School Quality Rubric

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.**

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.**

Core Values
Students First • Excellence • Cultural Responsiveness • Equity • Integrity

Background and Purpose
Because test scores and other quantitative measures of school performance provide only a partial view into the quality of a school, a School Quality Review process brings into focus the lived experiences of students, families, and staff who comprise the school community. The School Quality Review process includes classroom observation, interviews, and focus groups conducted by a review team during a school site visit.

Design and Structure
The School Quality Rubric is organized into three domains: Mission & Vision, Quality Program Implementation, and Collective Leadership & Professional Learning. Each of the three domains is subdivided into three Threads: Instruction, School Culture, and Systems & Structures.

Rubric Scale
In order to score a practice, consider all the evidence gathered, then select the stage that represents the best overall fit.

Emerging (Stage 1)	Developing (Stage 2)	Implementing (Stage 3)	Sustaining (Stage 4)
No evidence of the practice occurring within the school community.	Practice occurs among some of the school community.	Practice occurs with shared understanding among most of the school community.	Practice occurs with shared understanding throughout the school community.
Practice is not backed up by systems.	Individuals are starting to create systems to support this practice.	Some shared systems exist to support the implementation of the practice.	Shared systems to support the practice are embedded into the culture of the school, regardless of who works there.
Practice exists with no or little alignment to schoolwide priorities.	Practice exists with some alignment to schoolwide priorities.	Practice is aligned to schoolwide priorities.	Practice is strongly or always aligned to schoolwide priorities.
Practice is not implemented in service of students and/or does not transform the culture of learning.	Practice sometimes is implemented in service of students and/or sometimes transforms the culture of learning.	Practice frequently is implemented in service of students and/or frequently transforms the culture of learning.	Practice is almost always implemented in service of students and is transforming the culture of learning.

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DOMAIN 1: Mission & Vision		
Thread 1A: INSTRUCTION - *Do we have a shared vision of academic excellence for all students?*		**Stage 1, 2, 3 or 4**
1A.1 School Vision	The school has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school's clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement.	
1A.2 Graduate Profile	The school has defined the complex cognitive and social-emotional skills that students will master by the time they graduate (from elementary, middle, or high school) in order to be college and career ready. The identified knowledge and skills are clear, concise, and rigorous.	
1A.3 Ambitious Student Learning Goals	The school has an ambitious set of long and short term student outcomes for cognitive and social-emotional growth and achievement. These outcomes can be measured using available standards-aligned state and local assessments and/or other relevant measures of student success.	
Thread 1B: CULTURE - *Do we have a shared vision of a joyful school community?*		**Stage 1, 2, 3 or 4**
1B.1 Core Values	The school has shared values that serve as guiding principles for the actions of its leaders, teachers, staff, students, and families. These values were collaboratively developed with stakeholders, can be referred to easily, and are used to inform decision-making and practices of the school.	
1B.2 Asset-Based and Anti-Racist Mindset	Students, staff, and families hold an asset-based and anti-racist mindset. Teachers and staff create safe spaces for learning, implementing culturally responsive, trauma-informed, and anti-racist practices, and actively encouraging risk-taking. School policies and practices and classroom instruction are culturally and linguistically affirming.	
1B.3 Meaningful Inclusion of Students with Disabilities and other Marginalized Student Groups	Students with disabilities, including those with IEPs and 504 Plans, are valued and affirmed as full members of school communities and afforded authentic opportunities for inclusive access. The school culture is welcoming to and inclusive of LGBTQ+ students, staff, and families and students.	
Thread 1C: SYSTEMS & STRUCTURES - *Is our school effectively organized to keep us focused on and working toward our mission and vision?*		**Stage 1, 2, 3 or 4**
1C.1 School Mission	The school mission explains *how* the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.	
1C.2 Inclusive School Policies	School policies are inclusive and are developed, reviewed and updated annually through the lens of anti-racism and equity. Policies are transparently developed with input from the school community and are in alignment with the school values and vision.	

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1C.3 Annual Site-Based Planning Process	The school uses the annual site-based planning process to identify a clear set of long-term priorities and plans that contain measurable student goals, key strategies, and sufficient resources. This plan is reviewed and adjusted annually using relevant school data.

DOMAIN 2: Quality Program Implementation	
Thread 2A: INSTRUCTION - *Are we consistently implementing a high quality instructional program?*	**Stage 1, 2, 3 or 4**
2A.1 Quality Standards-Based Curriculum and Instruction	High quality instructional materials are consistently used to provide daily standards-based instruction, with a focus on differentiation and equity. Curriculum is grade-level appropriate, language rich, well-sequenced, and coherently builds student understanding within and across grade levels/disciplines. School has clear expectations for implementation of the standards-aligned, high quality curriculum, including integrated and designated ELD, and systems to support teachers and hold them accountable for implementation. See Appendix A for content-specific and grade-level specific expectations for curriculum and instruction, as well as specific expectations for dual language programs.
2A.2 Standards-Based Assessment	Common assessments guide standards-based grading, feedback and tiered support for students. The school has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. The school uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation.
2A.3 Meaningful Inclusion & Targeted Intervention	Students with IEPs, Newcomer students, and other marginalized student groups are meaningfully included in the general education program – including core grade-level instruction, electives/specials, lunch, recess, and school-wide events – as much as possible based on their individualized plan. They have access to grade-level content, and receive the interventions, supports, and services that they need to meet their goals. See Appendix B
2A.4 Engaging Extra Curricular and Enrichment Opportunities	Students have access to enrichment opportunities that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression.
Thread 2B: CULTURE - *Are we consistently implementing best practices for cultivating a school culture of safety and belonging?*	**Stage 1, 2, 3 or 4**
2B.1 Joyful Environment & Caring Relationships	School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. The school has a culture and climate plan in place for establishing positive school practices, rituals and routines in classrooms and common spaces grounded in positive behavior incentive systems, accountability, and restorative

	practices. The culture and climate plan guides the implementation of Tier 1 behavioral and social emotional supports and establishes a fair and transparent approach to student discipline.	
2B.2 Social Emotional Learning and Restorative Practices	School staff utilize Social Emotional Learning (SEL) practices and Restorative Practices to cultivate a joyful environment and caring relationships with students, families and each other. The school has an approach to social emotional learning that helps students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning. Staff consistently demonstrate equitable, culturally relevant and responsive practices that respect diversity, integrate trauma-informed and Restorative Practices, and utilize Transformative SEL practices.	
2B.3 Meaningful Student Engagement	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.	
Thread 2C: SYSTEMS & STRUCTURES - *Is our school effectively organized to support high-quality program implementation?*		**Stage 1, 2, 3 or 4**
2C.1 Multi-tiered System of Support	The school develops and implements a Multi Tiered System of Support Plan that guides the delivery of quality instruction, social emotional learning, behavioral guidelines and mental health supports. Tiered support structures are in place, utilizing available resources (time, people, and processes) to provide targeted instruction to students who need more support to reach grade-level standards. Classroom and school-wide systems are in place to identify which students are struggling and why they are struggling; efficiently provide needed academic, social-emotional and/or behavioral supports; monitor their effectiveness; and adjust.	
2C.2 Safety	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.	
2C.3 Resource Management	The school has strong structures in place for Resource Management including talent management and regular budget review and monitoring. Effective resource allocation and management support the site vision and students' success.	
2C.4 Schedules and Calendars	The school has structures and procedures in place for daily, monthly and annual planning and scheduling that is normed and communicated broadly. The Master Schedule is developed using student learning data and teacher input to maximize time spent on learning, while ensuring access to electives and opportunities for acceleration in core content.	
2C.5 Special Education Policies and Procedures, including IEPs	Special Education Case Managers write timely, student-centered, and data-driven IEPs that are individualized to support student growth and educational benefit. Special Education Department policies and procedures are followed for initial assessments, student discipline, and change of least restrictive environment (LRE) determinations.	
2C.6 504 Plans	Section 504 plans are thoughtfully developed and implemented with fidelity.	

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DOMAIN 3: Collective Leadership & Professional Learning	
Thread 3A: INSTRUCTION - *Does our school effectively engage all adults in supporting students to achieve academic excellence?*	**Stage 1, 2, 3 or 4**
3A.1 Collective Ownership of Student Outcomes	Staff reflect on the school mission/vision to build collective ownership of student outcomes with high expectations of one another through regular cycles of goal-setting and analysis of outcomes. School leaders, teachers, and staff hold high expectations for each other as professionals.	
3A.2 Professional Learning Communities	Teachers utilize a cycle of inquiry for professional learning communities and have ongoing, dedicated time to collaborate with colleagues to analyze data/student work and plan/adjust instruction based on student data. Collaboration is grounded in core curriculum and assessment. Schoolwide systems and structures support teachers to engage in this ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning.	
3A.3 Coaching, Observation and Feedback	Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. Educators receive regular 1:1 coaching to reflect on impact and improve practice.	
3A.4 High-Quality Professional Learning	Educators participate in ongoing, well planned, high quality professional development (PD) that is clearly aligned to school priorities, is committed to improving teaching and learning, and provides clear expectations for implementation. Educators receive both Foundational PD and Ongoing Professional Learning in core curriculum and standards. In addition to instructional supports, the staff Professional Learning plan includes Relationship Building, Equitable Learning & Anti-racist practices, and Joyful schools.	
Thread 3B: CULTURE - *Do the adults in our school have collaborative professional relationships that help us work together in service of students?*	**Stage 1, 2, 3 or 4**
3B.1 Collaborative Professional Culture	The school has a professional culture in which educators have authentic opportunities for collaboration and are able to leverage each other's knowledge and skills in service of the school's vision, mission, priorities and goals. Adults have interdependent, trusting relationships, and address conflict productively in the service of student learning and well-being. The school prioritizes the mental health and wellness of educators on campus.	
3B.2 Communication Practices	The school utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact through newsletters, website and other media. The school has established norms for communication and for dealing with conflict, including restorative practices for adults to learn from conflict.	
Thread 3C: SYSTEMS & STRUCTURES - *Is our school effectively organized to involve all stakeholders in shared leadership and decision-making?*	**Stage 1, 2, 3 or 4**
3C.1 Distributed Leadership	School implements distributed leadership to form key teams across the school. School leadership teams (e.g. ILT, SSC, COST, PLCs, Attendance Team, School Culture Team) are made up of members with diverse backgrounds and skills, have clearly established roles and responsibilities, meet regularly, focus on the site vision for equity, and foster a culture of collective responsibility.	

	See Appendix C	
3C.2 Decision-making Protocols	School has clear protocols in place for accountable decision-making that are transparent and data-driven. School leaders and governing bodies are clear about decision making processes, use data to inform their decisions, and are able to explain their reasoning. Their work is in service of school goals and priorities to which they hold the school and themselves accountable.	
3C.3 Family Partnership Structures	Family members have authentic leadership roles at the school, are involved in decision-making, and feel ownership for the success of the school. Family partnership structures cultivate parent leadership across the school to build and nurture academic partnership and increase communication with families linked to learning. Families are informed and engaged to be active participants and contributors to their child's education. The school provides equitable language access to ensure that all families can participate in meetings, events, parent-teacher conferences, etc.	
3C.4 Student Leadership/Voice	School has a structure for leveraging student leadership/voice in decision making.	
3C.5 Partnerships with Community Based Organizations	School utilizes the community schools model to build meaningful partnerships with community based organizations that support and honor youth and community and expand access to family supports, enrichment, and health services.	
3C.6 District Partnerships	The school develops strong district partnerships and communicates with District staff to complete department deliverables in a professional manner.	