



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OUSD School Quality Standards

Standards of Practice

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Quality Outcomes: Ensuring Thriving Students & Healthy Communities

These are outcomes standards we use to define what good is. They define how we measure how our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives, in addition to those established by the district, state, and federal agencies. (1.7)
2. A quality school ensures that all students, including special education and gifted/talented/advanced students demonstrate progress on academic and social goals each year and across years. (1.4)
3. A quality school ensures that all students, regardless of economic status, second language status, ethnicity, and gender, achieve at similarly high rates. Any gaps in achievement are substantially narrowing each year, due to the accelerated learning of lower-performing students. (1.5)
4. A quality school ensures that all students achieve at levels that compare positively with state and national averages and with the achievement of students at similar schools. (1.1; 1.2)
5. A quality school ensures that all students demonstrate critical thinking skills and apply those skills successfully towards solving increasingly complex tasks as they progress in school. (GPE02)
6. A quality school ensures that all students demonstrate skills in and knowledge of the arts and literature. (GPE04)
7. A quality school ensures over time that all students in the school demonstrate an ability to understand, communicate with, and effectively interact with people from different cultural, ethnic, and economic backgrounds. (CE1.09)
8. A quality school ensures that all students achieve and maintain satisfactory physical health based on nationally recognized standards for physical fitness, and demonstrate an understanding of the important role on physical health of diet, nutrition, exercise, and rest. (GPE08)
9. A quality school ensures that all students demonstrate the attributes and skills of emotional health and well-being that include the ability to resolve conflicts peacefully, maintain a positive self-view, and show resiliency in the face of challenges. (GPE07)
10. A quality school ensures that all students demonstrate the skills, knowledge, and dispositions needed in the world of work, including those acquired at the secondary level that are needed for specific career pathways. (GPE01)
11. A quality school ensures that all students demonstrate the skills, knowledge, and dispositions of engaged citizens; that they practice respect, affirmation and empathy; and that they assume responsibility for their behavior and recognize the consequences of their individual choices. (GPE05)

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Quality Indicator 1: Quality Learning Experiences for All Students

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed, in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

1. A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives. (2.69, CSTP #3 placeholder standard; AAMA2; YE01; YE08; YE14)
[High School focus] A quality high school offers Ethnic Studies courses and/or curriculum integrated into their course work. (YE 36)
2. A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement. (2.29, CSTP #2 placeholder standard; YE40).
3. A quality school ensures that the curriculum follows state and district standards, with clear learning targets, effective sequencing of content to ensure all students reach proficiency, and regular benchmark assessments to track student progress. (2.93, CSTP #4 placeholder standard)
4. A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school. (2.70, CSTP #1 placeholder standard; YE03; YE15)
5. A quality school uses different kinds of assessment data and evidence of student learning to plan instruction and make adjustments to ensure all students learn to high standards. (2.90, CSTP #5 placeholder standard)
6. A quality school ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best. (2.31; YE03)
7. A quality school ensures that students know what they’re learning, why they’re learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact “well” (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement. (CE1.55; 2.92; YE32; YE41)

8. A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person. (CE1.05)
9. A quality school uses leadership and youth development curriculum and extra-curricular content—such as sports, music, the performing arts, computer technology, gardening, etc.—to engage students and to channel their energy toward learning and leading in different ways. (AAMA3; YE37)
10. A quality school provides curriculum and courses (including A-G & AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work. (CE1.34; YE18; YE19; YE35)
11. A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college. (CE1.84; YE31; YE35)
12. A quality school provides opportunities for students to prepare for future careers, to learn specific career pathway skills and knowledge, and to develop 21st century work habits, within the school curriculum or through collaboration with external partners (internships, mentoring, and work-based learning). (CE1.62; CE1.63)

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Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

1. A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day. (FSCS.2)
2. A quality school offers a coordinated and integrated system of academic and learning support services, provided by adults and youth, to students, families, and neighbors. The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement. (FSCS.1; YE29, YE33, YE34)
3. A quality school defines learning standards for the social and emotional development of students and implements strategies to teach those standards (e.g., peer mentoring programs, student community building across grades, advisory class, conflict resolution curriculum). (YE28)
4. A quality school adopts rituals, routines and practices that reinforce values and norms that promote achievement, create a culture that challenges stereotypes, and counter anti-intellectualism, so that students believe it is “cool to be smart”. (AAMA1; YE10)
5. A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising. (AAMA4; YE45)
[High School focus] A quality high school implements peer-led workshops and mentoring on understanding the academic transcript, graduation requirements, and college entrance requirements to ensure that all students have effective supports to complete the A-G Course sequence. (YE 22)
6. A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community. (CE1.50; YE13, YE38)
7. A quality school has staff that is committed to developing relationships with the whole child—ready to help with the many challenges that students face, to hold students to high expectations, and to advise them about future goals and life after school. (YE12)
8. A quality school has clear expectations and norms for behavior, systems for holding students and adults accountable to those norms (e.g., classroom and school-wide procedures, conflict resolution supports, restorative justice strategies, all monitored by both adults and students) that lead to a culture of acceptance, diversity, and positive identity. (CE1.75; YE05, YE17, YE26, YE27)

9. A quality school ensures that the physical environment of classrooms and the broader school campus supports teaching and learning, by being effectively used, well-functioning, well-resourced, orderly, clean and safe. (3.134)
10. A quality school supports students to show initiative, take responsibility for their learning, and contribute to the school and wider community in a positive way. (3.104)
11. A quality school helps students to articulate and set short- and long-term goals, based on their passions and interests, and it provides opportunities and sets the expectation that students will constantly reflect on and revise these goals. (CE1.20)
[*High School focus*] A quality high school ensures that every 9th grade student will, by the end of their freshman year, have an individualized high school graduation and post-graduation plan. (YE23)

[*High School focus*] A quality high school implements an effective counseling program, with a sufficient number of counselors, to ensure that all students are effectively supported with the correct information and course enrollment to complete the A-G Course sequence. (YE21)

[*High School focus*] A quality high school provides many ways, including on-line tools, for students to research information regarding their college/career interests, set academic goals, develop graduation plans, track their progress, communicate with advisors and staff, and provide feedback to adults. (YE32)

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Quality Indicator 3: Learning Communities Focused on Continuous Improvement

“Learning Communities Focused on Continuous Improvement” happen when school staff works together regularly to improve the school and to produce higher and more equitable performance by students. Teachers, support staff, and administrators—in collaboration with students, families and community—study, reflect and learn together to strengthen their individual and collective efforts. They repeatedly look at data, plan, monitor, and evaluate their work. They coordinate their strategies and align their programs to ensure that all adults are working from a shared vision and providing seamless services to students. Through these efforts, they share decision-making, leadership, responsibility, and accountability for higher and more equitable performance.

1. A quality school makes sure that teachers work together in professional learning communities—to develop common lessons, to build a shared understanding of how students are progressing, and to coordinate assistance or interventions for students. (4.144, CSTP #4 placeholder standard)
2. A quality school ensures that teachers and school leaders regularly collect and analyze multiple kinds of data about student performance and the students’ experience of learning, and that they use that data in working with students, parents, and community to improve the school. (4.166, CSTP #5 placeholder standard)
3. A quality school has staff that continuously engages in a broad variety of professional learning activities, driven by the school’s vision of quality teaching and learning. These activities draw on the expertise of students, parents and community; of other teachers and schools; of larger professional communities; and of technical support providers. (4.165, CSTP #6 placeholder standard; YE39)
4. A quality school provides professional development that models effective practices and promotes teacher leadership, that spurs independent and shared reflection, and that supports teachers to continuously evaluate and revise their classroom practices to improve learning outcomes. (4.153, CSTP #6 placeholder standard; YE43)
5. A quality school ensures professional learning that has a demonstrable impact on teacher performance and student learning and social development. (4.143)
[High School focus] A quality school provides the professional development necessary to ensure that all its teachers can deliver a rigorous A-G curriculum. (YE20)
6. A quality school provides adult learning opportunities that use student voice and/or are led by students. (YE42)
7. A quality school provides learning opportunities that builds the capacity of all members of the school community to give input, participate in, or lead key decisions about curriculum and instruction and about the school practices and resources that address the needs of individual students. (4.163)
8. A quality school provides adult learning opportunities that use different instructional strategies in order to meet the needs of individual adult learners. (4.178)
9. A quality school has a clear, collaborative system, involving all members of the school community, for evaluating the effectiveness of its strategies and programs in meeting its goals and promoting desired student outcomes. (4.156; YE30)

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Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

“Meaningful Student, Family, and Community Engagement/Partnerships” happen when the school staff makes sure that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives, looking at data, planning, monitoring, evaluating the quality of the school, and participating in key decisions.

1. A quality school builds relationships and partnerships among school staff, students, their families, and community resources, based upon the school and community vision/goals, needs, assets, safety and local context. (FSCS.3; YE06, YE07)
2. A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership. (CE1.25; YE04)
3. A quality school equitably allocates resources to achieve higher and more equal outcomes, by tailoring the specific approach and mix of services to its diverse communities¹, according to the inequities identified by these communities and the school and according to the regular evaluation of its academic and support services. (FSCS.5; CE1.46)
4. A quality school partners with students by listening to their perspectives and priorities, acting on their recommendations for change in the classroom and school, and by providing opportunities for student leadership in the classroom, school, and community. (adapted from SEA Task Force; YE11)
5. A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. (adapted from 5.200; YE09)
6. A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact “well” (i.e. with quality); and what potential career/college pathways are before them. (adapted from CE1.55)
7. A quality school builds effective student, family, & community partnerships by implementing standards of meaningful student and family/community engagement, which are developed and approved by these local key stakeholders. (CE2.1)

¹ By diverse communities we mean diversity of ethnicity, culture, gender, sexual orientation, religion, national origin, and income level.

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Quality Indicator 5: Effective School Leadership & Resource Management

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality that guides the efforts of all students and adults. The skilled leaders of a quality school strengthen the ability of adults and students to share in leading. These leaders ensure quality learning for all students, by developing partnerships focused on instruction, positive academic and social-emotional outcomes for students. The skilled leaders in a quality school involve all adults and youth in regularly looking at data, planning, monitoring, and evaluating school strategies and programs. These leaders manage people, funding, time, technology and other materials effectively, to promote thriving students and build community schools.

1. A quality school has leadership which builds the capacity of adults and students to share responsibility for leadership and decision-making. Supported by strong school leadership, adults and students create a common vision for the school and community that meets the needs of the whole child. (FSCS.3)
2. A quality school has leadership that shares school improvement and decision-making with students and their families when together they look at data, develop key school plans (e.g., the master schedule, the school’s code of conduct, restorative justice strategies), monitor programs, and participate in hiring and evaluating staff. Students and their families share leadership through mandated representative bodies (e.g., School Site Council, English Language Advisory Council) and through other collaborative strategies as well. (YE25; CE2.2)
3. A quality school has leadership that provides student leaders access to and relationship with adult decision-makers and supports student leaders to be strong, authentic representatives of the student body. (YE24)
4. A quality school has leadership which ensures that the school’s shared vision is focused on student learning, grounded in high expectations for all students, and guiding all aspects of school life. (LTP1)
5. A quality school has leadership which creates and sustains equitable conditions for learning and advocates for interrupting patterns of historical inequities. (LTP 2)
6. A quality school has leadership which guides and supports the development of quality instruction across the school, to ensure student learning. (LTP 3)
7. A quality school has leadership which develops and sustains relationships based on trust and respect. (LTP 4; YE06)
8. A quality school has leadership which perseveres through adverse situations, courageously makes decisions, and assumes personal responsibility for their actions. (LTP 5)
9. A quality school has leadership which collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability. (LTP 6; YE25)
10. A quality school has leadership which develops systems and allocates resources (time, human, financial, and material) in support of the school’s vision. (LTP 7)
11. A quality school has leadership which is distributed, through professional learning communities, collaborative planning teams, and individuals taking responsibility for specific tasks, execution of action plans, and completion of interim milestones. (6.230; YE44)

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Quality Indicator 6: High Quality Central Office In Service of Quality Schools

The standards set forth here articulate the role of the central organization to operate in service of quality Full Service Community Schools.

1. A quality central office monitors each school, provides effective supports, and holds staff accountable for meeting high performance outcomes, based on a common, shared set of standards for school quality. (7.337)
2. A quality central office provides coordinated and integrated fiscal, operational and academic systems that have a demonstrable impact on all school performance and all student learning and social development. (7.338, FSCD01, CE1.70)
3. A quality central office leadership and management team models the planning and action strategies that result in the greatest improvement in school and system-wide performance. (7.339)
4. A quality central office equitably allocates resources to achieve higher and more equal outcomes, by tailoring the specific approach and mix of services according to the inequities identified by the different school communities and the central office and according to the regular evaluation of district academic and support services to schools. (FSCD05)
5. A quality central office ensures that each school is a safe and healthy center of the community, with facilities that are clean, safe, beautiful, sustainable, inviting and functional spaces, open to the community and integrated into community life. (FSCD02, CE1.82)
6. A quality district governing body and administration are effectively focused on student learning and support the schools' efforts to raise student academic and social outcomes. (7.341)
7. A quality central office builds capacity of adults and students to share responsibility for leadership and decision-making; providing ongoing support for all types of community and school leaders to build their capacities to create, implement, participate in and sustain Full Service Community Schools. (FSCD04)
8. A quality central office information system provides schools and communities with the opportunity to disaggregate and monitor student progress and track it over time and across schools. It facilitates the collection, analysis and sharing of relevant data among partners to inform decision-making. (7.342; FSCD05)
9. A quality central office has a clear, collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs, as part of assessing and adjusting its efforts to meet short and long term goals. (4.156; YE30)
10. A quality central office helps schools manage key student transitions between grades, among levels of schooling, and between schools. (7.343)
11. A quality central office builds relationships and partnerships, by developing, supporting and sustaining partnerships with key public and private entities such as philanthropy, city, county, community-based organizations, higher education, business, and community and family representatives. (FSCD03)