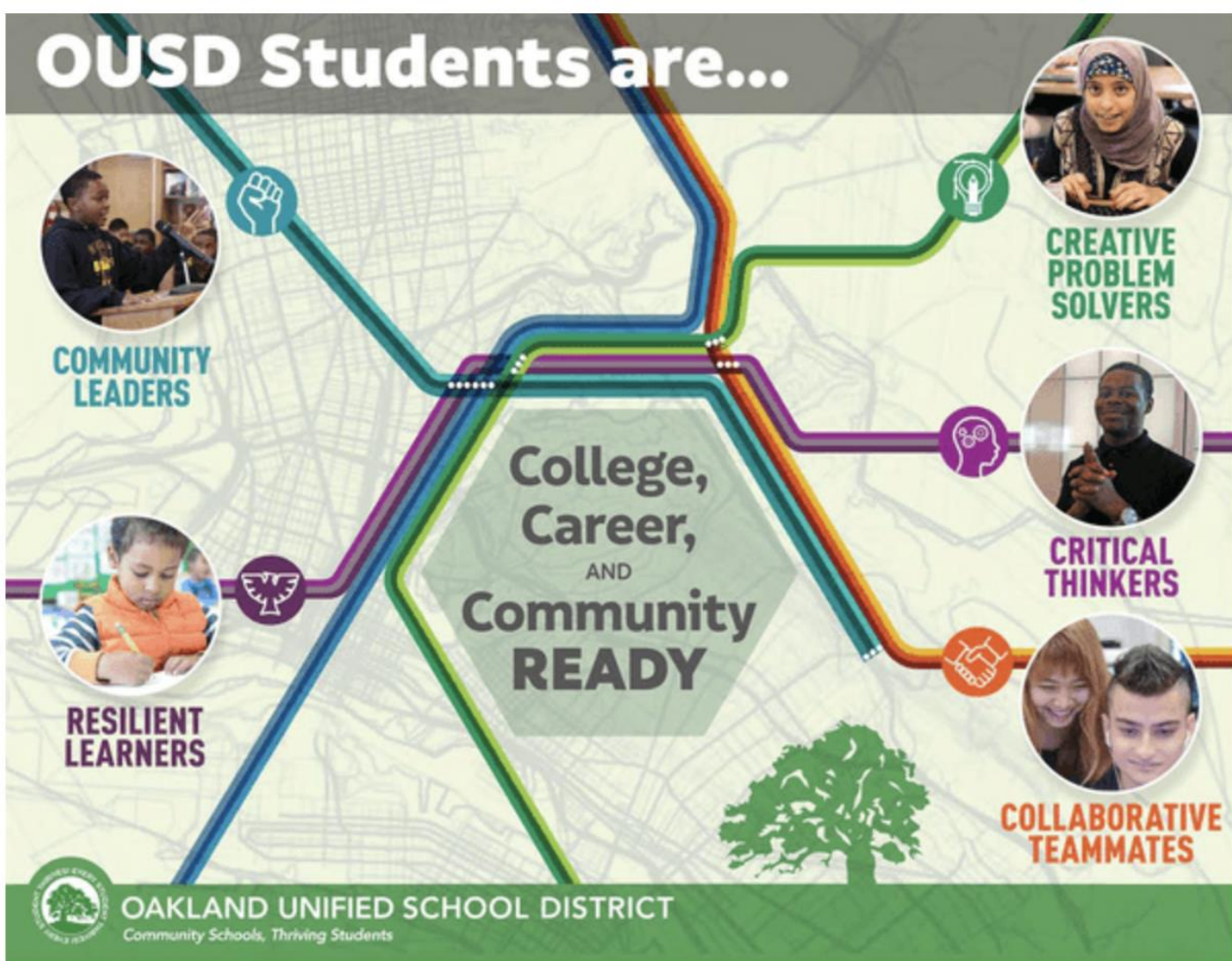
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Goal for 2025-26 is to update BP 6005 to accurately reflect these elements of School Quality, and how they inform each other:

- Graduate Profile;
- School Quality Rubric; and
- School Improvement Process.



# OUSD Students are...



| OUSD Students are...            | Which means they...                                                                                                                                                                                                                                                                                                      |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resilient Learners</b>       | <ul style="list-style-type: none"> <li>• Achieve rigorous academic goals and demonstrate fluent literacy skills.</li> <li>• Demonstrate the ability to set, pursue, and achieve short and long-term goals.</li> <li>• Identify and use strategies to manage emotions and reactions in challenging situations.</li> </ul> |
| <b>Collaborative Teammates</b>  | <ul style="list-style-type: none"> <li>• Communicate clearly using academic language and demonstrating active listening.</li> <li>• Navigate conflict and transform disagreement into opportunities to achieve consensus or agreement.</li> </ul>                                                                        |
| <b>Community Builders</b>       | <ul style="list-style-type: none"> <li>• Maintain a positive identity rooted in community, develop linguistic assets, and confidently use those assets to support learning.</li> <li>• Demonstrate empathy and value diverse perspectives.</li> </ul>                                                                    |
| <b>Critical Thinkers</b>        | <ul style="list-style-type: none"> <li>• Research topics in order to understand and analyze them, developing and presenting evidence-based arguments.</li> <li>• Use technology and digital media responsibly and effectively, and assess the credibility of information sources.</li> </ul>                             |
| <b>Creative Problem Solvers</b> | <ul style="list-style-type: none"> <li>• Apply mathematical and scientific methods, tools, and models to understand and solve real-world problems.</li> <li>• Demonstrate curiosity, openness to feedback, and a commitment to ongoing learning and improvement.</li> </ul>                                              |

# Constituent Engagement: Graduate Profile

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Next steps: Stakeholder engagement to solicit feedback on the Graduate Profile

- In-person community event;
- Virtual community event;
- Principal convening;
- ACC; and
- OEA Curriculum Committee.





# Community Schools, Thriving Students



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1011 Union Street, Oakland, CA 94607