Teaching and Learning Committee: OUSD Graduate Profile Update

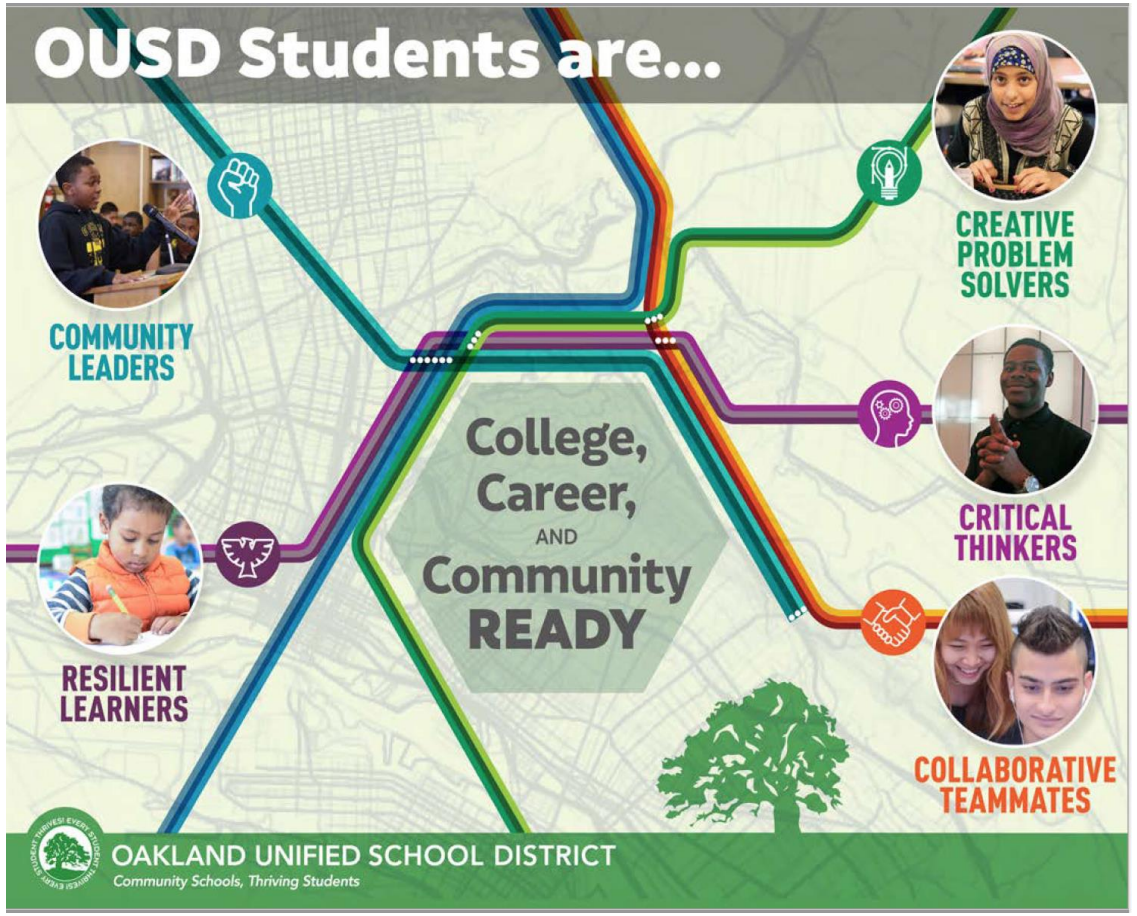
May 19, 2026

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Outcomes

- **Provide the Teaching and Learning Committee with updates on:**
  - Community engagement efforts related to the Graduate Profile
  - Key themes and insights from community feedback
  - Proposed revisions to Graduate Profile competencies and skills



Board Policy (BP) 6005: Quality Schools

Toward realizing this promise, the Board of Education shall:

1. Establish performance quality standards and **student outcome goals**, toward which all schools are expected to make steady progress.

2. Establish a **school quality review** process in which all schools, through their school governance team and in collaboration with District leaders, are accountable for:

a. Assessing the state of their school in relation to established performance quality standards and student outcome goals.

b. Identifying key priorities for school improvement.

BP 6005: School Quality

c. Establishing a school improvement plan.

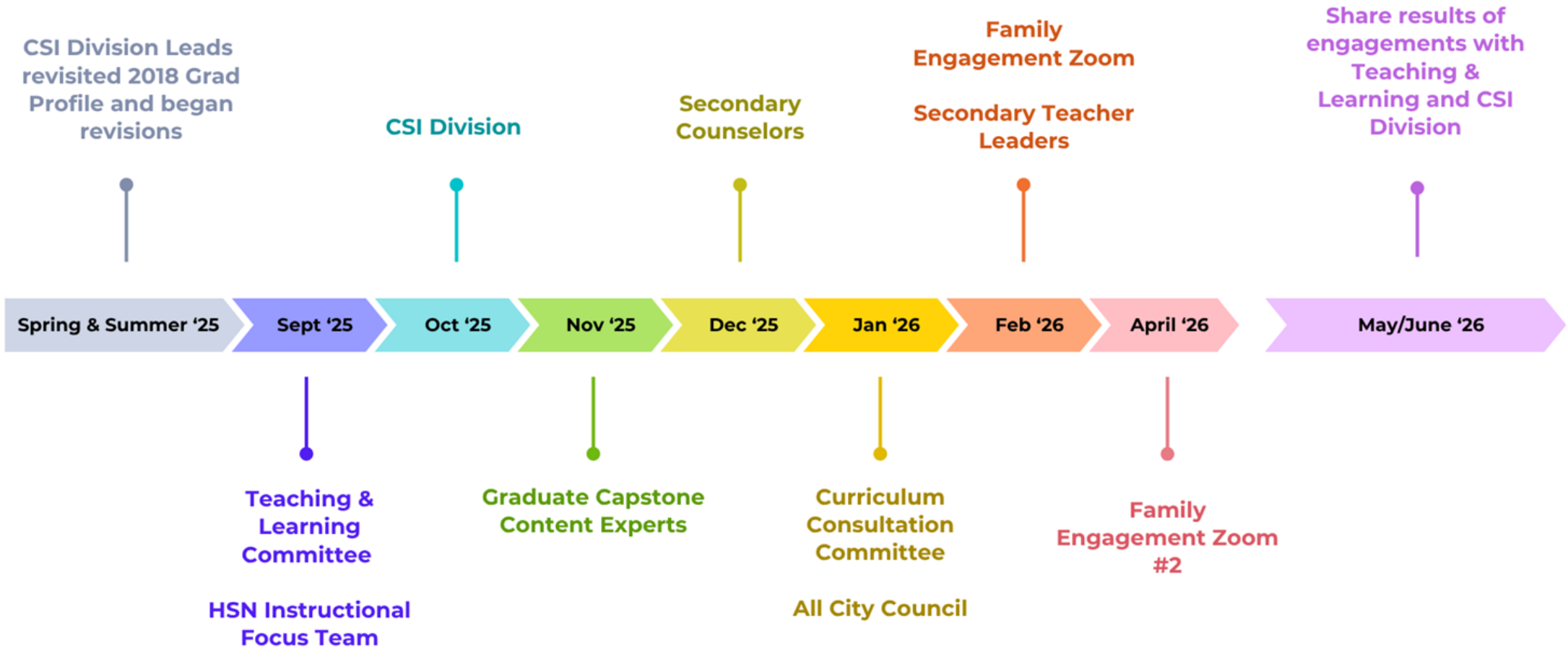
3. Based on findings from the school quality review process, **provide intensive support to schools** most in need to facilitate their achievement of performance quality standards and student outcome goals. Intensive support to highest-need schools shall include establishing a collaborative leadership team of district, school, and community leaders to envision, research, and plan a systemic approach to school improvement, including thorough consideration of replicating and/or expanding existing high-performing school and program models.

BP 6005: School Quality

4. Approve and authorize the implementation of **school improvement plans**, which have been recommended for approval by the Superintendent.

5. Establish a "Quality School Development Innovation **Fund**" to support the provision of intensive support to highest-need schools.

2025-2026
Engagement Timeline



What is a Graduate Profile?

Why is it Important?

A graduate profile explains what students should **know** and **be able to do** by the time they finish school.

It shows how school prepares students for life in the community and the world.

It lets students, teachers, and families know what is expected from TK through 12th grade.

It helps schools focus on the most important skills, like thinking, learning, and working with others, both in and out of the classroom.

It guides what students learn and experience in school each day.

It helps schools set goals and make plans to support student success.

It helps improve the people, programs, and systems that help students learn.

OUSD community members largely agree with the idea and intent of the Grad Profile

Across nearly all engagements, there was broad agreement with the purpose of the Graduate Profile:

- Prepares students for life beyond school (college, career, adulthood)
- Defines what students should know and be able to do
- Combines academic skills + social/emotional + civic readiness
- Aligns with a vision of well-rounded graduates

The challenges: (1) Unclear shared understanding and (2) Implementation

- Unclear “mental model” of what the five competencies mean

- Not consistently embedded in classrooms
- Not widely understood across K–12
- Varies significantly across schools

There is a strong desire for measurement and accountability systems

- Need for rubrics for competencies
- Need for observable indicators of mastery
- Desire to track progress over time
- Concern that GP has no accountability structure

Current systems and structures may be misaligned or partially aligned with the Grad Profile

As we move toward implementation, we will need to address areas of misalignment or partial alignment:

- school site mission, vision, graduate profile, and core values
- curricula
- discipline systems (PBIS, SOAR, 4 B's)
- graduation requirements
- classroom instruction expectations

The GP is not yet integrated into existing systems—it exists alongside them.

Strong desire for earlier and more consistent exposure

- Start in preschool/elementary, not just high school
- Vertical alignment (PK–12 coherence)
- Shared language across grade levels
- Students should “grow into” the competencies over time

The GP is seen as a TK–12 journey, but currently feels HS-centered or fragmented.

Clarity vs Depth vs Flexibility

There is an ongoing tension in feedback:

- Desire for simplicity and clarity in the revised version
- Concern about loss of depth from the 2018 version
- Need for flexibility across diverse students and schools

CRITICAL THINKERS

Ask good questions
think carefully
Decide what makes sense

Critical Thinkers

What it means to community members:

- Questioning, inquiry, and curiosity
- Evaluating information and sources
- Considering multiple perspectives and counterarguments
- Applying reasoning in academic tasks and projects

Where it shows up:

- Classroom assignments
- Capstone projects
- Ethnic studies
- STEM/engineering projects
- Research and analysis tasks

Key strengths:

- Strong alignment with real instructional examples
- Clear connection to academic work and disciplinary thinking

Key gaps:

- Overlap with creative problem solving not clearly defined
- No shared assessment rubric or progression system

RESILIENT LEARNERS

keep learning and trying, even when things are hard

Resilient Learners

What it means to community members:

- Learning from mistakes and failure
- Persistence and adaptability
- Goal setting and self-direction
- Managing stress and mental health
- Belonging and feeling included in school
- Overcoming barriers (especially for first-gen students)

Where it shows up:

- Classroom culture
- Peer mentoring
- Post-COVID student experiences
- School belonging environments

Key strengths:

- Strong equity lens (first-gen, mental health, access barriers)
- Recognition of student lived experience

Key gaps:

- Strongest measurement ambiguity of all competencies
- Risk of being interpreted as “enduring hardship” without system support

COMMUNITY LEADERS

Help and guide others
Make the community better
Be a role model

Community Leaders

What it means to community members:

- Advocacy and speaking up
- Taking initiative and responsibility
- Decision-making and analysis
- Representation of others
- Relationship-building and accountability
- Creating change in community contexts

Where it shows up:

- Student council and leadership groups
- Middle School ACC programs
- Civic engagement opportunities
- School culture and extracurricular activities

Key strengths:

- Strong civic identity and leadership framing
- Clear connection to student voice and agency

Key gaps:

- Overlaps heavily with collaboration and problem solving
- Unclear distinction between “leader” and “collaborative teammate”
- Needs clearer definition of scope (school vs community vs civic systems)

CREATIVE PROBLEM SOLVERS

Look for new and different ways to solve problems

Creative Problem Solvers

What it means to community members:

- Strategizing, planning, and adapting
- Thinking “outside the box”
- Using feedback and iteration
- Emotional regulation and confidence in problem solving
- Collaboration and openness to others’ ideas

Where it shows up:

- Capstone and project-based learning
- AED pathway (Skyline)
- Academic + creative classes

Key strengths:

- Strong connection to real-world pathways and student success
- Clear value placed on innovation + adaptability

Key gaps:

- Blurred boundaries with critical thinking
- Lacks clear progression or measurable indicators

COLLABORATIVE TEAMMATES

Work together
Share ideas
Help each other succeed

Collaborative Teammates

What it means to community members:

- Communication and listening
- Respect and inclusion
- Compromise and conflict resolution
- Shared responsibility and teamwork
- Relationship-building and care
- Restorative justice practices

Where it shows up:

- RJ circles
- Group work and classroom discussion
- Town halls and student voice structures
- School culture practices

Key strengths:

- Strong cultural and relational grounding
- Clear connection to school climate and RJ practices

Key gaps:

- Overlap with community leadership and SEL concepts
- Needs clearer instructional progression across grades

Graduate Profile competencies and proposed aligned skills

(UPDATED MAY 2026)

Competencies	Aligned Skills
Critical Thinkers	• Ask thoughtful questions • Analyze information and ideas carefully • Use evidence to make informed decisions
Creative Problem Solvers	• Generate new ideas • Try different approaches to solve problems • Improve ideas and solutions over time
Resilient Learners	• Set goals and work toward them • Persevere through challenges and mistakes • Use feedback to learn, improve, and adapt
Collaborative Teammates	• Listen actively and communicate clearly • Support each other and work through conflict respectfully • Learn from diverse perspectives and experiences
Community Leaders	• Listen to and learn from their community • Speak up for themselves and others • Take action to improve their community

Spring 2026

- Share outcomes of input sessions with the CSI Division and gather input on GP skills
- Gather input from the Teaching and Learning Committee
- Outline the work for the 2026-2027 academic year.

2026-2027: Two Strands of Work

Graduate Profile Adoption & Benchmark Refinement:

- **Adopt existing competencies** and aligned skills
  - In accordance with Board Policy and Administrative Regulation 6005 (Quality School Development)

- **Refine grade-level benchmarks** to ensure alignment with existing projects and assessments
  - Revise benchmark language to be more accessible and student- and family-friendly

Implementation Planning:

- **ECE/TK/Elementary/Middle School:** Build competency awareness with principals and teachers.
  - Grade-span specific initiatives: TBD

- **High School:** Continue to align key learning experiences with GP competencies
  - Grades 9-11: Performance Tasks
  - Grade 12: Senior Capstone project

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

1011 Union Street, Oakland, CA 94607

www.ousd.org @OUSDnews