
Defining a Quality School

Activity 1: How Do You Know?

Participants are invited to review the Mission and Vision of the Oakland Unified School District and then are presented the following prompt, demonstrated through a series of Chalk Talk style questions:

If OUSD were upholding all facets of its Mission and Vision, how would you know?

Mission and Vision of the Oakland Unified School District:

All students will graduate. As a result they are caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction
3. College and Career Readiness Literacy

How do you know if a school is providing full service?

How do you know if a school is effective?

How do you know if a school is a community school?

How do you know if a school is safe?

How do you know that a school is eliminating inequity?

How do you know a school is caring for the whole child?

How do you know if school's instruction is effective?

How do you know a school is supportive?

How do you know a school is healthy?

How do you know if a teacher is excellent?

How do you know a school is preparing a student for a career?

How do you know a school is preparing a student for college?

Responses based on prompts from the Oakland Unified School District Mission/Vision:

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How do you know a school is providing full service?

- The school can't do it...it takes a village... the school confers with the village.
- When staff and students have what they need.
- Systems to support students and families to navigate system and take next step towards college.
- Need to have realistic expectations and bring in the community support full services goes way beyond what educators are equipped to do –use the site but the personnel and programs must go way beyond school-type stuff.
- Schools need resources for either helping families/ students directly with services or can refer to agencies available to do so. The services may be educational or psychological, econ etc.
- Students do not engage in self destructive behavior.
- Mentally stable student body w/ engaged parents.
- Focus on certain students and help w/specific academic needs. When students have all materials necessary to achieve. Teachers are always prepared giving H.W. and having lesson plans. Works w/ students and parents!
- What services are available for children? What extracurriculars are available? Social, emotional curriculum.
- Its an ideal we will probably never reach...but healthy food, gardens, physical activity, community organizing, health center, parent workshops etc etc etc.
- By the way the community comes together and has a want for the school to continue.
- If it has a family resource center and ability to grow/ change/ adapt.
- By the satisfaction of the children, parents, teachers and principal.
- When there are opportunities for parents to receive support and help (in our case the FRC-parent center) to receive information.

- Parents of community have purpose for the schools
- Health center
- Farmer's market
- Parent ed classes

- Translation services
- Afterschool programs
- Library
- All on campus and heavily used
- The school hosts ESL and career technical education classes for adults in the local community during the evening
- The school is used on the weekends by community partners to host cultural events, festivals, and celebrations
- When all of the needs of the student and family are being met
- Conduct needs assessments
- Evaluate gaps/successes
- School has a health clinic
- Parent center
- Housing and job references
- Everyone smiles and is helpful
- It is providing the services that a community self identifies to ensure a successful pathway for students and families
- Community members know that their local school is the place to go to get information about employment, immigration issues, traffic school, internet access
- Are students and family needs being met on multiple levels?

- Full service is available: family resource center, clinic or nurse's office, counselor's office, after school programs
- Students can see a counselor to discuss issues/problems at home. There are an abundance of adults that students can seek.
- There is a full scope of professionals based at that school, not just teachers and minimal office staff (nurses, librarian, counselor, social worker)
- There are a range of programs and opportunities for success
- There are music, art, social studies, science, PE. There is always an adult who can help.
- If needs are being met (academic, physical, mental).
- When our schools can meet families where they are and develop student success.
- All student needs are met and families feel respected.

- Various programs that address the social and emotional needs of parents and students.
- Service needs of families (students and adults) have been identified and school has created and brought these services to serve families.
- There are tangible ways of meeting children and families where they are and developing growth and success on various measures.
- Visible to parents as well as community.
- Services are provided that address holistic (social/emotional/cognitive/physical needs).
- Many of the issues that may impact families and ultimately their child, is either referred from site or the site acts as a clearing house to address those needs.

- Several programs are available to assist students including in maintaining health.
- There is always opportunity for the children and many helpful services in the FRC.
- Connects directly to physical, mental, medical, dental; all health, social, vocational, etc. needs.
- Various partnership needs of the community are met.
- Do families ask for support beyond ELA and math?

- It has nurses, mental health workers, reading specialists, occupational therapists available to the students at that school.
- Teach to the top, not to the middle.
- They provide free after school tutoring for those students who need help.
- Art, dance and creativity guaranteed.
- When after school and tutoring programs are offered regardless of school location and population.
- Not sure what “full service” means.
- System of common education.
- If a school district recognizes the needs of a school community and bring together resources to help students and families; that is full service.
- When school optimizes the sites.
- Make sure the school has teachers who are fantastic and pay them more.
- The school is a place parents can go for help, and get resources their family needs (medical, psychological, economic resources, etc).

- Students who are identified as needing help in some area (emotional, resources, etc) get it in a timely manner.
- The community constantly relies on the school as the center hub of the community. Parents show up to request services in one place, rather than searching all over for them.
- Students have the opportunity to use libraries, computer rooms, see health people such as nurse, etc.
- Teachers aren’t coming out of their classrooms saying” if I only had access to....”
- Families come to the school to receive help when there is a problem.
- Physical education has equal weight as other academic subjects.
- The students are empowered.
- Families see school as welcoming and as a resource.
- When you call the front office and they give you a straight answer.
- The school is seen as a community resource. Educational needs are met for all members of the family. The school is part of the “glue” in the neighborhood.
- Knowing that all classes are important and grades counted for all including PE, arts and music.

- Need \$, like \$40M – children’s zone; now – we are bond aide.
- When families seek help from schools and it is ready and available!

- I haven’t found one yet!
- I’m not sure how to answer... the question and idea is noble and ambitious. How do we provide “full service” when we’re already stretched to the max? Partnering with other agencies and organizations is a start. We need more expertise.

- The 8 things on the survey are assessed through student/parent survey.
- Regional, culture and off campus experiences.
- If students want to stay after, because of good programs.
- When I see the results with the student (my son).
- It has a list of resources and someone there to explain it.
- PIES = P – physical, I – intellectual, E – emotional, S – social.
- Kids aren’t falling through the cracks.
- At orientation meetings are things like physical health, emotional health, critical thinking, joy of learning, even addressed?
- Never being but could be/will if we change.
- By the revisions the director and teachers make; and they don’t give letters for all of the services the school receives
- Counselors available, approachable and effective. Access to mental health resources; access to family help resources.
- Service? Emotional health of children is taken care of as possible. Kids involved with schools in other ways – clubs, after school/library/community interaction.

- Ask a kid a question about what went on at school today.
- When you start checking your kids homework daily.
- School has arts, music, foreign languages, PE, 3R’s.
- Enrichment opportunities for all children are available.
- This is a good question! Resources available to families and students.
- The school has ways of providing the information to you via email, parent meetings.
- Ask questions; go to meeting, parent conferences, email.
- Social-emotional needs are addressed.
- Wide variety of extra curricular learning (arts, sport), also child care for those who need it without space limitation.
- You go to front office ask secretary and answers immediately, gives you direction.
- Extended day model.
- When community is satisfied and children are meeting standards and benchmarks.
- Focus on college prep and lots of encouragement toward higher education.
- Has an “open door” policy.

- Does not teach to the test.
- Teacher will provide necessary notes of concerns/improvements to parents as update and guidance to assist students, or parent/teacher conference.
- By students interaction with teachers. Teacher has the availability to teach in different style. Students are interested in lessons.
- When they teach at a pace suitable for all students in the class. Teacher-student communication.
- Dynamic
- Observe teacher, look at data, and talk to kids.
- Children are challenged, safe and performing to their potential.
- The student is coming home wanting to learn more, eager to learn, not feeling put upon by the expectations of the classroom.
- Know how to talk to the students.
- Students are excited to learn and are confident in asking questions.
- They love what they do; they know all their students and their strength and weakness.
- Listens to children.
- The teacher knows subject matter.
- Has an ordered classroom. Kids are engaged.
- Child praises the teacher.
- When your student has a good report on their teacher.
- Student is achieving; promote student growth; excited students.
- Kids are engaged in class-control, safe environment.
- When my child complete her work; when my child speak of her teacher everyday (her teacher is excellent).
- Organized not simply lecturing at front of room; good class management.
- Appropriate developmental practice.
- Students enjoy what they are learning and know why they are learning the information/subject.
- Students are able to show what they know and have learned.
- Respect! Strong, takes no back talk, fair and understanding.
- Students are engaged and eager to be in class, students are meeting standards, teachers are happy in classroom.
- Students are thriving, engaged; class is in order, teacher engaged.
- Teacher understands whole child developmental stage. In touch with child's emotional as much as intellectual level.
- Students are learning.
- Child loves to go to school, reflects at home what she/he learns, great role model.

- Students and families have access to a range of services: after school tutoring, summer school mental and physical health, nutrition, ESL language support and more.
- I know a school is providing full service when they identify supports and resources for students and families (health, food, housing, clothing, job readiness).
- Connection between families and those resources, warm handoffs, strong relationship with local community resources as well as city and county.

- When a child or parent shares a need and the school responds to the need maintaining confidentiality.
- Do they have resources to help kids with problems like abuse, drugs, pregnancy, church and tutoring.
- Are the teachers and the lessons challenging?
- Growth (emotional, social and academics), Success (individual, class, school)
- My son likes the service.
- Full of resources to stay college bound.
- The child in large measure shows progress and development in the 8 goal areas of public education.

- School has partnership with health providers.
- School has clear aligned goals for school/wellness.
- School has capable director of wellness center.
- Coherent delivery of all services-instructional, social/emotional, health, interventions and college/career.
- School has partnership with gang prevention organization.
- School has drug addiction prevention programs.
- School has mental health workers.
- School has a physician on site.
- School has RN on site.
- School has good counselors for students.
- School has full capacity to refer students for physical health.
- School has family counseling available.
- School has full capacity to refer student for mental health.
- School has dedicated staff to help parents and families.
- School has social worker.

- The entire community, families and students know/name the services - know what to do to get assistance.
- Help in defining what a full service school looks like. Shown models of full service schools and a road map of how to get there.
- Bottom 3 levels of Maslow's pyramid are met for every child, regardless of income or other demographic. Schools w/more students w/high needs, provide more needed services.
- Is the school able to intervene or refer a student for support/help? Do they advertise all their services?
- By observing the school and seeing the services in action.
- A nurse is on staff, psychologist, and academic support. Family center w/resources (housing referrals, food, medical).
- Needs: Equitable funding for expectations (health services, mental health services, etc.).
- Because parents don't take students out to counseling/Dr's appts.

- When students are happy, healthy, and successful
- Access (timely and relevant) mental health support for kids and families
- Lower incidence of violent crime in community
- There is a system in place that the entire staff and parents can explain that supports full service for the schools
- Supports are in place for staff, students, and families

- Help after school and on breaks
- I don't know if they offer all services. How can I know how to receive services?
- I don't know
- ESL and special ed are prioritized; dual immersion, too
- In the school of my son I suppose that there is
- Looking at the programs that they offer
- Participating and helping the teachers
- Full service involves engaging families and community assets and businesses. The goal is to have well-rounded and stable students
- Le faltan juntas, cartas de maestros, y paseos

- Students will have great attendance. Students will no drop out. Students are able to learn with comfort and ease.
- When parents, students, or community turn to the school for support.

- If they have a good system of reporting and publicizing what they have.
- When onsite child care is available both before and after school with food available. When homework help is available and tutoring as well.
- students grades, health and motivation are present
- When a school is providing FULL service then the school should do in all its power to help the students IN the school in order to accomplish what is what that they set their minds to.
- A school is providing full services, when all students are receiving equal treatment. No one is being treated differently based no any bias or discrimination.
- The students as well as community members are politically, socially, and culturally aware of their surroundings. Students have a sense of self.
- You can tell by, what type of subjects are taught in the school and if there are enough teachers for the students.
- by looking at some sort of statistic chart
- by looking at some sort of statistic chart
- I only know what the schools tell me. As a parent, when I'm looking for a school to place my child, I'm looking for what programs and academic support the school is providing. Sometimes, it's listed in the options booklet, but it's not a for sure thing. Their needs to be

more transparency in knowing what a school provides.

- This is measured by the performance of the students and the attitudes/responses of the majority of parents/community regarding the services provided. It's when the "whole" student is served and when critical life situations are improved and the students' lives circumstances are changed for the better.
- Children are actively engaged and happy. The campus is attractive. The parents are involved and pleased with the progress and interaction of their children at school.

- That resources are available for families in need and addressing community issues prohibiting the upward advancement of the student: counseling, drug prevention, food bank, social service advocate
- Don't close down wood shop – after sync w/b close 2011-2012 needs 2 stay afloat
- The students can go to a counselor when they have problems
- You would see that the students are happy about learning
- Full service having a nurse, music, home make, band, choir, etc
- When you see students happy staff, and learning is going on, a school that parents want their children to go to a full service of subject music arts, sewing, shops where students can learn trades
- Provides information/communication to the parents
- Has a full curriculum
- Parent/community participation – input
- No, I think the schools should refer back to the 80s and under years. To bring back a variety of programs and services
- Music program for all students; art program; computer program
- When schools meet everyone's needs; children, parents, staff, the whole community is involved as a whole
- Vocational education classes need to stop being dropped from our schools, all students in high school are not going on to higher education
- Food service – not providing/following what's on menu (CDCs)
- When you have a caring site administrator who is not biased to parents and teacher but fair across the board to all. African American children should not be treated differently
- Inequity. Encourage African American parent participation – phone calls, posters, etc

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How do you know a school is effective?

- Students engaged, participating, asking questions, leading discussions
- Staff work together on common, known goals and objectives
- Students are engaged; staff are excited about what to work on next; parents are involved and supportive
- If students are learning in a safe and nurturing environment
- Students are engaged even in struggle (academic & socially)
- Quality and rigorous instruction; needed resources; passionate teachers
- If...facilities support the programs and services needed and are currently offered
- Students' intellectual and personal development is being enhanced
- Kids are excited about learning. They can read, write and do math on grade level for the most part but more than this they have a spirit for inquiry and creativity. They are compassionate and curious.
- Kids are excited about learning. They can read, write and do math on grade level for the most part, but more than this they have a spirit of inquiry and creativity. They are compassionate and curious.
- Strong leadership, teachers , staff; higher student achievement outcomes and growth especially for students dreadfully underserved or not college bound historically
- If facilities support the programs and services needed and are currently offered. Student's intellectually and personal development is being enhanced.
- If students are learning in a safe and nurturing environment.
- Attendance is high for classes and at school school-wide events; parents are always helping in the classrooms and at school activities.
- Students actively engaged in school, especially outside of school time hours (8am-3pm)
- >Data< Students from across the school are performing at the level as their peers (city, state, nation)
- Students are learning at high levels, developing effective relationships, and families are engaged in the process.
- Data! Increasing achievement, happy "well-rounded" students
- Strong leadership, teachers, staff

- Student achievement outcomes and growth especially for students underserved or not college bound historically
- Students are engaged and staff likes to share more than teaching.
- When a school has control to choose teachers that fill the vision of that school. Also when a school has the control of their budget. They know what they need.
- Overall achievement is high and equitable. Graduates succeed at the next level of schooling.
- Sets high expectations, makes a plan to make sure all meet them, asks what to do when expectations aren't met
- Strong academic results and community involvement consistently in all areas.
- When all individual, no matter what color, race, religion, civil status, gives respect to all adults and children.
- Participating in the meetings and looking at the goals and vision of the school.
- Because the school is at a high academic level and the student learns quickly and has academic thoughts of going to a university.
- When there are excellent teachers, a principal completely dedicated to their school, and the school has a good reputation.
- when a school demonstrates academic success and has a voice in deciding which teachers and staff should be part of the school (having the right to choose).
- When it has excellent teachers that the school chose.
- That it has excellent teachers that the school chose.
- That the teachers, parents and principal have influence and power over where and how the school's resources are spent.

- All students are healthy, learning, feel good and engaged, and parents and community are included and engaged
- Ask the community – how and why it is effective
- Multiple data sources (formal/informal)
- Kids are learning multiple assessments
- Matriculating with college-ready skills
- Students talk about schoolwork outside of class
- Effective in what way?
- Everyone wants to go to that school – high enrollment, not enough seats
- Families want the kids to attend
- School reaches advanced status on multiple measures that disaggregate for groups

- The students want to be there
- Test scores are not the end all be all but they still perform well
- Many measures: sampling student work across the spectrum; graduation rates; attendance; interviews with students, staff; teacher turnover
- Students are engaged and eager to learn; students are able to read, write, math to their full IQ potential
- An academically effective school has children who grow up and are contributing positively

- to the school community
- The school is socially and emotionally effective when students seem happy and enjoy being in the environment
- Effective schools have adults and children who care about one another
- Art, music, science, social studies, PE
- Students come, students engage, students graduate
- Students are motivated, engaged
- Students learning basics and higher level thinking skills.

- Systems run like a well oiled machine.
- Improving academic achievement; safe environment; attendance high.
- Academic and social needs of all groups at site are met. Students and adults want to be there and it is continuous opportunity for improvement.
- All needs of stakeholders are met (holistic).
- Students are engaged and learning.
- Strong leadership, rigorous curriculum, balance of content areas, quality instructional staff, parent involvement.
- If students are excited about the school and are able to articulate substantial things about what they are learning and it is teaching to the whole child – much variety to the learning – music, art, etc.
- Low suspension; parents are actively engaged in school.
- Students leave school ready for next phase – (academically, socially, physically).
- It increases students’ competence and applicable skills in ELA, math, science, art, music, social relationships.
- Quality instruction; strong leadership; community and parent involvement.
- Test scores, community involvement, student voice, parent participation when everything works...
- Students and teachers are learning, growing, nurturing together; teacher efficacy-student tenacity.
- Students and staff believe in themselves as learners.
- Students love learning and continue to excel.
- High levels of efficacy among staff and students.
- By the following: relationships (positive); partnerships w/community; meeting needs of all in the community; academic innovations; access/opportunities.

- Teachers collaborate curriculum across the board.
- Parents keep their children at the school and refer other. The community creates a “buzz” about the school. A sense of pride surrounds the school.
- Students are equipped/qualified to pursue their first choice.
- The community talks about the school in a positive way.
- Students are excited to learn. Teachers are excited to teach. Administrator is excited to lead.

- Students can read and comprehend grade level text.
- Students are given opportunities to reflect and make meaning of their learning.
- Students are prepared for the next level when they leave a particular grade.
- The community supports the school and has positive things to say.
- Parents send their children's siblings to the school.
- When parents and neighbors become active participants and users of the school facilities.
- When we see leadership skills emerging among the most challenged of our students. The school and its out reach and collaboration with community has been evident.
- Students are in classroom on time and engaged in learning.
- Grade level instruction. No disruptions in learning.
- Community sends their children to the school.
- Students attend school everyday and eager to learn. Teachers stay for 5+ years.

- All kids are learning. Learning difficulties are found early and addressed.
- Parents are participating.
- Healthy culture.
- There are a significant number of students who enjoy school and want to learn. Also, little review is needed.
- My daughter is challenged and learning, and asks questions.
- Kids move through the educational process and on to successful live. People want to go there.
- By their action plan and if they partner with parents and students to stride towards success.
- When the teacher sends her report and status of child to home every week, tell the child to get a signature from parent.
- When students of all backgrounds are academically achieving at or around the same, no extremes.
- Opportunity gaps are # 1 priority so achievement gaps no longer exist.
- When teachers are communicating with parents, PTA maybe.
- Parents are engaged in building community.
- Teachers collaborate across grades and subject matter.
- All students are achieving. Gap is closed or closing not widening.
- College readiness student or career-minded student.
- High self esteem.
- Few dropouts.
- When families, kids can walk to school.
- By the increase of students passing the CAHSEE and graduating and college acceptance.
- Teachers collaborate across grades, build or scaffold knowledge from a subject/class to the next. Integrated curriculum.
- Students have books.
- Geographic concentration of families ("neighborhood")
- Look at instruction leadership meeting how teachers and principal talk to parents.
- Attend parent meetings and community school.
- Parents are present.
- People walk to the neighborhood, supports and embraces it, open 12 hours-active.

- Making sure to listen to the community.
- Scores.

- Students have goals they see as attainable.
- Students have a sense of academic fulfillment.
- Graduate rate and growth of student performance
- Students have individual goals and are on track to meet them.
- By looking at the climate and culture of school in conjunction with graduation rate.
- The student will tell you if you ask.

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How do you know a school is a community school?

- People are greeted warmer when they enter. Churches, synagogues, mosques and CBOs are able to connect to offer services. There is a family center, maybe a clinic.
- There is a community coordinator or family liaison from the same ethnic background as students. Families' home languages are used in the school.
- When it is serving as an alternative to what is not working in a community.
- When the community not only has access but takes advantage of that access.
- When parents and students choose their neighborhood school.
- It is open from 6am-8pm and provides a safe nurturing environment.
- When the school is a place a child does not want to leave.
- Open at night w/ variety of programs and services for students and communities
- People know and access resources at the school. They see it as a place of support.
- When non-parent and non-teaching adults love the school and care for it.
- Parent involvement.
- Provides services to neighborhood surrounding campus. School is open to public during non-class time hours.
- Community members involved in leadership. Offers resources to community members. Partners with local organizations.
- When school has the programs to meet the neighborhood needs.
- A community school considers the child and the needs of supports he/she and their family. A community school has a network of programs and services designed to support the positive development of the neighborhood and community at large.
- School is a community school when all voice came together and they are heard. Also surveys → data.
- When all stakeholder make decision and each has a voice.
- When decisions are made together.
- Local decision-making transparent information for all.
- Here at TCN we know that we are a community base school. We understand that the teacher, parent, and other staff member are here to serve the children and we work together.
- When staff, teachers, parents and children participate.
- In a school there always needs to be a principal, children, teachers, and parents because

- they are all one body and a body doesn't work alone or in parts, it works together.
- When all the parents, teachers, and principal are united.
 - When everyone is together with the same vision and on the same page.
 - When all the teachers, principal and parents are united and working together.
 - When everyone is united by one vision.

- Multiple sources are available and the community shows up regularly
- Reports by/from students, parents, community
- Inclusion of all races, ethnicities, socially economic status
- The community it sits in is engaged in all facets of the school day and the community utilizes the school when the school is closed
- It is made up of students who reside in the neighborhood – is seen as the symbolic hub of that neighborhood
- School is always open and active with work and events – nights and weekends
- When a student has the tools they need to learn
- The community has a place within school – after school programs and weekend for youth and adults
- Job prep, college readiness, pre-K, nutrition, health services
- The school supports the students' overall needs
- Responsive to community priorities
- System of listening to learn and responding
- Transparency and accountability – focused

- Children are (for the most part) happy
- It is a community school because parents and other members of the community feel welcome AND teachers and students know them
- Because parents come and students hang around it
- Families and community members are present daily and their presence is welcomed and encouraged – not seen as a disruption
- Lots of community members present
- Kids from the neighborhood attend the school (not EVERY student, necessarily, but a significant portion)
- I know this is a community school because neighborhood children and students are allowed to play in the yard before and after school
- Students want to be there
- Lots of parent involvement

- Mental health services, medical health services, cost team.
- When the school has a full time nurse, parent cent, community involvement, outside services for families, etc. Truly involving the family and providing resources to support.
- Students and families have relationships beyond the school.

- Does the community use the school as a resource? Is it a place for gathering? Does it meet needs of families?
- Parents and community and partners are engaged in moving school toward goals.
- Various community activities take place at the school reflecting its needs.
- Parent/community engagement; emotional, social needs met, health needs met.
- School is community school based on surveys of children and adults working in and outside community that indicate strength of community connections.
- Collaboration between T to T, P to T, students and families.
- Families feel welcome; strong relationships; resources at school (parent ed, after school programs, health care); community events at school; if people like being there!
- All “T” know all “S” names. All “T” and all our “S” are all our “S”.
- The school serves as a “hub” and is easily and often accessed by all members!
- When faculty, staff, parents after school are all on same page, system and beliefs.
- Students, teachers, staff, parents feel connected and concerned about the success of all participants.
- Parent participation in school events.
- The team community is defined. Practices involve all of the community. Goals are clear, needs are met by all stakeholders. Work together/common goals.
- Systems, beliefs and services are in place.
- Outside support program visible at schools. Programs reflect the needs of the community.
- You can feel a school’s degree of community on the yard, in classrooms – it’s hard to measure a survey?
- Effective towards what...? Much depends on the mission here...

- Students from the immediate community use the school.
- When the school stays open to help students and provides a safe place after school.
- The students and parents identify themselves by their school.
- Parents devote time and energy to the school, making it a community.
- Strong PTA; parents are involved; school communicates with parents and community.
- Parents know when and where they can gather to discuss the challenges of parenting.
- Students with diverse needs can have their needs met. The school is thriving with multiple modalities to show learning. The community is part of the school.
- Guidelines for business members; know how to address kids. (i.e. “It takes a village-here is our school code of conduct”)
- When the community events are held on site. (example: parent meetings, neighborhood meeting, kids activities such as after school programs)
- A community school educates kids from the neighborhood and beyond, and is in full partnership with the surrounding community with fun and enriching activities.
- School yard is open on weekends. Community meetings at night and classes.
- Outside activities are included regularly that support the community and children.
- Community service requirements are a good idea.
- The school is a venue and meeting place for public things happening in the neighborhood.
- When 100% of the neighborhood uses the school.
- Parents, teachers, students, leadership engage respectfully with one another.
- Community members know who to contact at the school regarding community involvement.

- Neighborhood goes to school including on weekends.
- Community members are welcomed (via a simple screening and training process) to teach, read, play, help and share with kids.

- Students and adults are welcome, and enjoy being there.
- Students and others are present after the 3:00 bell.
- Teachers enjoy going to work.
- Students, teachers, parents and nearby community are involved before, during and after school.
- Parents and families are at the school consistently.
- The community embraces and supports the school programs, philosophy in a viable way. The school embraces and supports the community it serves.
- Parents and community members are proud.
- Participation by all stakeholders-teachers, staff, students, parents and surrounding community.
- Physical education is valued as other academic subjects.
- When community is there for the students.
- Members of the community are there and actively involved.
- When you see positive changes in the community as a result of the effort of the school.
- The outside community is understood and validated by all.
- Students in the community go to the school (don't run elsewhere).
- When there are parents and community members at the school and involved at all levels in the school all the time.

- Are all members traditional school roles only: teachers, admin, secretary... Are there other adults who are members of school community?
- Community supports school; parents actively involved in school.
- You can see the connections/partnerships that happen. The community benefits from the school being there and vice/versa.
- Family, teachers and staff are engaged and feed positivity in the school and it meets community needs.

- When the parents are not intimidated in being there and take active roles.
- Cuando el personal trabaja con toda la comunicad en general.
- Welcoming and inclusion of families, regardless of socio-economic status, race.

- Are the parents involved; parent center, parent coed.
- Parent and neighborhood involvement.
- Survey of students and parents and teachers/staff.
- All groups feel like they have a voice.

- School has a stake in the success/stability of the community. Student population reflects the population of community (demographics).
- When the school care and involve the community in activities to better the students' learning.
- Parents are welcome. Community, volunteers, office feels comfortable. Staff/teachers are friendly and open.
- It has the stability to connect with all of the children, parents, business and other entities around it. It meets the needs of the family.
- Community – Have parent liaison, parent committees, parent volunteers. Have community use the school.
- Parent & community are full partners; informed, engaged, deciding facility opted to local community group.

- What is community school? Define community school.
- Everyone gets involved.
- Where communities of parents are educated in how parent can participate and become active.
- Involved parents
- Local/neighborhood kids
- Through the number of people/parents attending the after school functions.
- School engages the agreement in visioning as well as day to day activities. Access to school site during non-school hours as community resources-sports fields and gym.
- Local business support school
- Shared vision is being lived and discussed.
- When all the parents show up for PTA.
- When parents are engaged and supported to participate and contribute no matter what socioeconomics.
- Required parent involvement, set community service hours or a donation.
- Parents are involved; there are opportunities for children to do extra-curricular activities at/for the school.
- No graffiti, no trash, no sign of vandalizing. Safe
- School is clean, staff is polite, and kids are polite.
- Clean around the building and in good repair
- Graffiti free, no broken windows, campus security visible
- By staff and that cares about community and if school practice conflict resolution.
- Uniforms.
- No gangs killing bullying etc.
- Because everyone will ask you who are you and who is your child.
- No fights, no trash, kids happy
- You can feel it when you walk on campus-atmosphere of respect, caring, kids look happy and relaxed.
- Students aren't bullied.
- Show up at your kid's school unexpectedly.
- Principal is clear with rules. Gates are locked. Incidents are resolved actively. Students feel safe.
- Clean, well maintained

- Students feel comfortable
- No broken doors, broken equipment-orderly
- When you see happy kids, principals and teachers. Yard people outside with kids, locked gates.
- When kids love going to school and are not scared. They look forward each and every day.

- School has structures through which community may offer feedback, shape program and hold school accountable for student outcomes.
- Non-parents especially know and embrace the school and its staff and students.
- School is viewed as an asset and resource by its surrounding community. School is welcoming and inviting to members of the community. School is a “hub” for services, supports, activities and events, etc.

- The principal loves all of the students.
- Do kids come from the community? Is the school involved in the community?
- The community is very involved.
- Resources, support, intervention.
- You know a school is community when the school, community, teachers and parents have a lot of involvement.
- You see the parents on campus throughout the day, at after school functions, volunteering, at school council, PTA meetings, financially support their school.
- Children from the community attend the school. The school invites and encourages its community to attend and participate in campus related function and activities.
- Does it employ the community it serves?

- Question/survey surrounding community, accessibility to locals, services provided address community needs.
- Hours and days of operation
- All folks know and support each other.
- Students have a sense of identity and pride in school!
- Collaboration with staff, students and community.
- You are known by someone in the community.
- Community resources are connected to the kids through the school.

- The school building is used by community members/organizations. Services provided to the community at school. Members of the community are seen at school and participate in school structures.
- Does the school service and actively represent the community? Support in coordinating services - health, safety, etc.

- Time to be in classrooms. PD.
- All community members are welcomed and active participants in the learning environment.
- If the school has services that are directly tied to the community needs.
- You know a school is a community school when the students who attend are from the actual community.
- When members of the community have a place to support the school; a say in the vision, direction, as well as ongoing feedback on agreed upon measures.
- The school is in the community and the community supports the school.
- It takes time to learn what the needs of the community are and actively works to meet than while maintaining a core vision.
- Students and families walking around the school. Many auxiliary programs offered and students/families participate.

- Needs are being met authentically
- The community members are visible and present – leaders, volunteers, photos, postings of neighborhood events...
- Open on weekend
- Removes obstacles to student success; may involve work with parents and siblings
- Focal point; open/accessible 24/7 and 365; total community involvement
- The school has policies and procedures that support community involvement
- School is open beyond school hours and community moves throughout the school seamlessly, all day
- Feels welcoming; doors are open; feels comfortable
- The families come in and ask for help, offer help, or are able to maintain open and authentic connections with school staff to help their child
- When ALL families and family members are present
- Families participate in thinking, discussion, and support of all children
- Community partners are integrated to address whole child
- Alumni come back and visit, volunteer, mentor
- Families indicate being treated with respect and are *seen* in school
- Partnerships with organizations/institutions working in the community
- Because it is in the community duh!

- Looking at the teachers and their knowledge
- Receive help for everything
- Because I don't have to pay, I think
- Because the parents are included in meetings and decisions of the school
- Because they are the most communal in almost all cities, and they don't require cost or very little
- Because the community is us, and we know what happens in the school and help in any way we can
- PTA is present

- The families and neighbors see the school as a hub of social, physical, and educational activity
- Families are welcomed, all are respected and heard

- Different services are offered to students and parents
- When everyone is working together to make differences
- When resources are shared and welcomed to everyone
- More players than “just” the school (partners, CBOs)
- If there are outside partners to help support students
- A system to refer and manage flow and progress of students
- Outside partners are seen and accepted by all as part of school’s function
- The school works with CBOs, parents, and other community members to create goals and plans. NOT just “school folks” involved!

- If it is open for community events and open to involvement; if it involves its students in the community; if it asks for community help and support and provides the same to the community.
- People from the community participate (outside parents and staff) in activities on campus. Community events are held there. The school is supported by the neighborhood.
- The community is involved. Parents and neighbors volunteer.
- When neighborhood families are encouraged to send their children and when events are held to invite the neighborhood into the school to have fun and enjoy student performances.
- There is a clear process for volunteers to participate and support the school. It is easy to create a space for the community to gather when needed. There are classes for adults in the evening. There is a garden.
- Most of the students who attend the school are from the local area... many walk to school... We have many schools where students come from other areas of the city, and that can create community as well... as long as there is some commitment from those families to attend
- Diversity in the school body, school's hours of operation are available in weekends, volunteer work from the community such as tutoring, mentoring, raising money for sport teams and donations.
- A school is a community school if it opens its doors freely to the parents of its students as well as the public of its community. By this I mean by offering its space as somewhere safe that community members can benefit from its facilities (i.e. gym, library, health center, etc.) as well as its students. The school should also be teaching its students how to be active positive influences in their communities and take an interest in the goings on of the community in which it is set.
- Well as I see it schools that are in common places and people are aware of that school and have background on that school well acknowledge the facts that THAT is a community school.
- It is a community school, when the public goes to the school. Private school are usually

isolated to individuals who can afford for, however, community school accepts almost everyone regardless of income or status.

- There is community involvement. Events that school host are open to the surrounding community. Resources are open to the community.
- If the parents receive notes, letters, phone call home about the students' progress report or what the parents can do to get involve.
- If there are parents and organizations working with the school.
- If there are parents and organizations working with the school.
- I'll know a school is a community school is I see flyers being sent to the community homes alerting them of various school events that they are invited to. I'll also know a school is a community school when other community-based organizations can use the school as a forum for meetings/events that will benefit the community.
- When all of the various groups of the school/community can come together and work for the good of all of the children. When no one segment of the school community can control what is done and collaboration is the norm rather than the exception.
- Events that bring in parents and other community volunteers would be a good sign that it is a community school. A positive interaction, with students being considerate of other people in the neighborhood as they come and go from school is another.

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- Seeing adults of the community in the school doing things with staff and students
 - When they have programs to come in the school and share their services
 - When there are a number of activities going on
 - There are parents being involved and interacting with the children and teachers

Responses based on prompts from the Oakland Unified School District Mission/Vision:

Mission and Vision of the Oakland Unified School District:

All students will graduate. As a result they are caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school is safe?

- Quality education is ever-present
- Positive climate, students engaging in conflict resolution
- Calm-high behavioral expectations
- When the community is safe. Hand in hand!
- By the kids behavior...they are relaxed, even loving. Lots of smiles and laughter in the halls and on the yard. No cussing, locker banging, fights.

- Positive climate and ability to take risks (intellectual).
- Limited conflict among students.
- School engages students in promoting and accepting diversity
- School leaders engage CBOs in violence prevention
- Happy kids; services for kids and teachers to promote school safety/safe environment.
- Students are comfortable on and around campus.
- Student, parent, admin., staff and community engagement on making the neighborhood safe. Promoting continuous safety precautions throughout the community and embedding it in our students.
- Constant vigilance with local authority around the school. More safety events. Students engaging in safety precautions daily.
- Parent workshops. Safer dismissals.
- The school is both emotionally and physically safe, as evidenced by student culture-restorative justice circles, clear and consistent procedures and rules from adults.
- Physically safe for all and a place where opinions can be shared openly.
- Strong culture and positive identity governs actions of students, adults and "outsiders".
- A school feels safe when students are happy to come to school and express their joy for being there. Also, everyone takes responsibility for everyone's safety.
- Because my children feel good and they never tell me that they don't want to go to school. That makes us feel that they are safe.
- Because the doors are closed at a certain time and when the children need to go to the office they never let them go alone, they have their own bathrooms inside of the classrooms.

- Because they never send a child alone to the office and on top of that the doors are closed at 9:00am.
- Because they send two or three students at a time to the office or wherever they are sent and they close the doors on the side.
- Because the doors are closed in the mornings and later in the afternoon. When a child has to go to the office.

- Students come to school consistently – no fights, no gang attire, no bullying, students are happy, smiling
- Students report feeling emotionally and physically safe
- Perfect attendance
- Ask a child – he/she will tell you
- The community the school is in is safe. The culture and conditions of the school cultivate a safe, harmonious, respectful, and caring environment
- Students are holding each other accountable for their well-being
- High attendance
- Are kids in class?
- Low dropout rate
- Clean
- All students in class and engaged
- Students are not scared to go to school

- Razor wire
- There is a system of conflict resolution in place that is adult supported and student run.
- There is a counselor's/psychologist's office and nurse on campus full time
- Conflict resolution program is in place with student conflict managers. Clear, SITE-developed school climate and safety plan
- Noticeable number of attentive adults are on campus: teachers visible during passing time, school security officers, hall monitors, parents, nurse on campus
- No bars, chains, or locked gates. Students and staff can arrive early and stay late and not worry about personal safety.

- High attendance, happy kids, kids share intimate thoughts and valuable things; robbery or serious fights shock people – not common.
- All students participate actively in the classroom.
- Open, positive, helpful, caring employees, parents and students.
- All stakeholders feel comfortable w/taking risks of any kind.
- The emotional safety and value for each child; willingness to work w/and through issues social/cultural/emotional; physical safety. Protected from the outside elements.
- Clearly expressed code of expectations, behaviors, consequences. Students and adults adhere to expectation. Fair method to address infractions.

- Ask the kids...
- School expectations, classroom norms, structures for behavior.
- Systems explicitly address components of safety – physical, emotional, social, etc.
- Do kids feel safe? Do parents feel their child is safe and supported. Are structures in place for conflict resolution.
- School and community care about neighborhood and partner with one another; low crime; support of police dept.; takes bullying and unsafe situations seriously – regardless of race.
- If the school is in an area/community that has many incidents or threats to safety, the climate. Student voice and the ways incidents are handled creates a safe affect inside the school.
- School wide system in place that involves the teacher, community, students and parents.
- Differences are accepted and valued.
- Students are not “on guard” and activated as they are in neighborhoods-- they consider it a “haven” and indicate this in their behavior. The community cherishes the school and helps protect it-- not an alien location – a central place with much “extracurricular” support.
- Students, parents and teachers are happy to be there!
- Proper procedures in place to address concerns immediately and proactive to deal with issues before they happen.
- Then it’s a place where everyone (staff, students, families) want to be.
- Systems/structures for teaching, modeling and supporting problem solving in and out of classroom; take risks in classrooms by trying things they don’t know how to do.

- When my child doesn’t have to worry about the bullying in school.
- When I can walk into the school and see that teachers are interacting with the children.
- Policies for behavior are written, displayed, talked about and upheld. Conflict management is taught.
- A school becomes safe when it continually asks for feedback to confirm, and has programs to cultivate healthy school climate through character ed.
- No bullying.
- No fights and violence; dangerous kids are not allowed to stay at the school. Principal sets the priority for safety.
- Is bullying tolerated?
- No violence on the playground.
- Kids feel safe to learn and not worry about safety.
- No bullying. School has resources to hold parents accountable.
- When kids from that school pass you on the street, they make eye contact and say hello.
- Principal tells stories of how well kids play or solve problems.
- There are SEL programs that everyone likes and promotes and feels proud of.
- When issues arise, there is an opportunity and place for kids and parents to process trauma.
- A safe school has students who are not frequently worried about fights or bullies. Everyone understands and works towards behavior norms.
- Kids do not come home from school worried about mean kids and staff. Schools should give anonymous questionnaires for parents to find out if kids feel s

- Warm and kind staff with good counselors.
- You hear stories of how easy yard duty has become.
- Principal lets community know what's being done to encourage safety, or solve problems.
- And don't spew foul language.

- It feels calm and engaging.
- Physically there is no daily physical aggression through the school.
- Adults model appropriate communication.
- Teachers are not threatened by students or by administrators.
- Students are fully engaged on the task at hand, rather than on what is happening outside the classroom.
- Students conduct themselves in a manner that is peaceful and learning oriented. Students appear comfortable and happy.
- Adults at all levels in the school fully support the mission.
- Students feel free to be themselves. They are accepted and encouraged for who they are.
- Students have access to problem solving resources: mediation, conflict resolution and restorative justice.
- No fights and bullying. Mutual respect.
- Students follow directions from adults the first time asked.
- I can leave my classroom unlocked!
- Students are excited to be there. They feel validated and accepted.
- Children enjoy going to school.
- It feels safe. It looks cared for and cared about. The children look and feel at home at school.
- Has a good reputation. Community policing in the surrounding. No bullying.
- Check the neighborhood, Watch and listen, Use your eyes and ears.
- Teachers, parents and volunteers all are able to move around in the area without fear.

- Positive environment; happy students, teachers, staff, parents, community; happiest place on earth; everyone caring.
- Suspension rate; walk the halls; ask the students/staff; attendance... are kids coming?
- Systems and protocols well in place to reduce anxiety of families, students and staff. Communication is excellent; everyone is involved in ensuring safety.
- No police incidents.

- Emphasis on treating each other with respect; using words to resolve conflict.
- When priorities are made regardless of whether there's money or not adequate supervision. Physically safe equipment.
- You don't really. All public schools can be vulnerable to violence.
- A school is safe if the students feel safe and can say that they don't get bullied.
- School safety is more than just physical safety. Students need to feel like themselves and be supported to be all who they can be and reach their full potential.

- A school can try to be safe on the inside, but outside can intrude on this feeling of safety.
- A school is safe when conflicts arise and can be dealt w/respectfully and thoughtfully; a delicate dance...not just the results, but rather the effect over time.

- Students and teachers feel safe.
- How the student and teachers feel.
- No one worries about safety!
- No fights, less lockdown, no gang violence, kids feel good about walking around without getting hurt.
- No fights, rarely any lockdowns, people (students) can be themselves.
- Kids are happy, fear free.
- If kids are able to speak their minds in class.
- When the student and parent feel safe.
- If neighborhood kids can walk to school.
- No fights. Students can walk around school feeling safe. No gang activity.
- Crime statistics.

- Free from violence and intruders, people know and care for each other, system to deal with problem people and crisis, earthquake, etc safe.
- Students will tell you.
- Students, teachers and staff feel comfortable being on school property. Students, teachers, staff and community trust one another.

- Secure campus, school nurse/health practitioner, kids are aware of safety practices, hall monitor.
- No bullying, no put downs by teachers/ students/ administrators, equity, equality, professionalism, check-in.
- My child will tell me; eager to be at school, has healthy, mature relationships with other students.
- Students are not being expelled, and over-all conduct is very good.
- When staff has been mentally examined for the child to be around.
- Children aren't wondering around during class time. The bathrooms are clean and unlocked. Security officers are no more.
- Few criminal activities, few fights, campus secure, kids who don't want to learn are not at school.
- My son coming home everyday safe.

- No more than 3 in bathroom
- Crime rates, student survey, violent incidents, not suspend rate

- Discipline data, walking the school environment, student input
- Managing and supports from multi-levels – district, community, and their presence, and involvement in ensuring safety.
- When schools are not alone fighting this battle, must be holistic from community and top of district down.
- You feel happy when you're there. No idea how to measure that but it's time. You feel it when you walk in.
- No bullying in bathroom.
- Students can report that they feel safe.
- Adults and students show/speak with love and are for one another.
- Students and staff have open communication.
- Students are trusted to come and go without passes and there would be no security needed.
- Attendance rate (staff and student), suspension rate, student referrals, student surveys, student performance
- Absence of fights
- No fights

- No strong police/SSO presence. Positive, supportive interactions observed by strangers.
- Every child/family/staff trust each other.
- Students communicate sense of safety. Violent/dangerous situations are no longer part of school (e.g., interventions in place to interrupt those types of situations or cycles).
- Need - human capacity to effectively handle school needs.
- Subjective data - community (students, families, teachers, staff, etc...) perceptions.
- Incident data (violence, break-ins, graffiti, etc.).
- 5 fights per year for a school of 700; 10 incidents of bullying; emergency preparedness plan is sound; 98% of students report feeling safe.
- There is a feeling of being protected. All members know where to go and how to get there if they need support.
- Data. Parent and student responses/surveys.
- Students feel safe arriving and leaving school.
- Attendance; # of suspensions; discipline policy.
- Surveys for kids/adults. Physical space in good repair. Low crime in surrounding area(s).
- We need real data on the issue of bullying.
- When the students can answer that they feel safe and there are supports in place to proactively address imminent dangers as well as react to recent safety concerns.
- All students and adults respect each other. No one from outside disrespects our children or staff.
- Ask the students and parents. Check referrals to the office.
- You know a school is safe when the leader of a school makes it a priority to involve it's constituents to participate in developing and carrying out its safety plan.
- Children want to be on campus after and out side of school. Conflict is addressed.
- Safe... and still not the safest.
- A school is safe when a parent/guardian can be assured that what happens on the outside is just as safe as the inside of the classroom.

- Everyone is greeted with a smile
- No need for school security-staff officers
- Guests are greeted soon after entering the building
- Students and families feel and express calmness
- Parents and grandparents are “visibly” where they need to be when they need to be
- Limited number of entry ways – gates/doors open
- There is a sense of calmness as you walk around the campus
- Rooms – especially the main office, is clearly marked
- Safe community
- The attitude of the students and faculty
- One should never feel a school is safe and one should constantly work on improving safety conditions and on remaining always vigilant
- Students want to come to school
- Crime statistics; proportional response and support. Students, families and staff feel safe (surveys)
- No lockdowns
- Parents, community and staff are working
- There are community agreements of how to improve and maintain safety in the area (ongoing dialogue)
- When students can relax and be kids, not victims of trauma
- Bathrooms → common spaces safe for every child, every minute
- Students say it is; parents say it is; teachers say it is
- Students recognize and represent community values
- No stay away letters to parents
- If given a survey students report feeling happy, a lack of bullies; parent surveys

- Knowing what class of children you have
- Asking if the school provides security and the neighborhood is safe
- By what happens in the school and how problems are resolved
- Asking in the community and asking in the office
- Staff or parent volunteers monitor students before school
- The families/neighbors recognize the school as a community asset
- Students can act like kids and not have to put on a “face”
- Staff/teachers are alert and aware of surrounding
- I don’t know
- When there is a security person monitoring that there isn’t anyone that doesn’t seem to need to be passing through the school visiting
- Shuttle; talking to parents; and school teachers or neighbors that live close

- SSO on campus

- When school and staff have a safety plan in place and reinforce it on a regular basis
- Ask students – when students ENJOY school
- When students feel that school is the place they want to be
- Clear idea of what suspension/expulsion policies are
- Students feel CONNECTED
- Youth events!
- Welcoming spirit!
- Discipline is dealt with in a “representative justice” way
- A school is safe when student and staff feel emotionally and physically safe
- Sufficient security
- Emergency plans
- No violence on or around campus
- *More yard teachers at lunch

- See above re: fully supporting GSAs and other clubs; if they involve students in prevention and addressing safety issues; if they follow clear practices re: keeping outsiders off of campus and intervening in fights, weapons, etc.; if the students and staff report feeling and being safe on campus.
- The community feels safe there. There is enough adult supervision. The buildings and grounds are well maintained and cleaned with environmentally safe products.
- A safe school is a place where students, staff and teachers are comfortable. All present know they have the resources to work out a dispute without fear of physical or emotional harm.
- When the expectations about safe drop-off and pick-up are clear and enforced, by law enforcement if need be. When parents are made aware of any safety issues that occur during the day, including a phone call to pick child up if necessary. When emergency preparedness plans are in place and supplies to serve students are kept on site and maintained (food, water, clothing, emergency contact numbers).
- There are earthquake drills and work days that educate students and parents about safety. There are no toxins in the environment.
- If a child lays hands on another child, they are suspended for a period of time... (1 day, or more)...that they are not sent back to the classroom as though it did not matter... That all students/teachers/parents are aware that bullying of a physical or verbal nature if not acceptable behavior and will not be tolerated. There are RULES in place that teach students how to interact and take responsibility for their actions.
- Presence of security guards, enough school staff to attend the needs of the students and strong and positive community-school interaction.
- A school is safe if there is active involvement and consideration of the administration in providing a safe environment for its students to learn. This would cover literal physical safety, but also the freedom for a student to feel as though they will not be bullied by fellow students, are ridiculed and intellectually degraded by teachers and staff. Their needs to be an atmosphere of positive support and an encouragement for students to ask questions and make mistakes without fear of a reprimand.
- NO violence, dares, threats, harms and/or trying to look cool when you make a threat. It's all in popularity. As you see people try to ACT cool. And as they do that other people looks

- at them and see that that would be a big step to popularity and as they do it and so on. Then that becomes a major issue as to threats all around. The community also is based on how a school is safe. The community must pitch in time and effort to keep it safe and cool.
- A school is safe when there are no violent or gang, however, most public schools have these gang affiliated individuals. The best way for it to be safe is to have security monitor these individuals to make sure that conflict with other gangs does not escalate.
 - Resources available---Health and Wellness Center
 - When you see the security guards interaction with there work and always observing.
 - One would know if a school is safe by looking at police reports of the types of crimes that occurred in the school.
 - One would know if a school is safe by looking at police reports of the types of crimes that occurred in the school.
 - A school is safe by having more visible campus security and/or adult supervision. Restrooms should be located in areas within the school building near classrooms - not in a portable off to the side where anyone can access them and hide out.
 - When people want to stay around and participate in extra curricular activities and providing student support rather than "getting out of dodge"!
 - Check the safety records. Are there many accidents, hazards? Do students move about in a reasonably orderly manner without pushing? Are there signs of bullying? Do any students seem to be afraid of others?

- The location/neighborhood
- Yard monitors
- Clean
- Security
- No drug dealer on the corner, no street walker
- It's clean
- Security in standing
- Children supervised
- Kids not hanging out
- No metal detectors, no police seen on campus, suspension rates are down
- Parents and school staff present
- I don't see fear in the students' eyes and they're glad to see a teacher, especially when they know their name
- To have a security person
- Don't have outsiders hanging out
- To have good staff
- A school is safe when you see adults are prevalent among children at all times
- Staff supervising inside/outside surroundings
- When it's clean and the community is working together for the good of all staff, etc
- The students are walking around playing and interacting with each other
- When I see staff outside on yard; security officer walking around
- Staff welcome students on the campus, know the students who go to your school and staff

Responses based on prompts from the Oakland Unified School District Mission/Vision:

Mission and Vision of the Oakland Unified School District:

All students will graduate. As a result they are caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school is eliminating inequity?

- Increasing outcomes (i.e. student achievement) for students who traditionally have not achieved at high levels (1st generation college, etc.)
- Where you live no longer determines outcome
- When being bilingual in Spanish/English is the same as being bilingual French/English
- African American and Latino students are working on grade level in large numbers.
- African American and Latino families feel welcomed and valued and loyal to the school. Put differently, African American and Latino families feel ownership of the school.
- When all students are provided and attend equal and quality classes etc.
- All students feel engaged, can seek help w/o fear of ridicule, can feel empowered to learn and participate at their own level of ability and talent.
- When power is shared and ideas valued and considered.
- When a school reaches into community in a sincere way and hires educators representative of that community - see Dr. Jeff Duncan-Andrade
- All students move up but lowest performing moves faster toward performance goals.
- Students of historically underserved communities are achieving at levels above/beyond those in wealthy, affluent areas.
- When all schools have similar good education rubrics/teaching material! Ex. East Oakland schools vs. Moraga/Piedmont. Qualified teachers.
- Student body is racially and socioeconomically diverse and there are not patterns.
- This is a tough one. We need to start to define the word and agree on a general conclusion what we will be striving (for).
- Of lower achievement and lower self confidence among historically oppressed groups.
- When it offers the same curriculum, the same standards and the child can compete across the board academically, socially, spiritually.
- When all ethnicity can work and talk together base on the need of the school (student) and closing the achievement gap.
- Honest about defining/naming inequity. Looks at all root causes. Makes a plan to eliminate. Publicizes success, asks publicly for support.
- When there is no distinction between races and everyone is treated equally.
- That children of all races from poorer areas are reaching the same academic level as

<ul style="list-style-type: none"> children from richer areas. When everyone (without the importance of race, socio-economic, religion) can work together to accomplish that the vision become a reality.
<ul style="list-style-type: none"> Intentional allocation of resources to allow for access to opportunities for all with preference for those furthest from opportunity Performance is equal across ethnicities and income levels as demonstrated by grades, test scores, college destinations, employment opportunities More kids going to college There are equitable ways to address and resolve problems School can't eliminate inequity by itself, but it can make others aware of the inequities and we all work on eliminating them College going and career rates are same across race and gender No incarceration of students and family Equity goals are established and known School holds self accountable for reaching said goals Students exceed ad next level at equal rate When demography is not destiny and schools are able to reverse most of the deficits inherited from less stimulating social family backgrounds All students succeeding and meeting rigorous academic goals Students treating each other with respect Diverse classrooms in all classes – not segregated honors classes All student performance in key and relevant tasks is strong and aligned to standards The school aggressively moves student performance
<ul style="list-style-type: none"> All students have access to services and materials needed – the goal is quality not adequate The best teachers teach the hardest students, at least some of their day The classes are integrated, all students are treated well and can succeed All students are achieving at high levels All kids of all of backgrounds are engaged and healthy Integrated classes Classes with student group by mixed ability. Not a strategic class for struggling students. Not tracking of students. It celebrates and encourages differences All cultures are visible – languages, art, music – and not just on holidays, but everyday Bilingual education is the rule, not the exception.
<ul style="list-style-type: none"> Access to rigorous education and literacy for families age 0 and up. Adult literacy, parenting class on college pathways, pre-natal care, pre-school for every child. Balanced literacy; programs for student/family needs.

- RTI done well. Get rid of damaging teachers.
- No distinct or separate difference in services provided or in the results of those services.
- Institutional equity is openly discussed – school has a plan for eliminating inequitable aspects.
- All programs are based on need and data.
- When there is no diversity in anything.
- By the attention to the system, practices, beliefs that create inequity; courageous conversations; practices that give access to all.
- Activities that promote equity. Full student inclusion and participation.
- How students are moving academically; how teachers are being trained to eliminate subtle and not so subtle racism.
- Many types of inequity-- No simple answer-- Student confidence measures; some academic measures.
- When difficult conversations call or happen w/o negative repercussions.
- Increase in scores.
- The (qualitative and quantitative) data shows acceleration of growth for students. The “gaps” are defined, identified and addressed through effective systems and structures.
- Students are not grouped by gender, class, race or ethnicity, except when faculty reviews data to reflect on their practice. Students’ identities are reflected in curriculum and when possible, in staffing.
- Using “whatever it takes” perspective to make sure all student groups reach high achievement and social goals.
- If administration ensures that all students are being taught and one group is not consistently targeted i.e. suspensions, etc.
- There is little to no achievement gap amongst sub groups; school PD for staff ensures teachers are examining own bias; school is embracing culturally responsive.
- In the moment/year, we see our identified “intervention” students moving toward and achieving their options individually and as a group. Over time, we see inequitable social institutions, leadership, economic outcomes change in our city. The face of power begins to transform.

- When the above-proficient kids are also being challenged and pushed, not just the below-proficient kids.
- When you can take your child from one school to another school on a different part of “town” and see/experience no difference in culture, teaching, expectations, conduct and parent involvement.
- What kind of inequity are we talking about? Large, ill-defined term!
- You can’t walk into a classroom and predict who is achieving or not, and who is seen as a behavior problem.
- When my child has state of the art computers, instead of “ice age computer”.
- When all students are learning and moving forward at each one’s capabilities.
- Spanish everyday as part of the curriculum. These kids are citizens of the world!
- When there is some GATE funding! My 2nd grader is sent into the hallway to read independently everyday while the rest of the class does the lesson with the teacher which isn’t challenging enough for my kid.

- When GATE funding is actually used to provide deeper learning and actual differentiated teaching.
- We should continue to give lots of attention to kids who test “below and far below average” and simultaneously give attention to those at the top- the brightest OUSD students.
- If enough parents complain about the same teacher, there should be a way to get the teacher out and not re-shuffled to another Oakland public school.
- Learning expectations are clear and apply to all. Expectations are high, tutors are available.
- We need tired teachers who are burned out to retire. (not stay year after year to collect their pay)
- Offer tutoring; provide resources to help kids who are struggling.
- When we have a GATE program. When we challenge and improve the test scores and grades for failing students.
- If a school offers after school tutoring and homework (free) support to children who don’t get that at home, so the playing field is leveled between those who are supported and those who are not. This will go a long way to eliminating the gap.

- Physical education is valued as other academic subjects.
- When everyone is experiencing equity. It is very visible.
- Students of different abilities or backgrounds are friends.
- Educational outcomes are not predictable.
- The African American males read well! The girls excel in science and math. Test scores are no longer a consideration.
- Kids believe that rigorous engaged participation in school/learning will provide them with opportunity in their future.
- People don’t make excuses, students and adults bring others along.
- At-risk kids are excited about learning. School feels relevant to them.
- No disparity in grades/test scores can be linked to demographics.
- Inequity is openly discussed and strategies are utilized to implement change.
- The root causes (i.e. systemic and institutional) of inequality are openly acknowledged, discussed and challenged.
- Race, privilege, identity, class, etc. are part of the dialog of professional development.
- If they are receiving the support they need in the classroom.
- Students and teachers are given the materials needed to close the achievement gaps without excuses of why we can’t get it.
- Students will feel like what they are learning reflects them.
- At YES there is an agreement to have “one mic” and there are no dumb ideas.

- Academic achievement and college access is the same for students in poorer areas/minorities, and students in wealthy areas.
- Students participating in all classes and opportunities.
- All students are met “where they are”. High expectations for everyone. Resources are spent/used where they are needed most. Strong effort to create same opportunities for all

students.

- Folks are paid as respectful salary.
- Cultures feel respected and welcome.
- Ethnic distribution in classes. EX: MP/AP, what is the ethnic make-up / ask the staff / parents.

- The school knows where the inequities lie... and the school has a plan of action based on results. If you're not getting results, it's time to change the plan.
- Cuando el personal se preocupas por los intereses de todos por igual.
- Elimination of closing achievement gap racially/gender.
- Focus on inclusion, representation of diversity in literature and academic

- Students of minority numbers (minority students) are succeeding at comparable rates to dominant group students
- The physical space and environment looks well furnished. Computers, lab, libraries, recreation area
- It doesn't worry about resources to meet its needs
- The people responsible for running the school take great care to know the strengths, needs, and challenges of every kid and take care of them
- When all the students receive the same treatment and equal opportunities to learn
- All kids are performing at grade level
- There are no "cohorts" left out – falling through the cracks
- All students perform above basic; all students have access to A-G; all students prepared for next level – HS or college
- No testing gap of kids of color and white kids

- Cultural understanding
- Teachers history and culture from a world perspective
- Children who begin at a disadvantage scholastically improve relative to other students
- Look at achievement gap between groups.
- Financial aide
- Scores are equalizing
- All students are achieving
- Faculty reflects students.
- Has an economically diverse student body.
- You see kids and staff of all colors, everyone participates.
- No achievement gap.
- Diverse staff
- When they have qualified teachers – competence.
- Through school meetings, regular meetings
- When all socioeconomic groups are served and tests show proof that access to education is

in fact happening with equity.

- Resources - \$ and staff are devoted to addressing low performing as well as high performing and all socioeconomic groups.
- Diversity is celebrated. All kids are fed a health meal if needed.
- Interpretation/translation is provided.
- % of students are from other communities.
- Resources are allocated appropriately.
- Reduced achievement gap between white and people of color. Critically evaluated materials to reach and teach minority history and values.
- Equal population of ethnicities in all the classrooms. Students are in the classes they want vs. placed.

- Race, income, language do not predict outcomes. Students and teachers feel they are treated fairly.
- I know when a school is eliminating inequity when see resources allocated to students who are marginalized by poverty, language, etc.
- Students of all races, ethnicities, religions and socio-economic status, etc. are achieving at the same level.

- All schools have equal resources. No racism, no bias, no stereotypes.
- Teacher training/preparedness program that addresses all types of student needs related to student (or school) ethnicity, religion, economic status, health (mental & physical) cultural, etc.
- When all the classes are racially balanced.

- Male students have increasing achievement: GPA, CST, graduation rate, etc.,
- When teachers treat all children in a same, consistent respected way.
- When classroom composition reflects the racial composition of school.
- African-American males will be graduating, going to college, receiving accolades such as honor roll and they will not be in the punishing room.
- Equity in resources, progress in all student performance.
- All students are held to high standards and supported in reaching those standards.

- When the assessment tools show equitable outcomes for all in an authentic way.
- Help/support needed in developing and administering the assessment tools, on a regular basis.
- Looking at trends in academic/behavioral data. "Graduation" or "promotion" trends.
- Curriculum that represents students' experiences.
- There is a conscious effort to address the multiple needs of all children on the campus by

seeing where they are falling and providing intervention support.

- There are changes happening regarding inequity - academic performance, disciplinary data, and composition of staff.
- Achievement is high across all subgroups.
- Looking at data - achievement gap; classroom assignments; suspension data; attendance data.
- We have to begin by defining the inequities...
- When there are decreases or elimination of achievement gaps in the defined areas of school successes (ATT like the survey).
- All students perform at grade level or above.
- You know a school is eliminating inequity when students show dramatic achievement growth.
- All numeric indicators of inequity are gone (reading prof., suspensions, etc.).
- The front office reflects cultural diversity. Staff is engaged in ongoing "equity" PD.
- Less conflicts on the yard. All students are participating in all curricular and extra curricular activities.
- Seeks out and honors diversity. Stakeholders report they have a voice in the process.
- Visit the ways students are playing during recesses. Observe programs available for the: scholars, restless learners, ethnic cultural recognition/studies.
- Increase test scores/minimizing gap; less suspensions = better attendance.
- No achievement gap.

- Eliminated within community schools, colleges, careers
- Students are achieving at high levels and know why and how achievement works
- No gap between groups of students in their joy, investment, engagement, or achievement
- No student is allowed to fail
- Can show you a plan with multiple interventions for most challenging student, monitors success, doesn't give up
- Consistent reduction of achievement gap for ALL groups
- Diminished suspensions/expulsions; alternative-healing processes
- This is hard when society organizes communities to be isolated and inequitable. However, we can make inequity disappear when we prove large scale statistics wrong (see Reeves' 90/90/90 schools)
- Students feel they are treated fairly and respectfully
- Students of color achieving at high levels
- The statistically predictive factors like race and class are NOT predictive

- I don't know
- I think that it is a thing that never is going to end
- Students of different races, socio-economic levels, and educational abilities are improving every year and meet the minimum standards
- They don't give one the same as others, in help for students and teachers
- Quality preschool and nursery school available to all kids!

- After school care is available to all kids!
- I think that that will always be something that will never be ended
- There isn't 'wandering' (skipping?), and there's after school

- All students are given the options/services available
- Students can choose and aren't given answers like, "sorry that option isn't available"
- If the school has plans for working at data and using targeted intervention
- Achievement gap is not existent or minimal
- Each classroom "looks" and feels the same in terms of climate, rigor, etc
- All faculty engage in equity/diversity PD
- Attendance is high

- If they are evaluating not only overall averages but also the progress of each subgroup and each child; if they have a range of programs serving different needs; if they are open and honest about inequity and their equity efforts; if they welcome the involvement of results-based programs to address equity; if they involve students and families in discussing and addressing these issues.
- EVERY child is happy, healthy, and safe and achieving at nearly the same rate. Children play together regardless of racial and economic differences. All schools in OUSD have similar class size, teacher student ratios, enrichment, buildings and grounds, access to technology, books, good food, etc. regardless of their geographic location and the amount of parent money raised by the school.
- When classes are reasonably mixed ethnically and when girls and boys are equally encouraged in sports art and math.
- when some students have access to more services than others
- This is a feeling. You sense these things.
- Inequity is eliminated when male and female are treated equally. No one is favored due to their sex.
- When the population of the school entails different groups of individuals in every aspect including ethnicity, race, class, background, disabilities etc.
- If a majority of the student would want to be interactive in a program that is not available.
- When I see more schools in low-income neighborhoods have the same curriculum and quality of education as in the more affluent neighborhoods. More programs and committed teachers are needed to provide assistance to help children get up to speed with their White and Asian counterparts so they can score higher on exams, get better grades, and get into AP courses. It will show on the nationals and state standardized tests.
- When all sub-groups (male, female, Black, Hispanic, Asian, Pacific Islander, economically-disadvantaged) are performing at a level of proficiency or better. When the AP classes adequately reflect the whole school population. When all teachers understand the all children are born with gray matter and that the color of their skin shouldn't matter when it comes to equity, equal access and high expectations.
- All of the enrichment activities will be provided to ALL the children. Those needed extra time and help will get it, sometimes from cross peer tutoring, or having children work in

groups where all their skills combine to reach a goal. Every one is valued.

- When black children are treated unfairly in predominately white hill schools. Also screening of black staff before they are transferred or hired. Diversity.
- Parent participation; school dictionary; poster inviting parents to back to school
- When one school has more resources than the others; have more money than the others
- When all schools offer the same curriculum
- Elimination of teacher preference/race
- Discussion about school unity amongst the students/staff/teachers
- Discussion about race relations
- More parents to be present at all times when needed

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PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school is caring for the whole child?

- Children's response – look at the child.
- They have time for art, music, movement, gardening, field trips not just teaching to the test.
- They are growing as caring people.
- Children's mental and physical health cared for and seen as part of school's job w/ community.
- When the child can express comfortably their individuality and it be accept.
- Where a child can come to know/begin to understand their individuality and uniqueness.
- Students' cultures reflected and appreciated.
- Vigilance and assessment and carrying out w/ the results.

- Care for mental/spiritual/educational/ physical good being of student w/ classes like art, music, tennis, spoken word etc.
- Provides mental/emotional/physical health and counseling services.
- Reaching out to the home and parents. Focusing on helping education at home. Educating the community. Reassuring parents about safety, nutrition, behavior and education.
- There is an adult in the school who can name the ways every child is amazing and wonderful.
- Systems exist to monitor academic and social well being. Goals are set beyond academics.
- PIES: physical, intellectual, emotion, social} all considered and dealt with regularly.
- Looks like: a place that is open and available. Welcoming, where children look forward to going.
- When everyone is equally concerned for the well being of all the children/students, not just their own child.
- For the security and confidence the principal and teachers give to my son.
- When a child wants to come to school and they feel safe and happy to see caring staff (principal, teachers, aid)
- There are clear supports and programs in place to address different needs and everyone know what these are!
- There has never been a serious accident and the children are safe.

- Students' and adults' names are used
- Caring greetings and farewells
- Locations related to physical health exist
- Ask a child and her family
- Measuring different parts of students/ development and paying attention beyond what is on the surface
- Community partners are active throughout the schools – health and wellness centers are embedded as an integral part of the school and also provide career exploration opportunities
- Multiple services are available
- Kids are smiling and want to go to school each day
- Many/all staff know kids' names
- Low absentee levels for students and staff
- Mental health is addressed
- Families stay at school
- Less dropouts
- Resources for health and social services available
- Children play – art, music, outdoor experiences, PE, etc
- Children have glasses, as needed
- Tiered academic and socio-emotional support with families as partners
- Community support deeply connected to and within school
- We leverage city/community support and value it within the school
- School looks and feels like a cohesive, respectful community
- People know each other by name and are excited to be there
- All students' needs are met and connections made to appropriate resources

- There is more going on than math and reading. There are arts, PE, music, computer.
- Addressing student needs – physical, emotional, motivational – providing opportunities for students to be successful in many ways
- The curriculum is rich in subject areas and product types
- Test scores are not the end all be all.
- There is a librarian, art teacher, PE teacher, computer lab, school garden, recycling program, conflict manager program in place
- The school cares for the whole child because it provides before and after programs, as well as preschool services
- The school cares about the whole child because extracurricular activities are provided as well as social services
- The child's social, emotional and academic needs are met – Maslow's hierarchy of needs

- Adult policies and behavior attend to the diverse needs of students first.

- Clean observation with pathways to address and negate continuous behaviors. Students are accelerated/challenged. Competence: cultural, sex, race.
- Mental health services; after school programs; academic intervention; strong curriculum for 21st century skills.
- Children are happy and respect adults on campus because the respect is reciprocated.
- Child centered decisions are made. Activities, recognitions, etc. acknowledges multiple areas of competence.
- Family/school relations; cognitive needs opportunities; emotional needs met; technological opportunity; character development; cultural values respected; physical health needs.
- All physical, social and emotional needs are met.
- Curriculum is balanced. Many auxiliary supports exist.
- Students are articulating goals of the school. Students have a voice.
- Balanced literacy (RTA); violence prevention programs (CSC).
- There are systems in place to address the whole child and families.
- Parents and students often look to school personnel for help when they need it. If the school is not caring, clientele will not seek them out for help.
- Multiple services in place.
- Nexus of care and rigor...
- Feel the positive environment when you enter campus. Happy students, teachers, parents.
- There are many opportunities for student support.
- What is the system set up for, for students who are struggling academically, emotionally and socially?
- If there are supports in place to serve the whole child and teachers and administrators already have systems in place.

- Provide quality reading materials, food, and enrichment along with quality teaching.
- They worry about the kids before and after school as well as during school hours.
- When lunch food is not junk food instead a well balanced meal= well developed child.
- The worst food is at hospitals and schools – so ironic, our most needing populations are treated so poorly.
- When the students want to come to school and each is learning at each one's best pace with best efforts – learning should be fun!
- There is art, dance, drama, pe and music.
- My son is petrified of our yelling, strict, loud-voiced PE coach. Many other kids do not enjoy him either. We need caring, nurturing and educated staff.
- When teachers are engaged, have time to focus on the kids. When class size is small enough so teachers have time for their students.
- A child is not just a test score!
- When staff is adequate for learning, health counseling, the arts and tutoring.
- Teacher and principal should listen to parents who know which teacher is the best match for the child for the following year.
- When children come home from school excited about what they have done and learned at the school and want to return day after day.
- Kindergarten needs to be less hours and more play-based.
- Resources to refer students to other services that support school with problem children

and families.

- If a school is implementing and constantly reinforcing a social climate program and supporting it with events and activities to make it come alive for the entire school community. Creating a safe, friendly, welcoming environment through character ed and social skills training.

- Whatever the barriers are to attendance need to be tackled.
- Student needs, not perceived needs, are met.
- Attention is given to the culture of the school, the socio-emotional support, system for the family and for the emotional development of the children.
- At HS level: services, wide range of classes, internship, different schedules.
- Multiple and varied resources.
- When everyone pitches in for the student needs.
- The services are ready and welcoming to all students and their families.
- Physical education is valued as other academic subjects.
- Emotional concerns are taken as seriously (or more) than academic concerns.
- A good PE curriculum produces the whole child-cognitive, affective and physical.

- When the school provide services for the whole child: academic, social, emotional, family focus.
- Needed care linked to community issues. Decreased suspension; children want to be at school.
- Positive environment; all subjects taught with integrated curriculum; staff on same page when supporting child; supportive principal.
- Evidence of nutritional program for families and students; mental health programs; school addresses environmental needs and language needs; flexible honest spending.

- When children aren't taught only to the standards, but to other aspects as well
- When they blossom.

- Support services: academic, mental.
- Address their needs.
- ADA is over 90%. Students want to be in school; students rate teachers high; adults are about students.
- Restorative justice.
- For many parents, it's impossible due to the lack of communication.
- School has quick access to nurses and psychiatrists.
- Whole child – work with parents to promote student study, emotional growth and physical health (medical and PE).

- When the teaching and learning the teachers give students, as well as the program, help students learn more
- They want to go to school in the morning.
- When the teachers and the staff are doing their job.
- Adults routinely look at their practice @ life in school for the kids and think about whether kids are thriving and adjust, change, add, etc...
- Arts, sports performance, academic comp – low kids, high kids, all participate.
- Psychological safety.
- By looking at how engaged and happy the students are.
- Students can bring their problems to teachers/mentors/counselors and get help.
- How the child develops his outlook in their relationship to others and society.
- No child is left behind academically.
- We assess them emotionally, socially, academics, critical thinking, ethical questions.

- Excited about learning
- Integrated and aligned programs to enable staff to monitor and support children (to know children)
- Brain-based research
- Classified and support staff integrated to support children
- Teacher/principal knows the families.
- When there is a curriculum that supports all parts of the child's physical, emotional, academic creativity.
- Considers the food served that promotes healthy eating habits at school and home.
- Have opportunities for play and physical activity.
- If they are calling you or letting you know that your child is doing good or bad.
- Provides mental health counseling.
- When the acknowledged gifted children with special resources, not talking about special ED or IEP but gifted children's resources.
- Counseling
- Teacher address real life curriculum, not just academic services for those who need them.
- Teacher's PD helps them see and connect with children and adults more.
- Anti-bias practice and multicultural isn't an add-on. It is deeply embedded school ethos so that children can see their whole identity around race, ethnicity, language, sexuality, etc.
- Integrated resources
- Child is happy at school
- Attitude
- Classes being offered, extracurricular engagement, zero bullying
- No tolerance for bullying
- Lessons get at every child's way of learning; multiple intelligence respected.
- You know! (example) Care for all the children
- Student is being supported when times are hard.
- Lots of different ways to learn
- Supports in place like counselors, parent liaisons, health service that is open to students to drop in, social service agencies connect to schools.
- Adequate nutrition offered (organic food) at lunch. PE, music, art, mandatory integrated in

<ul style="list-style-type: none"> curriculum. Children are not concerned about bullying; don't show signs of boredom, respect the teachers and other students. Confidence is high. Kids are happy and want to come to school.
<ul style="list-style-type: none"> I know a school is caring for the whole child when adults and the school know each child and take initiative in addressing particular needs of the child to support learning. Health, social and emotional issues are prevented and addressed. Staff, admin, etc. are concerned about the students' emotional, physical and mental well-being in addition to their academic achievement.
<ul style="list-style-type: none"> Meets students' needs by identifying their potential and maximizing their purpose through emotional, social and academic programs. Child is well rounded. Work on different things. Find out about interest you did not know they had.
<ul style="list-style-type: none"> Availability of mental health services Social-emotional intelligence platform
<ul style="list-style-type: none"> Empowers every student to build better communities = Academics = Personal Fulfillment = Social Responsibility. Social services provided (emotional, mental and physical). Desire between all learning members is positive and encouraging. There are systems in place to address: mental health, physical health, academic performance, etc. There is a model or models available for the school to evaluate itself in relationship to. There are resources/experts available for the school to access to ask if how to care for the whole child. Great teachers. Great emotional support. Connected to services on site: health, mental health, tutoring, after school program. SST process = resources, referrals. Health center - community connections (Kaiser, Big smiles (dental); puberty classes. When there are holistic views of a healthy child - similar to the ATT survey we took, resources at the school aligned to that and multiple measures or benchmarks that let us now how we are doing. Support services and part of the school such as: social worker, play works, counseling, academic support if not at grade level. Staff knows students and families well - academic, social - emotional, economic, etc. You know a school is caring for the whole child when the school makes it a priority to have a counselor and a supportive SSJ process that engages staff, parents and students.

- Assets of each kid are celebrated. Students' social and emotional needs are addressed and capacities are built. You see art, hear music. Students are not sitting all day.
- Classrooms are student/child centered.
- Emotional, physical needs are addressed by knowledgeable staff w/professional support on site (i.e. Nurse, psychologist).
- Develop acknowledging emotional, psychological and academic support = appraising, recognitions, acknowledgements, programs for leadership, activities, peer supports.
- There are plenty of mental health providers on hand. Students are taking responsibility for themselves. Students are learning.
- "Whole child" is not possible when you separate church and state. Child's spirituality is part of the "whole".

- Tend to mind and spirit
- Mental health services
- Physical ed classes
- Art and extra curricula opportunities for students to strive
- Approach builds on a child's strengths
- Alignment between staff, families, partners to address needs and aspirations of child
- Discipline and management problems are opportunities to teach resilient behavior
- Evidence of mental health services, emotional health initiatives, physical/nutritional health programs, in addition to strong academic focus
- Counseling services are available for ALL students
- The school has systems to address the various concerns of the students
- The school acknowledges assets of students that are academic and emotional
- Frequent flyers! Needs are addressed and they start to "fly less frequently"

- I'd like to know what that is
- Communication no matter race, ethnicity, sex
- When they notify us how they're doing in all ways and let us know weekly
- No the school is not offering any of those services
- helping once in a while the school see how they're working
- educate all staff, even physical plant, how to engage kids and be compassionate
- Teach them to show kids how to really connect. Teach bonding.
- When a child is happy
- Because they're safe in school. because there's security every day
- Participating in the meetings
- Monitor the health of the child through absenteeism, class participation, test scores, family economic success, lower crime rate

- There are various support services available on campus or schools are able to connect youth to services needed

- The school provides several services such as physical, mental, etc...

- If it offers strong arts, music, science, humanities and exercise programs; if it offers lots of clubs and lots of opportunities for students to be involved and find their strengths (oratorical fests, community service, concerts, drama and dance productions, art shows, field trips, outside speakers, etc.)
- The child is happy, healthy, self-assured and able to think for his or her self. He or she enjoys attending school and actively engages with other children and teachers.
- When teachers communicate not only their concerns about a child's learning/behavior, but also communicate that they recognize the child's unique strengths including traits that may relate to nurturing others, being compassionate, imaginative, etc.
- The school supports a child's wish and need for a healthy planet by seeing itself as part of the larger picture and promoting ecologically friendly practices whenever possible. Garbage in, garbage out. Serving sustainably grown, healthy foods; zero waste.
- If a child has academic, medical, emotional and physical support from school centers. School takes responsibility in involving parents, and the community that surrounds the students.
- Well it goes back to effort in all the people. If they are the ones that try then they will help serve the whole child.
- A school is serving the whole child when teachers directly help the child in areas they need help in. If they need help in math, help the child in math. A school should never through curriculum to a child and expect them to learn it without any personal guidance.
- Give students their own specific counselor who is there for them academically as well as personally. Service given to the students (by the school) is based on the responses of the counselors.
- Only way you can tell if the child is receiving is through the student progress report and a one on one interview.
- By seeing if the child is behaving the way he is suppose to behave.
- By seeing if the child is behaving the he is suppose to behave.
- When I know my child feels good about going to school and look forward to going everyday. The school is a safe place that does not tolerate bullying, accepts everyone regardless of nationality, embraces diversity, and supports as well as promotes academic excellence.
- When all areas: academic, social, psychological, emotional development of the child are addressed and can be successfully demonstrated by the child via GPA and authentic assessment.
- Healthy and happy children. Learning is a natural activity. Engaged children will be learning. Programs which involve experiencing things on many levels, sensory, kinesthetic, and social, as well as mental serve the whole child. An enriched environment (with activities and materials to explore) and teachers who facilitate that exploration, and help the child make connections and see new possibilities, serves the whole child.

- When you see supportive programs for our children with issues

- When the school meets all of the child's needs
- They address all issues to support the child: providing support to families
- When they're involved and caring about the child as a whole

Responses based on prompts from the Oakland Unified School District Mission/Vision:

Mission and Vision of the Oakland Unified School District:

All students will graduate. As a result they are caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school's instruction is effective?

- Student achievement data- high growth and outcomes on standardized measures, especially for low income students of color (benchmarks, CST, other)
- Multiple measures, please-cannot only be multiple choice test data-many sorts of data-long and short term.
- End of unit projects portfolios and exhibitions writing analytical work
- When an East Oaklander at Castlemont knows just as much about Cyrano as a Piedmont student.
- Students have access to high quality curriculum regardless of neighborhood
- Data on learning, student's sense of personal involvement in learning and sense of belonging
- Standards are clear (transparent) and frequent assessment is used to monitor student-class grade level progress
- Students can do what teachers say they think their students will be able to do as a result of their instruction.
- Results demonstrate this-effectiveness. Consistent across classrooms. Students/ families are responsive to it.
- When everyone involved w/ that school believes in the instruction and what the school is doing.
- When students succeed on their test and confident on their academics.
- Data. Equal education value amongst Oakland schools. Students are doing better in school.
- Students pursue course outside of homework and classroom.
- Kids are moving academically as measured on multiple assessment both standardized tests and holistic portfolio/exhibitions.
- Always looking at the data for all areas.
- Data! High scores in reading, writing, math, etc. Also → high rigor output in science and social studies.
- When a school shows academic growth and does everything in its power to attract and hire the best teachers for our children.
- Strong data! Continuous improvement.
- Students can tell you what they're learning and why and what their strengths and growth

areas are.

- School instruction is effective Benchmark base on standard CST and other assessment the school may have to measure.
- Track able progress/ growth for all students (at an appropriate rate for each student).
- That the school is focused on the data and progress of the student and focused on them.
- That the school is focused on the data with the goals of the student with growth areas progress on the tests in order to accomplish their goals.
- The school has tests that instruct and connect the “high status” test to monitor the progress and gives the appropriate resources to students.
- Because if focuses on a child’s dreams and that of all parents to go to a university.

- Students are engaged and interrogate each other on the subject shared.
- High expectations, rigorous, quality student to student interactions, quality curriculum, academic language.
- Students continue to have a sense of wonderment
- See teacher excellence
- Clarity in instructional vision and goals among all and clear mechanism for measuring progress along the way
- Kids can speak to their learning and why it matters – understand/aware of real world relevance
- Students are conversant in what they are learning, have opinions, expectations and can demonstrate ability
- Students meet a variety of high academic goals – not just standardized testing, but can demonstrate critical, reflective thinking on varied topics within grade range
- Students are achieving a baseline of mastery in all subject areas
- Students are receiving skills needed to problem solve
- Kids are learning and love to learn
- Test scores are high – schools are winning state-wide and national awards

- Test scores are not a measure of effective instruction
- Experienced teachers, collaborative groups planning instruction
- There is NO teaching to ANY tests
- Students go on to be creative thinkers, problem solvers, innovators
- Students will tell you
- Experienced senior teachers key
- Students are engaged and choose their own best work for portfolios as one way of demonstrating their learning
- LOTS of individual student projects

- End of semester projects; tests; surveys.
- The students produce quality work.

- If students make academic progress; if students enjoy learning; if there is a commitment to learning by all.
- Students are achieving at high levels based on multiple assessment data. Effective principal implements effective evaluation system.
- Monitoring and data according to standards.
- Data quality of work.
- Students are able to articulate and analyze mastery of content.
- Student quality of work and exams.
- The community sees it as effective. The buzz on the street is that the school is good.
- Data/Test scores. Critical thinking, developing as students go through grades; quality projects and writing.
- Formative and summative assessments that have and show knowledge learning in a variety of ways. Projects that go across curriculum and apply knowledge beyond curriculum area.
- Test scores improving – happy students – proud parents.
- Students know what they're learning, what they need to do if they don't understand and that they have a clear path to push themselves further. Teacher sets this dynamic in class; principal holds the vision for the community.
- Scores, student participation, increase in fluency, student work.
- Results of academic achievement.
- Growth targets are defined per student and growth goes beyond academic; vocabulary.
- Students graduate from each grade level prepared for the next and can be admitted easily to the UC system.
- Is it meeting the needs of all students? Students are aware of their skill level. Many opportunities to assess = practice = reteach.
- There is a lot of qualitative and quantitative evidence of learning the instruction and programs are differentiated with RTI.
- Students can translate learning to real life situations.

- Each class should have well spelled-out curriculum.
- When the child is excited to learn new things.
- Test scores are good or excellent. Programs to help students who are failing and programs to help stifled students.
- When children's projects, assignments, and class discussions are elaborate, interdisciplinary, fun and memorable, instruction is effective.
- Children can make connections to what they are learning and how it fits, somewhere outside of the classroom.
- When crime in the neighborhood declines.
- Good learning and communication skills. Implements FOSS and existing OUSD programs.
- When kids are excited to attend school.
- Test scores.
- Where do its graduates go? On to college? To trade school? To productive lives?
- The performance of students after they leave the school.
- Kids are motivated to continue educating themselves outside of school.
- Teachers are qualified/trained and good. Poor teachers are fired.

- Instruction provides scaffolding and ultimate practice to also do the work independently.

- Students are excited to be at a school, eager to learn and participate actively in class.
- Children ask questions beyond the instruction level and utilize techniques/strategies to get answers.
- Student can talk about their learning and show it actively, not on a test.
- Students are excited about learning, and they believe they can achieve.
- The student is learning and will show a sense of pride.
- When there is a high level of engagement and productivity in the classroom.
- Students have very strong basic skills and are critical thinkers.
- Students create projects that demonstrate learning.
- Use of authentic assessment.
- Students see themselves as life long learners (making mistakes, reflecting, correcting etc.)
- When students take concepts from one class and use them in the next.
- Students are learning and practicing in class. Can see good results.

- High standards; improving test scores; intervention programs for students below benchmark; interesting and motivating lessons.
- Students want to know more about topics; regular formal and informal observations and feedback; after school instructional classes.
- Observations; community surveys (students/parents); Data.
- Results/outcomes show growth and progress. Teachers (all staff) enjoy “instructing students...). Kids WANT to learn, they thirst for it.
- Students from all subgroups are achieving outcomes and progress dramatically and are engaged consistently across all classrooms.

- When the focus on students is not only academic
- A school is actively trying to address more than just academics (social and emotional learning, etc.).
- When multiple assessments are used to measure beyond test scores. I.E. – student joy, emotional health, inclusion of enrichment opportunities, etc.
- There is steady improvement. I have to admit I’m a bit skeptical of dramatic results that aren’t sustained over time.

- Caring to another and people doing well.
- All students above basic students are able to understand and complete grade level assignments.
- Kids are active and engaged.
- Kids learn and enjoy learning.

- All kids are performing at grade level.
- Looking at the students desire to learn and the student achievement.
- If all the kids get good grades.
- Standardized test scores, grades.
- Standardized testing; students can articulate why they are learning.
- If kids are able to learn a skill then apply option in a completely different situation like real life problems, equations, experiments, etc.
- Students can move to next grade and do the work.
- By the academic success of our students
- Students graduate.
- Look at work in progress and culminating. Lesson study!
- Effective – students attend; students enthusiastic. Teachers cooperate/share/have inter class or grade activities.
- The kids of color are doing well.
- When your child feels confident in his/her work and feels free to ask his/her teachers questions.

- Look at data; observe how teachers handle struggling students.
- Kids say they are learning and are excited to be learning.
- When children can reflect a deep understanding of material. When the student change and show develop over the course of year.
- Child feels prepared for what comes next- middle school, high school, college.
- Students are focused and on task in the classroom.
- Students engaged, move on, successful people want to go there.
- Students can read, write, critically think.
- By how well students are excited about learning.
- Every one is effective in positive way.
- Schools instruction is effective-It will reflect on a student's listening and studying habit.
- Looking up school scores and see improvement consistently.
- Child is continuing to learn.
- Tests
- When your child comes home reading at or above grade level.
- College readiness

- Teachers plan differentiate to ensure all students' skills are developing.
- Students are demonstrating mastery of content, skills and standards.
- School staff are aware of students' academic achievement levels and are collaborating to systematically and strategically advance leaning and achievement for each and every student.
- Minimal remediation, high test scores, no test prep needed.

- Is my child progressing?
- Test scores, Kids going to college, students interested.
- Engagement, test scores, child's progress and development is obvious.
- Academic, social and emotional growth.
- Test scores
- Student is not frustrated when doing homework; they have a level of understanding at the instruction and are comfortable letting the teacher know they need help.
- When the resources are shared equally. The child is eager to go to school and the teacher is eager to teach.

- Teachers model high expectations for all students and help them to meet.
- Good outcomes for "all".
- Students are actively involved and engaged in the instruction and their learning.
- Has intervention system in place

- Students know what they are learning and why. Students can articulate their views backed up by rationale. Students have opportunities to study topics of interest to them. Students participate enthusiastically.
- Students are learning. They are excited/motivated.
- Use of walk thru templates and continuum of quality teaching. Models of strong instruction. Opportunities to collaborate and grow from other like schools.
- Observing students; looking at student work; test scores; kids' ability to read/analyze/articulate their learning across content.
- 100% of students move up on state band in Math & ELA each year until reach proficient. 100% of students master >80% of each classes learning targets.
- A school provided full service when there is access to multiple resources that can address whatever need comes up for a child.
- Academic achievement is high.
- Assessment date, teacher observation, use of data, focus on students.
- Test data, surveys, community projects/partnerships where kids can extend learning outside the school.
- What are "other" data sources (beyond CST) can we use. Can we include some type of additive formula to our data collection?
- Consistent improvement on CST's/assessments.
- Data, student work, inquiry cycles.
- Gained measures document growth. Data from the next level of education indicate success (i.e. K-5 is measured by middle school).
- Measure of academic rigor and scaffolding for student success.
- When students are demonstrating proficiency or beyond on state/federal standards that indicate the child is on track to attend and excel in college and beyond.
- Students are proficient and measured by data.

- No students in office for behavior reasons
- Classroom management is effective
- Students are able to articulate what they are learning, why, and explain their thinking orally and in writing
- Students think critically about whatever problem they encounter
- Instruction/learning is relevant and meaningful to the lives of our students
- Visiting classrooms – talking to students; pride in school
- 85% academic engagement every 2 ½ seconds
- Builds on student strengths; cultural relevancy
- Ms. Fernandez is on the staff
- When students are applying learning in rigorous critical thinking challenges
- Kids can demonstrate proficiency and talk about how they know – where they are on the rubric and what descriptors are
- Writing is coherent, organized, deep, thoughtful
- Kids can talk about what they’re learning, how they’re applying it, and why it’s important (and the results show up on state measures)
- Success on multiple assessment measures
- Formative assessments are present and used
- Kids ask and can answer questions; mapping is fluid
- SPD is closing as shown by data

- When our children don’t have problems
- By the interest and the high grades (3.0, 3.5 or more)
- When my child improves his qualifications
- When the children make good grades and they like school
- How is my child learning?
- When my child improves his qualifications
- The student exhibits the qualities of being an excellent citizen
- Students are really engaged and learning a lot every day. They are “turned on”!
- My child is engaged and participating

- Success of students beyond K-12 (college, college GRADUATE, career)
- All students are able to learn what is being taught. All students are passing classes.
- Students show gains in common assessments
- Teachers spend most of or all time on instruction and less on mediation, discipline, etc
- Students are able to complete their assignments, understand the concept of the assignments, promote to the next grade level
- Students are motivated to attend class daily

- Students are engaged and participating in their education. They can think (and not simply

memorize). They are able to come up with creative solutions.

- The student is motivated and curious.
- In order to see schools instructions come in effect you must persuade the students on how to follow the instructions. The kids that act all cool and tough are the ones that don't acknowledge the fact that teachers are trying to HELP not push away. When you see a teacher or staff effort that put in to telling us then that's how you can see it.
- Effective instruction involves passionate relation with the students. If bored and dead instructions are constantly taught to the students, they will bore and passionate as well. Passion fuels passion and it will make instructions very effective.
- Teachers take into consideration the different types of learners and the "multiple intelligence". When there is critical thinking in each classroom. They are asking why? Deviation from the norm.
- If all information is provided to the family and posted on campus so the student would know.
- By looking at a student's grade. If he or she is doing well one would know that it is effective.
- By looking at a student's grade. If he or she is doing well one would know that it is effective.
- When I see improved results in their test scores and grades. I also know it's effective when the student is having fun while improving their academic ability.
- When the majority of students can successfully compete with any student, on any level, from anywhere! When a high percentage of students successfully move on to the next level of education be it college or a trade or a career and become productive members of society.
- Since learning is a natural process the effectiveness of the instruction can be best gauged by the student's involvement. If it is too far over their heads, or not challenging enough, they will be apathetic or find other diversions. If they are engaged, they are learning. Materials that are integrated and multi-leveled allow students to engage at the level that is right for them. Everything a child learns in the first six years of schools can be learned by the average child at the sixth grade level in just six months...assuming they aren't made to feel like failures before that. Trust the process!

- By the results of the testing! Kids are working on their level. Homework is being sent home.
- Not afraid of doing their homework and the student asks questions in school and at home
- A student can do basic things without pushing a button to think for them
- When the student can read and write; when they graduate
- When teachers get out of their comfort zone. Following school expectations.
- When you can see students excited about learning
- When a child knows how to read and write and do math well
- When you see the students doing homework, etc! learning in class
- When students can read, write, spell
- Tutoring program
- When all the 12th graders graduate from high school

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GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school is supportive?

- Kids feel cared about because the principal, secretary, janitor, etc. as well as their teacher know them by name and know their families. If they feel down or stressed someone notices and offers help.
- Parents feel welcomed and participate in a variety of ways.
- When a student or family has a barrier the school helps them to overcome it
- There are contingencies for almost all scenarios- school engages “at-risk” students frequently w/ appropriate interventions
- School is responsive to the needs of student, families and community
- Kids have at least one adult who they are in relation with
- Teachers have an interest in listening to what kids/students/parents have to say and school admin team have in interest in what the teachers have to say.
- Parents input, teachers show they care
- When students and parents are comfortable leaning on the school for support! And reciprocating
- Students diverse learning needs are met- teachers use variety of modalities
- Flexibility
- Individualized instruction
- Different methods of instruction
- If...educational, psychological, physical, wellness/mental, community needs are being met.
- How do we ensure that strong schools are supported?
- Providing variety of social/ emotional support. Asking the question- what support is needed?
- The school displays rules or policies, announcements in diff. languages. The school offers academic and cultural workshops for the parents.
- School utilizes a balanced scorecard to measure “health” of all aspects of operations.
- That the school has the economic support.
- Because when there is a problem it is resolved, whether it is the children or the teachers.
- Because if the children have a problem, they are always helped in both academic problems and mentally.

- Welcomes people (students, adults) to be where they are and ask for help to get where they are going. Provides way for students and adults to give and get support.
- That the schools have the resources capable and the possibility to respond to the concerns and the important things that may stop the achievement of the student.
- For the teachers, principal and parents. Also, the counselors.
- For the teachers and principal and the parents and the counselors who support.
- When the school provides resources for the students and families.

- We hold ourselves as educators responsible for outcome, NOT just attempts at it
- High graduation rate – all students receive needed support
- Very little to no bullying
- Students share concrete examples of how they are supported
- The school works with the families
- The school community says so and can tell you how
- EQUITY STANCE – we are willing to do whatever it takes for every child to succeed – we offer differing levels of support as appropriate
- Frequent conversations between parents and teachers – not only when there is a problem
- No student is despondent and alone

- Long-term commitment from staff and families to remain at that school
- Students will tell you
- Students are never sitting in the office – they are TALKING to someone in the office
- Lots of talking it out
- When there are numerous resources available
- EVERY student says there's an adult they'd go talk to if they had a problem at school
- Students regularly are supported in writing papers, not just in English and teachers have time to read and comment

- Students, parents and teachers work together to address needs.
- When administration and teachers are accessible and willing to make necessary changes to better school community and student learning.
 - People work together, community and parents are respected. Staffers help each other grow! "Support" is a little mushy.
 - Administration and teachers involve parents and partners, support services are aligned and accessible.
 - If teachers can go to a principal with a problem...; if a student (or family members) can go to a teacher, principal or staff with a problem....; if a principal can.....
 - Families feel safe, comfortable bringing in concerns, problems. School pro-actively help students in need ...
 - Caring school: teams = students, staff, parents and community.
 - Open door policy; friendly; accessible school/staff; parents tell you.

- Parents indicate the school is responsive to their needs and concerns.
- Consistency implementing structures and systems to support all stakeholders who need support.
- Emotional – academic – athletics – fine arts – services to meet concerns and opportunities to develop.
- Clear plan in place to support students academically and socio/emotionally.
- Student and family needs are met – academic, emotional, physical.
- Student needs are met when required.
- Students and adults feel able to go to someone with concerns.
- Timely response to needs; assessment of the needs of community; have access to resources and need to get them to the people/community.
- Services offered to community members based on needs (i.e.: individual/group/community).
- Data from parents, students and teachers, will inform.

- Staff does not get defensive when queried about learning. Cooperative environment with parents, but not so cooperative as to forfeit hard decision making.
- When the focus moves away from test scores and moves toward measuring how engaged and inspired their students are.
- When parent involvement is required and not an option.
- When parents and teachers come up with a plan together to help a struggling child or to help a child who needs more challenge.
- Providing afterschool program, tutoring and activities.
- A school is supportive when students, parents and caregivers feel connected and heard, and included in the discussion of important issues and decisions.
- Kids don't feel a sense of "us" and "them" with other students, rather just "us".
- Schools use counselors to help children in need. Schools communicate to parents.
- Help single parent families stay engaged and focused.
- There is an on-going two-way communication in the languages that parents understand.
- Put children's need above.

- Students know where to go for help.
- Children thrive in the midst of chaotic circumstances. Families find help and make changes that help them grow strong.
- There is a voice, a safe voice for students, staff and teachers and families.
- Teachers want to stay; students and parents want to stay.
- Teachers enjoy going to work.
- Other programs are offered outside of school.
- There are teachers who have chosen to stay over 5, 10 or 15 years.
- Physical education is valued as other academic subjects.
- Administrator addresses consistently bad behavior and sees changes.
- Students have pride in school.
- Parents are at the school when time permits.

- Teacher turn over is low or almost nonexistent. Students and parents are happy, and parents keep their children at the school.
- The school has community allies- church and business involved.
- Children know they can safely talk to staff to solve problems. Students are happy to be at school.
- Teachers collaborate curriculum across all discipline, including physical education.
- Students are excited to be there everyday and feel safe.
- Families stay, send siblings and spread the word to other families.
- Adults and children accept each other.
- Administrator is on top of discipline students who misbehave.
- Lots of serves for students, TA in class, teachers have paid time to observe/grow/learn.

- Teachers, parents, students and admin get the support they need to provide outcomes and collaborate effectively.
- Problems are addressed with positive outcome for all partners involved.
- Everyone on same team for students.
- Children and staff like being there.

- When a school “listens”, really listens and acts on what is learned.
- A school addresses individual needs and finds, designs and implements ways to help support those needs.
- A school does not say not to help families. They listen to their concerns and ideas and act on them.

- Kids feel supported
- Kids can ask for help and receive it
- Attending fairs or meetings
- Students and parents survey
- By the interest and service it provides
- The principal is nice
- Students want to be in school over 90% ADA; no students fall behind
- Supportive – has problem-solving capacity. Works with parents. Offers parent education. Keeps parents informed.
- When parents feel welcome to question and offer suggestions
- When a school admin works with the students and parents to resolve problems and concerns proactively
- Students are eager to be there. Families use school as support instead of being wary of it
- The people in the office greet you, know your name and your child
- Restorative justice
- Programs are designed around working parents, i.e., use of internet
- All staff care about kids

- Knows everybody's names and grade; kids attend all classes or an ASP

- The kids are happy and the teachers are very helpful. The school has a strong body of parent and resources.
- Parents do, let's work.
- Teachers stay at the school for an extended period of time.
- All families feel welcomed and are represented at parent meetings (PTA) and community events.
- All students are engaged, learning and developing a strong sense of self.
- The interaction between the teachers, students and community. By teachers and staffs body language and attitude.
- If I or my child has a concern, teacher/administrator addresses it. If solved or not, follow up with me.
- Emails of teachers and quick response. How they respond to problems.
- Teacher and principal support each other. Teachers are happy. Kids are happy and learning. Parents concerns are respectfully heard.
- Responsive staff that is open to community/parent/student concerns.
- Good communication among all constituencies and across languages.
- There is evidence of trust and respect.
- You get answers and support to concerns and questions.
- The school community cares for all its members.
- When they offer free nutrient rich food to patrons in its community.
- Parent involvement
- Student growth and activities
- Parent-staff-student visibility and advocacy for all issues that require follow through.
- School counsels of students, welcoming students.
- People (stake holder) listen to each other.

- School makes an effort to interact with parents and know them.
- There is a continuum of communication between the school, parent and teacher. Parent and child/student resources are made available. Questionnaires and feedback are exchanged.
- Communications, PTA (active), SSC (active), Intervention.
- When a person needs support in any area, the school can refer a reference for them.
- A school is known to be supportive when they quickly address the academic decrease.
- You know a school is supportive of a child when they have different resources available for different children's needs. The school also keeps parents informed of these resources so they can be utilized.
- Parents are involved and teachers are involved together!
- The school will disclose all of its resources and services available to all parents. Open communication and using every form of communication.

- Community resource to support student's issues.
- Students and community issues have an avenue to be voiced, then addressed with available resources.
- Students have programs that address diverse needs not just academic.
- None of resources to meet student family needs.
- Attendance rate (staff and students), suspension rate, student referrals, student performance, community resources.
- Interventions for ELL SIFE students.

- By seeing what services are available to support community needs.
- We need to develop an RTI framework with a rubric for schools. (Academics, Emotional, Absenteeism).
- Has the support(s) needed to succeed: Community, Administration, Teachers, Counselors, Social workers, etc.
- Teachers = prepared/lessons; students = laughing, smiling; parents = calm, approach staff & administration w/trust & care of concerns. Effective systems in place, applied & reinforced by all.
- Principal listens to teachers, parents, students. Principal gathers data on how all stakeholders feel about the school and makes decisions based on the data.
- Teachers and other staff come early, stay late, are evident on campus to talk with.
- Parents and community office doors are open figuratively and realistically.
- Total data from stakeholders.
- Surveys - the community.

- Teachers stay; families stay; leader/principal stays
- Too broad of a question. Please narrow
- Students are not being kicked out; excellent teachers and staff feel part of a team
- All community members feel that they are heard
- Teachers, staff, parents, students, and leaders have what they need to work toward student achievement
- All community members feel welcome
- School staff helps children and families and themselves
- Focus is on positive outcomes for each kid; plan is developed and implemented to meet those outcomes; support is dynamic

- They listen and take action
- They keep communication open with regular notes home
- They empower students and require meetings every month
- The principal and other staff are present, listening to students' and families' concerns with interest and following up

- Because the principal talks to us at meetings
- Attending meetings every month
- When the director and the teachers help the student
- When they offer various services to the students
- When there are more activities
- Because you can talk to the director and the teachers
- Having communication with the teachers
- Works to help parents continue teaching at home
- Always the parents have to help the teachers

- When staff takes an extra step to care for the student not only academically but in any other aspect...such as home visits or trying to target issues the student is having
- Communicate regularly with parents about school activities/events/success/concerns
- Family feels welcomed at the school, not only to pick up their child, but invited to talk with teachers and staff
- If they are aware of challenges students face that prevent them from doing academically well and have services/tools to support them
- A school is supportive when all needs of a student are met. Also, supporting the needs of a student's family

- Good, regular communication with parents and students; openness to feedback and involvement; lots of opportunities for communication and involvement; following up on suggestions.
- The children are comfortable, happy to attend, curious and kind to one another. They have self respect and respect others. Family members are welcome on campus and in classes and are encouraged to participate meaningfully. Staff and faculty KNOW the children. The buildings and grounds are healthy, cheerful and well kept so our children know they are WORTH our investment and care. The staff and teachers are happy and feel supported.
- A supportive school is one that identifies and nurtures each student's abilities and needs. Nobody falls through the cracks. This requires resources both human and curriculum that supports each student to succeed. Success is not a statistic within testing results. What success is tougher to quantify. Students should enter school each eager to learn and learning needs to be more than how to take a test.
- When principals and teachers make themselves available in person and by email to communicate with parents and students. When teachers recognize the unique temperaments and learning styles of each child and express their appreciation for each child's contributions to the classroom.
- Students, teachers, parents all feel as though their voices are heard; that results and change can happen... that nothing is 'locked' in stone... students who need assistance, whether academic, emotional or physical can have access to it;
- If the academic needs of the student are address, the student has academic support (i.e. tutors, student's workshops, medical clinic, counselors, and peer support groups). Detail and broad academic courses, and student-parent extracurricular activities.
- I would say that a school is supportive if it offers it's students outside services such as

sports, tutoring, counseling, SAT prep, college prep courses, art programs, etc., in order to promote growth and development outside of the classroom as well. If a school recognizes that learning doesn't end inside the classroom or school day, then they are (in theory) being supportive of their students.

- Well, if the school is supportive then the school/staff will do all in their knowledge in their perspectives and effort in trying to have the students participate in all the activities and going to class and that's how we'll not only know but SEE what their trying to do.
- A school is supportive when it is trying to guide the student to a right path. Besides the regular curriculum, students should be exposed to the work force as well. Once these subjects are addressed, students may have more incentive to try harder rather than just completing scheduled curriculum day in and day out.
- If they offer programs that help students such as Health & Wellness centers, counselors (academic as well as psychological counselors). Students have access to these different components all the time. Students have access to teachers.
- When the student has a strong engagement with the teachers and program.
- You know if a school is supportive if it offers programs that help a student advance academically.
- You know if a school is supportive if it offers programs that help a student advance academically.
- When teachers and school staff are in contact with the parents about the students progress and what action(s) should be taken for the student to improve or excel academically. A school is also supportive when a parent calls and someone is available to discuss a problem/issue their student is having and working together to find a solution. A school is supportive when there are programs in place on the school campus that are designed to help prevent truancy and suspension. A supportive dual-immersion school should also provide foreign language support to native English speaking parents. There are so many free resources for ESL learners and none for native English learners.
- When all stake holders share a vision/mission of high expectations for all groups of students and there is working plan in place with regular assessment and evaluation that address academic and social deficiencies. The home/school collaboration piece is an important part of the plan.
- Student attitudes are positive, parents are welcomed to share their concerns and experience, ask questions. Concerns of students and parents are heard. School personnel are welcoming and responsive, trying to accommodate the needs of all and find solutions to any problems raised.

- By the child's ability to communicate effectively, able to stand assertively against adversity
- When a parent needs help and they can be helpful
- When the staff does something with children that the public will hear about too. TV, newspaper.

Responses based on prompts from the Oakland Unified School District Mission/Vision:

Mission and Vision of the Oakland Unified School District:

All students will graduate. As a result they are caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school is healthy?

- The food is cooked fresh with whole ingredients and served with a smile ☺
- The bathrooms are clean and so are the halls and classrooms.
- Kids have lots of opportunities for physical activity
- There is emotional support/ counseling to help kids deal with stress.
- The faculty feels supported, like family.
- Time for outdoor activities that meet various interests
- Quality air filtration system
- Calm high behavioral expectations
- Engaged students
- Engaged staff
- Clean and safe
- Yummy nutritious food
- Cafeteria offers fresh fruits and vegetables and hot meals. Exercise program is visible; sports activities are promoted during and after school. Mental health services are available for students and parents.
- Good air
- Good food
- Lots of water access
- Low violence occurrences
- Actively engaged student body
- When students and parents are comfortable leaning on the school for support and reciprocating.
- A healthy school is one that is safe well maintained and offer opportunity for intellectual and personal growth.
- When a school proactively seeks alternatives in food selection for students (i.e. salad bar).
- When the curriculum meets standard (mind) and healthy food (body)
- Students, staff and family are a united, collaborative community.
- By the cleanliness and by the salad bar that the children eat from.
- Because I have experimented and helped with the salad bar. It is very important for the students' health, vegetables and fruits.

- When a school is clean, a safe environment, it feels safe and is treated with respect, not depending on the race.
- By the salad bar, which is vegetables and fruits.
- By the fruits and vegetables that are offered to our children at the salad bar.

- Clean, no hazards, access to wellness tools – physical, emotional, mental
- Healthy relationships where people feel it is safe to be honest and to question
- Agility of all staff and students and their families to engage and progress effectively
- It is clean
- Students are thriving; community is involved
- Students have access to healthy foods
- The school is thriving with high test scores
- Smiles, joy
- Healthy debate, divergent ideas encouraged
- We're not solely focused on right/wrong questions and answers
- Respectful communication, respect and regard among all stakeholders (students, families, staff, teachers, leaders, and communities)
- Attendance is high (staff and students)
- Food serves fresh fruit and veggies
- School provides healthy lunches for students
- School is clean, beautiful, and demonstrates pride among all students, staff, and community
- People are happy to be there

- There are functioning water fountains in every room and multiple places outside of the classroom, too.
- Children and adults are kind and caring towards each other. School nurse, aides, social worker, librarian at each site
- Every school lunch's main course does not HAVE to include cheese
- Salad bar in lunchroom
- Building and grounds are clean; staff and students have access to nutritious foods
- Staff and students participate in daily physical activity together
- There are restrooms (clean) in all Pre-K and K rooms. Time is allotted into the school day for practicing good hygiene
- It looks well maintained; cleanliness is noticeable – structures (play) are sound
- The facility is clean, well lit, safety monitors, counselors
- Healthy school meals, salad bars
- Students and adults are generally happy

- People communicate healthily. Health lives in communication and listening to each other.
- Looks clean, staff is dressed, professionals, proper maintenance (gardening, etc.),

- attendance right.
- There is evidence that all are thriving in a safe and nurturing environment.
- When students are health mentally, physically, emotionally and educationally.
- Parents are welcomed and have many opportunities to participate and many ways to access the school.
- Children and adults indicate and show they are happy to come to school.
- There's a system in place that ensures healthy practices.
- Morale and relationships of adult-adult, adult-student, school-parent, principal to teachers, principal to support staff, support staff to teachers...
- Looks good, smells good, sounds good and feels good.
- The systems of the school can handle disruption and conflicts and stay focused on its purpose.
- Children, staff and parents are happy because of access to school.
- School climate and functioning systems.
- Kids are feeling good about their school. Teachers are happy, kind words and meaningful functions at school.
- The school community is actively engaged in learning and supports all members of the community to feel engaged and welcomed.
- Positive, welcoming climate. Love of learning is evident.
- Clean people are care for, treated well (respect), job demands, schedules).
- Vibrant community when the school is the center of activity. The community is united around common goals.
- All community members feel welcomed, included, heard, valued and safe.
- Can work out conflicts, enjoy each other and work; collaborates and learning culture.
- Everyone loves to be there.



- When kids can learn and not be afraid of going to school.
- Space and equipment for play and exercise.
- What does healthy mean?
- Clear ground rules, social climate ed and activities, inclusion and parent education. Happiness and joy are part of everyday. Healthy café food, responsive teachers and administrators, follow up/follow through on complaints.
- When children speak to each other with love and respect.
- Well-maintained facilities and yard; no dangerous objects or toxic substances on the yard.
- The food service is based on healthy eating principles and has tasty and fresh food, fruits and vegetables.
- There is a written and equipped physical education plan and program.
- There is a plan for health and a schedule for on-site vaccinations and screening.



- Everyone is happy to be there.
- Students enjoy eating in the cafeteria.
- Basic needs for joy, supplies, fruits, poetry and challenge are abundant.
- Teachers love what they do and do what they love without stress.

- Food at school is nutritious. PE options are available and utilized. Students feel happy, safe (physically and emotionally) and calm.
- The entire community (students, faculty, staff and families) understand the vision of the school and fully support in everything they do.
- If functions properly, what needs to get done often does. Information is shared; people feel valued, respected, informed, honored- all work as team.
- Teachers stay, students and families stay; they don't flee to other better schools.
- The building is in good order: proper temperature, toilets flush, not leaking, heat and clean.
- Life is springing forth in the hallways, classrooms, and playground. The building resounds with the joy of learning.
- Students and adults smile.
- All students have PE regularly and have healthy food in cafeteria.
- Lots of physical activities and sports, classes on health and PE 4+ hours a week, cooperative learning.
- By experiencing the climate of the school.
- Adults model behavior for students.
- No tolerance for bullying.
- Healthy food in cafeteria.
- Visit the office, see principal check classrooms, ask students, teachers and parents.

- Few referrals for discipline.
- Ongoing collaboration with parents and staff. Students and staff know the goals of the school; school team works together.
- Positive caring environment; loving principal – caring and supportive; quality lunch program; students treated as wonderful persons. PE program at all recesses; after school program; parent group supportive of school; parent voice, student voice, teacher voice.
- Surveys / walk the halls; attendance rate – are students coming to school/going to class? Why?
- Staff collaborates toward common goals; caring community; everyone's needs are considered and met.
- Schedule lunch periods with students in mind – not teachers work day.

- There's joy and radiance.
- When morale is high.

- SCHOOL = Success, Caring, Healthy, Outstanding, Loving.
- No graffiti; nutritious food; physical ed; nice outdoor space.
- Overall healthy; survey of students.
- How do the students do when they go into other settings?
- I'd want my child to go to this school.
- Kids want to go to school and kids and teachers are learning.

- Green principle; no toxic materials or products; universal lunch- breakfast of good healthy food.
- Go to the school and talk to the director and reconnect at least once per month
- By their actions... Providing health lunch meals; encouraging physical activities; encouraging healthy habits at home.
- A healthy school is like a square. If you are missing a corner, you don't have a square... So, if you are missing anybody, you don't have a healthy school.
- How they treat our kids in class and that the whole organization appears very good
- Healthy school – truancy not a problem.
- Program for obesity.

- Happy students
- People aren't fighting over resources.
- People aren't talking badly about each others behind each other's backs.
- Ample resources to address the needs of all students.
- When kids are showing up, high attendance.
- Staff diversity. Can children identify the food that is being served? Are they teaching healthy eating habits in curriculum? PE program is offered.
- Reasonably update facilities (bathroom and drinking foundation), healthy food policy.
- It feels good.
- No pesticides sprayed on school ground.
- Grass, outside place to run and play.
- Clean, good food choices, welcoming, positive energy
- Good, healthy food is served; air quality is good; clean and well maintained carpets.
- Families and students take care and respect its members of the school.
- When the school sends information home to make sure your children have their health information date.
- Internal/external ambiance, i.e., safety, accessibility and lights; light where there is darkness.
- Meals offered, scores, sports, PE
- Good teacher morale, low teacher turnover
- Healthy meals served. Children are respectful to each other and to adults.
- Students/staff have access to outdoor space, clean air, and quiet classrooms.
- Child happy
- Diverse staff to meet needs of students.
- Students feel safe.
- Come into the class or the school and there is no people in the place and everything is clean.
- Everyone feels safe.
- Functional staff/administration/parent organizations collaborate together.

- Adults do not tolerate mediocrity among adults serving children.
- Free of toxin, filth, clutter, problems are dealt with; staff and students feel good about

- coming to building, quality food, no polluting of minds/bodies.
- Open space, greenery, clean air.

- Height and weight standards, % of kids who play sports, healthy food provider.
- Does the school look like it respects itself, clean and functioning?
- Do the children understand how to respect themselves and others?
- Is the student body worried about safety or ready to learn?
- Clean, safe, students are physically well and happy, healthy nutritious meals are provided.
- Safe, clean, cooperative, integration

- You would eat the food.
- Emotional health nutrition programs
- The school is seen as a supportive community.
- Fresh fruit, veggies, etc.

- Students attend school everyday. They are happy, excited and motivated to be there.
- Talk to students, staff and parents.
- It looks nice and you get a positive vibe.
- 5th grade PE test. Free and reduced lunch %.
- You know a school is healthy when students, families and staff answer on their respective surveys: 95% "My school is doing a good job of teaching me/my children".
- Emotional & academic supports =
- It is clean. People (teachers, kids, leaders) look happy. Leaders have a high level of emotional intelligence. There is evidence (multiple forms) of learning. Staff meetings are not toxic, dysfunctional pits of hopelessness.
- Students & staff want to come and do come to school daily. Cafeteria food is healthy, attractive food. The community feels welcome to come in to the office just to say "hi".
- Fiscal health, stable enrollment, strong leadership, students who are growing.
- Social - emotional.
- I see happy students.
- Emotional & academic supports = clarity, mutually communicated, dealt w/within and amongst staff. Students feel able to approach teachers, staff and office w/issues to resolve, to initiate or to hide.
- When substitutes can control the class. Train subs!!
- They are better physically, mentally and emotionally after being at school.

- We ask questions to solve problems
- We like each other (teacher student, parent student, student student, parent teacher, teacher parent)

- Students are improving; increasing parental involvement and leadership; excellent teachers and leadership stay
- Students are safe, strong, and happy
- Teamwork
- Vibrant, intentional, structured; PE and nutrition education
- There is a safe place for dissonance; leadership is shared yet the organization is united in goals for kids
- The adults eat the cafeteria food
- By the look and feel of the school
- School is healthy when teachers and staff feel their voices are heard and the focus of all adults is on the success of all kids

- Looking at what type/class of food is used
- Kids may choose how much fruit/vegetables (my son was told “only 2 baby carrots”
- Students have healthy food choices before, during and after. Including healthy options in neighborhood stores
- Families walk their kids to school. Students come ready to learn everyday.
- They’re informing us of the programs of physical education and nutrition
- By the cleanliness and maintenance in general
- Because the students do exercises and are given vegetables
- No junk food vendors; enforce the ordinance
- When there are sports and fruits and vegetables as a choice of snack
- After school care should have some “no junk food” standards – snacks are currently not very healthy and one program leader offered my kids candy
- By the nutrition and by the physical activity

- Healthy lunch and snack
- When students have and show respect for one another!!!
- Happy people at the school (admin, teachers, students, parents)
- Clean campus, positive staff, students are meeting “expectations and goals”

- One way a school is healthy is when it is contributing to a healthy future in its policies & operations. OUSD’s Strategic Plan should include an Environmental Sustainability element that calls for: 1. Setting high goals (e.g., Zero Waste; Zero Carbon Footprint; every building certified Green Business, LEED, etc.) 2. Establishing performance measurement standards (e.g., total cubic yards of weekly solid waste disposal or total annual solid waste disposal tons; annual carbon footprint) 3. Actively pursuing continuous improvement toward meeting the goals 4. Conducting annual benchmarking to track progress toward achieving the goals, & publicly reporting the results Mark Gagliardi Crocker Highlands Elementary & Edna Brewer Middle School Parent Member, Crocker Highlands Green Committee Zero Waste Sustainability Initiative staff with City of Oakland

Public Works Agency ...at your service!

- If they serve healthy, locally sourced breakfasts and lunches; if they have a good student health center on-site with a full range of services provided by qualified professionals; if they fully support Gay Straight Alliances and other clubs serving minority and/or disenfranchised groups; if they have clubs representing a wide range of student interests; if they have school-wide, successful composting and recycling programs; if they integrate science-based health education, including prevention, into the curriculum; if they involve students in teaching about and addressing health; if they focus on safety.
- The buildings are LEED certified. Lunches are fresh, local, organic and sustainable. The air and water quality are tested and good. Health care (dental and medical) are available for all kids. Mental health support is available for teachers, staff and children. Conditions are not overcrowded.
- Teachers, staff and students are excited to learn each day. Students are challenged, teachers are supported and parents are involved.
- When the food served at lunchtime is not prepackaged but is prepared on site or delivered from a central preparation facility. When food is low-sugar and low sodium. When information is sent home about any infectious diseases or other medical matters that could affect students at the school.
- A school with good natural lighting, non-toxic paints, and sustainably grown or recycled materials is the healthiest. Especially if the school serves sustainably grown, healthy foods and attempts to have a zero waste policy. We really need city and/or garden composting at ALL schools. Kids are ready to think differently but we must support them.
- There are organic, healthy foods available at breakfast and lunch with local fruits and vegetables that are fresh.... there is a regular schedule of physical education for students and that they are taught HOW to PLAY games with their classmates. Parents know that if their child has a FEVER that that child needs to stay home...Teachers know that if they have a FEVER they should not come to work. Students/teachers/staff all wash hands before lunch/snack...after using the restroom and after sneezing... Students know that having tissues in their pockets when they are sick avoids spreading germs in the overcrowded classrooms
- Constant communication between teachers and parents, teachers able to mentor students and good staff relations and communication.
- A school is healthy if it has its priorities straight, which should always be geared towards what is best for the development of its students and helping them to succeed in their academic and extracurricular endeavors. It is also important for a school to have a sense of pride and unity amongst its student body, staff, and administrations - everyone should be working towards the same goals.
- It's hard to tell whether if a school is healthy or not because as you walk by and see different schools there are all writings on the wall and around. The key to a healthy school is a healthy environment. The community is the ones that will make a school healthy or unhealthy. The students as well must respect school property and themselves.
- A school is healthy when it is immaculate and sanitary. The restrooms are well stocked in supplies and clean. The hallways are empty during class period and no one is wondering. Students are learning in school and achieving a goal that is placed upon them by their teachers.
- The buildings are safe; the environment is clean (on campus). Implement healthy lifestyles.
- When the teachers, students, staff is active.
- One knows if a school is healthy by seeing the landscape of the school.

- One knows if a school is healthy by seeing the landscape of the school.
- I'll know a school is healthy by observing what is served for breakfast, lunch and snack. There should be more opportunities for children to participate in sport teams, even at the elementary school level. The schools should be serving more fresh fruits and vegetables and promote outside game activities. The bathrooms should always be clean and stocked with tissue, paper towels, seat covers, and hand soap. Especially, the girls' restroom!
- Environmentally, the school should be clean, with sufficient toilet/classroom/plant maintenance. Academically, all students should be receiving an equitable education regardless of social, racial or economic class. Professionally, all students should have access to a teacher who is prepared to adequately teach the academic subject matter and who is committed to performing an exemplary job in teaching children.
- Happy faces and voices. A sense of camaraderie and positive outlook on the part of all involved. A clean and pleasant campus, one that invites joy and learning.

- When you see administration, staff, and parents on one accord
- When the school is keeping up in all areas and full of pets
- Have central heating
- The students are clean and when they go into the classroom it's clean and a heater working when needed
- Clean rooms, heaters, soap in restrooms
- Inside/outside appearance. Smell, clean toilets and sinks
- When it smells clean and looks clean

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FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a teacher is excellent?

- Student achievement growth and outcomes.
- Ability and history of moving students especially students of color and low income students (benchmarks, CST)
- Students achieve over time, learn joyfully
- Teacher successfully teaches students at different levels
- We can't be content w/ a "flat" answer- why can a teacher be excellent w/ 1 group and not w/ another? One year and not another? We need to think about conditions that are necessary as well as skill and will.
- Engage students, looks at the individual students instruction
- The teacher know what each student's strengths and weaknesses are and can teach to their needs specifically
- The teacher communicates genuine caring.
- The teacher is an avid learner and fiercely wants all students to learn too!
- When they are willing to learn...period.
- If students feel that they cant talk to anyone that teacher they can talk to about anything. Students believe in their teacher. Engages students. Are able to apply what they are being taught to real life experiences.
- Most students consistently say the teacher is excellent.
- Teacher is able to connect w/ students w/ difficulties in school and outside. Most → majority of my students (6-8) confide in me to ask for help w/ school and advice for outside school. Must be engaged w/ students.
- Organized
- Makes students want to learn
- Good humor/ friendly/ strict.
- Gets results. Have effective relationships w/ families and students. Has wide range of strategies to move students and empower them.
- A teacher w/an exciting, organized and insightful curriculum. A teacher who tries to work w/each child.
- Teacher is a mentor not an authoritarian.
- When students like their teachers, pay attention to what the teacher says and students are

eager to do their homework.

- All students are challenged. Teacher effectively reaches all students. Shows dramatic increase in scores/achievement. Creates a safe learning community.
- Well organized
- Mostly enthusiastic
- Kids want to go to his/her class.
- You know a teacher is excellent when they are involved in their students' growth academically, socially and emotionally. A teacher is cordial and engages parents as partners in their kids' learning.
- They can talk in fine-grained detail about what their students know and don't (yet) know- and how they (the teacher) know this.
- If they are available to parents and students and children feel a bond with them.
- Noticeable academic and personal growth within a child. Love of learning is expressed from the child.
- How my want to learn, participate and when my child is not.
- Able to evaluate (formally and informally) the strengths and needs of each student and provide what he/she needs to achieve academic and personal goals.
- When a child grows emotionally, socially, and academically.
- When a child's grades go up and their work is excellent and learning improves.
- By their teaching style and because all the students in the class are on the same level.
- By their teaching style and because all the students in the class are on the same level.

- Well-prepared
- Engages all students
- Uses multi-disciplinary approach
- Students are engaged and excited to learn
- Students take ownership of their own learning – teacher has empowered students to want to learn
- Students are excited about learning and are inquisitive and descriptive about what they are learning
- Teacher sets high academic goals and students can explain what they are learning and why
- Students can practice what they have learned in classes throughout schooling and life
- Always asking how to improve her practice
- Various improvement as measuring impact on student learning
- Knowledge of material
- Knowledge of students
- Students engage in the work of class
- Parents are engaged
- Teacher uses techniques to reach all kids and has the subject matter knowledge
- Students can demonstrate their understanding
- Teacher actively reaches out to parents
- Teacher is funny and creative
- All the parents want their kids in that class
- Student confidently demonstrates proficiency, eagerness in application and thirst for more knowledge

- Student cares for others
- Continuous learning
- Openness
- Shifts practice as appropriate
- Students are engaged and show progress
- Eyes in the bag of his/her head
- Classroom awareness
- Students and parents inform the district
- Engaging and relevant material – presented in multiple modes for different intelligences
- Students will learn
- Teacher can and does reach to every student and finds what motivates and encourages that student
- Their classroom is alive with student debate, high level questions, the pace is steady, caring is evident, the class is clearly well-organized and planned
- The teacher is not self serving
- The teacher is teaching academic skills, content skills, creating a culture of pride/respect/responsibility

- Is excited about their teaching and kids feel it
- Teacher provides opportunities for students to learn using multiple modalities
- The teacher allows for mistakes. The students are comfortable and happy. Students seem to use a lot of higher order thinking. Older students encourage younger ones to get in that class
- Students and parents come back later and let you know how much they learned and gained
- Excellent teachers come in all shapes and sizes. Children and families (parents, etc) enjoy being in the classroom and at the same time they are learning
- Excellent teachers make even hard subjects fun, or at least empower students to be successful
- The teacher doesn't teach to a test
- The teacher LISTENS, fosters community, allows and encourages children to learn from their mistakes
- The students' heads are not down on their desks
- Their students love school
- The teacher is not tied to a manual, an overhead, or a projector – they are moving around the room
- A teacher is not dependent on cookie cutter curriculums
- The student will quickly say what is excellent about the teacher

- People communicate healthily. Health lives in communication and listening to each other.
- Looks clean, staff is dressed, professionals, proper maintenance (gardening, etc.), attendance right.
- There is evidence that all are thriving in a safe and nurturing environment.
- When students are health mentally, physically, emotionally and educationally.

Parents are welcomed and have many opportunities to participate and many ways to access the school.

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- All community members feel welcomed, included, heard, valued and safe.
- Can work out conflicts, enjoy each other and work; collaborates and learning culture.
- Everyone loves to be there.

- There is laughter in their classroom.
- They give you guidance about the age and stage of your child.
- They tell you what your kid is doing right, or different and it sounds like the kid you know.
- Your kid will amaze you in the class.
- They give progress reports and send warning signals.
- They speak highly of their students, recognize hard work and provide rewards.
- They welcome parents into the classroom in positive and structured ways, and greet them warmly when they arrive.
- Integrates art, math and science. Communicates with parents.
- Go in and observe – focus on teaching. Kids are engaged. Teacher is enthusiastic. Teacher has control of class behavior and of class material.
- Look at the backgrounds of the parents and see how well the students perform. Our children seem to reflect the parents and environment.
- A teacher who incorporates creativity into their program in the form of music, dance and art.
- A teacher who sees and addresses your child and their emotional needs as well as academic needs. A teacher who can do differentiated teaching.
- The teacher does more with the kids than worksheets.
- That teacher is enthusiastic and communicates on love of learning.
- A child likes his/her teacher and is motivated by the teacher.
- The standards are high, but students are not left behind. Teacher is willing to spend extra time to help those students.

- The number one classroom concern is skills development, not discipline.
- If kids can't grasp the content, the teacher has the ability to teach it another way.
- When he or she knows your child by name and can inform you of your child's performance without delay.
- Creative and hands on projects to engage all learning types.
- When my child knows more each day.
- They are engaged and interested in the activity of learning (when you speak with them).
- The teacher sees her students as in process socially and academically, and recognizes her responsibility to impact them.
- The students are engaged and inquisitive, and are learning!
- Students and teacher can focus on teaching and learning.
- Karen Fan and Wayne Abrahams embody excellence in teaching! Come to RHS and see them in action. They are focused, gentle, firm, playful, serious, understanding, loving, driven to reach all of their students.

- Teacher communicates high expectations.
- Teacher deeply cares about the students in their class.
- Ask students and parents.
- Relationships with students and families.
- A excellent teacher can be many people. To be excellent, they need support, supplies, respect and time to plan.
- Caring, dedicated, credentialed, doesn't give up and keeps teaching.
- It takes time to know this, really a deep portfolio of: lessons, reflection, course re-directions, willingness to take risk and try new things, ability to create, and love for learning.
- The teacher can tailor lessons to the multiple needs in a classroom and create an atmosphere of life-long learning.
- Students express teacher's subject matter outside of class.
- Students are critical thinkers.
- The students want to be in their class because they are excited to learn, participate and be a part of the community.
- The child will do anything to attend school daily.
- Ability to think "out of the box" to teach materials in different and exciting ways.
- They are looked upon as a member of whole community.
- Teacher builds relationships with students.
- Caring, engaged and rich curriculum.
- Teacher sees him/herself as a learner.
- Teacher values the lives and experience of the students.
- The community knows the teacher.
- Students enjoy going to the teacher's class.
- The students are becoming teachers.
- I think excellence breeds excellence. Excellent teachers bring students beyond themselves, help them see possibilities and actualize dreams.
- The teacher is always thoughtful and reflective about her/his practice and the effect that practice is having on the students.

- The teacher is constantly trying to get better (ask questions, researching best practices, engaging in data).
- Just like we know a doctor, dentist, pilot, etc- well trained and trustworthy. Do proper evaluation and we work with what comes in our class.

- Observation, are OM engaged, organized; SM feedback; data: benchmarks.
- Student government incorporated in classroom; happy students; student choice; high standards in written work; parent involvement in classroom; uses Bloom's Taxonomy; 100% engagement; students voice prevalent; walls covered with all student work.
- Students are learning; community is built; good rapport with students and families. Teacher makes good effort to reach and teach all students.
- Strong, dramatic student achievement outcomes; student growth across all subject areas and for all subgroups.

- Student joy, academic efficiency.
- NO achievement gap between races or gender. Inclusion of best practices.
- Plain and simple – the teacher gets results.
- An excellent teacher is one that is concerned equally about the success of ALL students
- It's not just the teacher but how she is supported to do her job. There are good years and bad years, balance and unbalance.

- The results of ELA exams
- Evaluating my kid constantly and reviewing his learning skills.
- Students generally like teachers and enjoy learning a subject.
- Is he/she listening to students - talking about school; supportive mentor / teach to parents; making sure students are understanding material.
- If previous students and parents rave about the teacher.
- Class test scores; student feedback.
- Students report, such as report cards, test scores.
- Classroom reflects student work and examples. Students know how to complete home work assignments.
- You tell a tree by the fruit it bears.
- Kids want to go to school.
- Student and parent peer feedback.
- If they can get the attention of the student in a positive way and kids can learn well.
- They are willing to listen to information that may counter "what they know".
- Work is on or above grade level standards and if not teacher can explain precisely how it's modified to move all students up.
- Excellent teacher: engages their students in a subject; empowers their student; reinforces values and respect, fairness; responds to their students needs and concerns

- Evidence that students are learning and developing mastery of standards (quantitative and qualitative).
- Has high standards for all students, is safe and caring, understands child development, understands the world we are preparing students for.
- Student achievement is increasing as a result of the teacher's instruction.

- You are able to know how well teaching and class performance (absent a lot, etc.).
- My son does his homework.
- Scores of kids, grades of kids, homework provided.
- You know a teacher is excellent when they communicate with parents about progress and weakness that can be helped.
- When the child wants to go to school and the teacher wants the child there.
- Willing to work outside of their contract; becoming creative in working around some of the administrative constraints; tailor learning to the various students ability/style of learning; being open-minded and heart.
- Identifies each student's gift & talents to help them to grow and develop their potential and identifies their purpose as contributing successful academic students. Also challenge each student beyond their comfort zone with a supportive positive approach.
- Education/training, child's progress and feedback, use of communication with the parent.
- The teacher cares about each student's learning goal and works with parents!
- Do the teachers establish an understanding other than a friendship?
- Open communication, teachers who aren't afraid of students of color.

- Appropriate level of rigor and high level of engagement in class
- Planning units ahead of time
- Student can show learning and respect the teacher.
- Has high expectation for all students performance
- Because teaching well takes so many different and deep parts of us, a teacher can be excellent at one part and awful at another, depending on what's happening in their personal life.
- Students rate teacher highly, kids know.
- Makes sure all students complete mastery projects.
- Quality of student learning by student work posted in the teacher's classroom, by how well organized the classroom actually appears to be, ask the student
- Teachers are an active part of a continual improvement system, and that this is a requirement to stay teaching in district.
- Teacher listens to student dialogue and there is evidence.
- Teacher has a good relationship with students and there is evidence.
- Teacher collaborates with other teachers and there is evidence.
- Teacher is a learner and there is evidence.
- Teacher adjusts teaching strategies and there is evidence.

- Teacher assesses frequently.
- Teacher is fair and there is evidence.
- Teacher makes home contact and there is evidence.
- Teacher works successfully with wide range of ability students.
- Teacher is reflective and there is evidence.
- Teacher plans lessons and there is evidence.
- Students are learning and there is evidence to show it.

- Teacher does not allow students to fail - insists on quality participation. Knows students will differentiate instruction and interaction based on student needs.
- As defined on continuum of quality instruction. Need - more matrix for what defines this.
- 100% of students move up on state board each year. 100% of students master 78% of class learning targets. (Relationships, planning, personality are all prerequisites for success).
- Caring teachers: calm, communicate, well planned, organized, passionate and builds on environment where all call and want to learn. Students want to work hard for this teacher because a relationship has been built.
- If the student makes steady progress in academics, social and emotional health as measured by: level of collegial engagement; level of parent interaction.
- He/She is caring and has higher expectations for all students.
- Observations, coaching, assessment data, PD.
- Reflective, flexible, tries new strategies; guided by data and (whole child needs/big picture).
- Are the CSTP enough? Should data (student) be considered?
- Is well respected and all students achieve!
- Gut, observation, data points, student evaluation of teacher.
- Parents request, collaborate with staff. Students are learning as measured through various assessments. Leads other in teaching/learning.
- Judge the tree by the fruit it bears...
- Observation - class influences.

- Results as measured by multiple assessment measures
- Student and parent surveys regarding satisfaction
- Students are engaged in learning
- When students succeed on multiple measures, at the same time
- Students and families tell us – they work for the teacher
- Obvious and regular critical thinking
- Strong relationships with kids
- The principal, families, peers, OEA leadership all say so
- Ask the students and parents and look at the data
- The learning is student-centered
- The teacher listens to the students
- Student-centered classrooms
- Excellent results for ALL students

- Students are excited about the classroom and school
- Knows each kid including academic progress, emotional needs, actively working to meet each kid where they are and get them to success
- It's the feeling you get when you walk in the room

- The learning and qualifications that they show my children
- He/she is always compassionate, not too scolding; using positive discipline, really connecting with students and family
- He/she is passionate, always continuing his/her education, staying abreast of current research in psych and education
- When the teacher informs us every week in a letter what our child does in class
- When the teacher is interested in the students graduating
- When the children don't want to mess up and have good grades
- By my daughter's willingness to engage
- Open communication with parent
- Looking at how your child is learning
- They stay in contact with the parents to inform them of activities
- When you have a meeting with parents and they teach you how he/she works
- Talking with the teacher about the child
- Teacher is engaging all students in the class and she/he can track improvement throughout year
- Because the teacher is always in contact with the parents and alumni

- Come to work on time; come to work daily
- Treat students/parents with respect
- Organized, maintains a clean classroom
- Engages student in learning (not all the time)
- Variety of teaching methods
- Culturally competent
- Have clear boundaries
- Great classroom management
- Teachers are present daily
- Teachers are able to teach skills and info in several ways
- Teachers are supportive
- Teachers are inclusive/fair to all students
- Behavioral issues are minimal
- Students and parents report satisfaction
- Students demonstrate academic improvement
- Active, collaborative contributing faculty member
- Excellent teacher – well organized, clear instruction, students are engaged, assignments outside the box, good classroom management skills
- Teacher knows the family, family knows the teacher (relationship with child and family)
- By using or creating a quality assessment tool to measure a teacher's strength and areas of

improvement

- If she is respected by her students, colleagues and parents; if students are excited by her teaching and classes; if she approaches students as whole persons; and if each student further develops their abilities through involvement in her classes.
- When they do whatever it takes to teach necessary concepts, including going "off script" and even using physical activities to encourage learning that uses the body. When they seek help when necessary. When they collaborate with their colleagues to better serve students. When they welcome parents in the classroom.
- Get permission to watch them in action.... it's very clear who knows what they are doing.... Forget testing as a criterion of an effective teacher
- Loves their job and respects their students. An excellent teacher thinks that they are educating the future scientists and writers that will change our world.
- As I see it an excellent teacher should be the ones that support you. Help you when you need help. Ask how you're doing. See if you need more time to finish the work that needs to be turned in. The ones that ask if you need more time AFTERSCHOOL to complete the assignments.
- A teacher is excellent when they take out personal time to engage with the students. They will treat students like a friend rather a teacher or a superior. By establishing this status and relationship, excellent teachers are formed.
- If the teacher goes over the top. They are there as early and as late as the students need them. They are mindful of their students and their students' individual situations
- Knowing if a teacher is excellent is to ask the student that are in the class and ask how the teachers are doing. If they are engaging and helping when needed.
- By doing a survey of how students, teachers and parents feel about the teacher.
- By doing a survey of how students, teachers and parents feel about the teacher.
- I know a teacher is excellent when they are in contact with me about my child's progress and they communicate with me their goals for my child and what expectations they have based upon the current performance of my child. They offer suggestions on what I can do at home to improve my student's academic success. Just recently, a teacher called me on a Saturday and gave me a website that my daughters to use to play math games to improve their multiplication knowledge. The kids loved it and they both received honor awards for having achieved above benchmark.
- When at least 80% or better of the students can perform at a "C" level of proficiency based on a consistent rubric and high level of expectation. It is also important to get feedback from students and parents regarding the quality of teaching. Simply because a teacher has a degree in a particular subject does not mean that they are capable of teaching. Teaching is a craft and the evidence of a good teacher is the student's ability to replicate what they have been taught and use higher order thinking skills to solve problems. Students are capable of accurately assessing the quality of teaching they are receiving. We need to listen. If a teacher is failing an inordinate number of students and/or a large percentage of a teacher's students fail district or state tests the fault is NOT with the students it's with the systemic weaknesses in the district/site/professional development that must be corrected!
- Students are actively engaged and happy, curious, open to suggestion and exploration. The excellent teacher is a facilitator, encouraging children's interest and curiosity, responding

to their questions with more questions, or suggestions of things they might explore. The excellent teacher is tuned in, providing assistance to a child who is stuck or confused, recognizing that all children don't learn in the same way or at the same pace. The excellent teacher never makes a child feel WRONG or incapable.

- When the children can come home excited about something they've learned
- Preparing kids for tests, trying to work with staff and parents; trying to understand child's needs
- By the progress of their classes. All the kids have a positive attitude and feel they can achieve whatever they want
- When they don't send the kids out of class
- A good teacher loves kids of all color; if they care for the child's learning and prepare them for learning for life
- Love child job, shows that the students are important to them; feel good about the students
- When they have great structure and great classroom management
- When teacher is excellence. Curriculum, interactions with child, parent, community, etc.
- When student doesn't want to miss school; students always do their schools work; want to help teacher after school
- A teacher who loves and is concerned with the child; provides things for them (food, clothes) when they know and don't tell others.
- A teacher who takes time with a student and listens to their problems. They use their own resources to help that child succeed in their weak areas of learning

Responses based on prompts from the Oakland Unified School District Mission/Vision:

Mission and Vision of the Oakland Unified School District:

All students will graduate. As a result they are caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

GOAL: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

FRAMEWORK: Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

PRIORITIES: 1. Safe, Healthy and Supportive schools 2. High Quality Effective Instruction 3. College and Career Readiness Literacy

How do you know a school is preparing a student for career?

- Mostly soft skills like punctuality, dress, team work, well spoken, trustworthy, problem - solving
- When the students can show proficiency in their preparedness
- Career academics instruction and programs in the trades.
- Students can: read, write, speak, think} critically
- Schools provide a wide variety of career resources. Schools provide trainings and/ or help to identify intern resources.
- Facilitates a project for developing their own vision. Gives opportunity to practice intern.
- Academics- how students are engaging in classes. If students know or have an idea of long term goals w/school or what they want to be.
- Provides instruction w/ trades as well as theory.
- Continuous workshops, continuous focus on students and their passion skills they're good at. Human development skills, life lesson building.
- Offering equitable academic/ social/ cultural experiences (to those of their peers)
- Teenaged students can name work they want to do.
- Links to learning community, gov't, and private industry for internships, training, mentorship, etc.
- The children are very attentive with their homework and material which is the most important for their higher learning success.
- Because there is a lot of support to accomplish finishing their homework, and they are always reading their books including on the weekends the children know they need to read.
- Because the principal always motivates them to read and the parents do a lot of work with the students.
- All the children already want to go to a university.
- When a child has small goals to accomplish and little by little works up to the goal of going to a university.

- Important to *not* prepare for a career but for careers.
- Students demonstrate skills/develop skills that are or will be respectable
- Students learning college and career readiness skills
- Career and college professionals visit classrooms
- Students are effective managers of time
- All students have to participate in extensive work-based learning opportunities as a graduation requirement
- High school offers rigorous sequence of career technical education courses
- A student is clear on the skills needed for college or career at every step of their K-12 experience
- All school staff provide job shadowing experiences for students who get to be custodian for a ½ day, or attendance clerk for a ½ day
- All students have a life and career plan and are owning the steps to actualize that plan
- Curriculum relevant to global economy
- Business and industry sponsors a wide variety of events and opportunities at schools (job shadowing, mentors, internships, technology and incentives)
- Students can articulate their passions and potential area of contribution; student has been given the opportunity to develop their excellence
- Students have been introduced to their work style of choice
- Students participate in work-based learning (internships, job shadows, etc)
- Students can name multiple career possibilities and milestones throughout the pathway
- Students (at high school level) are actively involved in troubleshooting operational and business challenges at the school (“could this process be achieved more effectively and efficiently? How?”)
- Individual student goal setting
- Student conferences
- Data to support whether or not student goals are being reached
- High school offers one or more career pathways
- All students are engaged in developing extensive, 10 year college and career plans, including extensive career exploration that is sustained, starting in middle school and through high school
- Look at the track record of the school
- Academic courses include technical learning; technical courses are academically demanding

- Variety of courses – drama, technology, drafting, etc
- It teaches them to work cooperatively – group work, training on conflict resolution, etc
- Vocational training is readily available
- Vocational training is available for all students
- Utilize an advisory/homeroom effectively in all grades (secondary), but not in place of counselors
- It has goal specific academies
- Students are exposed to activities that develop/strengthen skills for various professions and encourage job shadow and mentoring to expose students to their interests and

observed strengths

- People communicate healthily. Health lives in communication and listening to each other.
- Looks clean, staff is dressed, professionals, proper maintenance (gardening, etc.), attendance right.
- There is evidence that all are thriving in a safe and nurturing environment.
- When students are health mentally, physically, emotionally and educationally. Parents are welcomed and have many opportunities to participate and many ways to access the school.
- Children and adults indicate and show they are happy to come to school.
- There's a system in place that ensures healthy practices.
- Morale and relationships of adult-adult, adult-student, school-parent, principal to teachers, principal to support staff, support staff to teachers...
- Looks good, smells good, sounds good and feels good.
- The systems of the school can handle disruption and conflicts and stay focused on its purpose.
- Children, staff and parents are happy because of access to school.
- School climate and functioning systems.
- Kids are feeling good about their school. Teachers are happy, kind words and meaningful functions at school.
- The school community is actively engaged in learning and supports all members of the community to feel engaged and welcomed.
- Positive, welcoming climate. Love of learning is evident.
- Clean people are care for, treated well (respect), job demands, schedules).
- Vibrant community when the school is the center of activity. The community is united around common goals.
- All community members feel welcomed, included, heard, valued and safe.
- Can work out conflicts, enjoy each other and work; collaborates and learning culture.
- Everyone loves to be there.

- Students have opportunities to see/experience different careers such as internships.
- Students and parents learn about how to reach career goals – what education is required, what they need to do now to be qualified for that higher education.
- Schools allow students (seniors) to take a college class at a J.C. to see what it is like.
- More specialized “teachers” will be needed to support the various career paths. (Re: Prop 13)
- First, what careers are still open for young adults with HS diploma? What is the focus? College, trade school, or is it direct employment?
- When school teaches day to day type or realistic life activities.
- When art and dance and foreign languages are just as much a part of the curriculum.
- The school has a career exploration plan that includes work place visits, role models and internships.

- If you can get 3rd and 4th graders into critical thinking exercises and more elaborate activities requiring verbal and you continue that trajectory through 12th grade, you are preparing them for a career.

- Students demonstrate confidence in skill development, demonstrate interest in community and see themselves in future roles.
- They talk about, question about careers with curiosity and investigate on their own.
- Uses 21st century skills within instructions.
- Students have the skills needed for the career and the skills to be self educating in that field.
- When teacher teach skills and practice them in class.
- If student is introduced to a broad curriculum and not just core sports.
- They have been provided with information and opportunities about possible careers.

- CPA, California partnership academics that are successful; basic skills.
- When teachers and all staff talk to students that e purpose of this activity is to prepare for your future goals.
- Classes offered for college bound and career bound. Career days, internships; high standards, caring counselors; business/college partners.
- School predicts needed skills for when child reaches work force. Outdated skills and technology are thrown out. Thought will be given to how students will be asked to work.

- When I see students' projects and their actions

- Development of habits of work and mind is attended to for all kids.
- INTERNSHIPS.
- By teaching the student what they need to compete.
- Development of work skills and work ethic.
- Tracking students after graduation through college or career.
- By providing information and skills and internships.
- Internships and mentors.
- Promptness, clear communication skills; meeting deadlines; ability to follow directions is in evidence.
- If schools can show different examples of obtainable careers like by showing presentations and offering internships.
- School has curriculum in major career jobs.
- There is equal work experience.
- School has some assessment or self reflection experiences re: student's interests. School has work based learning experiences.

- When specialized programs are being offered for deep learning experience.
- The first task of a public school is to prepare a student to be a good citizen; after that, to prepare them for higher education or a vocational program for a career. Community service, experience in different career paths.
- Oakland schools do not prepare youth for career; they only prepare us to work for someone else! Them.
- Consider ways to engage career paths in curriculum.
- Career options (vocational opportunities, internships) are available and promoted.
- Community partnership, students are exposed to professionals of different fields who present practical insight on career.
- Do a survey of random sample of kids after learning to see what they are doing, how well they are doing.
- Student is excited about looking into information/resources about college. Open house is essential to preparing a student for a career.
- Hands on tools for kids to be successful.
- Curriculum, positive reinforcement, listening, helping a child's weak areas
- Resources committed to having enough counselors. Student-counselor ratio is low.
- Student is passionate about a subject.
- Full range of classes academic and elective, good work habits are the expected behavior.
- Giving them career options and tools for the future.

- Adults at the school have a vision for the future world (community, work, tech, etc) for which they are preparing students.
- School is offering opportunities to learn about and experience (through internship, etc) a wide variety of careers.
- Work place skills-communication, team problem solving, leadership and management.
- Expose students to career options, speakers, mentors, etc.

- Classes workshops, fieldtrips to companies with interns available.
- Teachers and counselors are having regular meetings with their students to identify their strength and weakness and goals.
- Business community has a partnership with schools in the area. Linked learning program-academy. Hands on activities-internships, summer jobs.

- Students have real exposure to career opportunities.
- Transition plans for graduates
- Schools support career exploration and provide internships and mentorship.
- Overall district alignment of options process that supports kids to select schools that align with career interests.

- Question needs to be expanded
- Does this question mean “are we preparing kids to become professionals?” I am confused.
- This question sounds like there is an expectation that we are preparing kids for particular career? Please rewrite this question.
- Students can clearly define and align a career goal with academic goals.

- Their curriculum, practices, guidance is preparing students.
- It opens as many doors/options as possible so students have gained career choices.
- Chevrolet doesn’t make Fords. If we plan for career prep - structurally - we’ll get that.
- Analyzing of teacher practices. Definition of school wide terminal target skills.
- Culture analysis.

- Knowledge of career options
- Forward thinking, goal setting
- Students, families, and community are aware of “pathways” to career
- Students have a passion as well as academic proficiency
- Students can say what career they want, that they know someone in the field, that they have a checklist of reqs to get through
- Exposure to careers – field trips, guest speakers, etc
- Create job skill preparedness – practicing interview skills, resume writing, etc
- There are opportunities for student inquiry and role models (they see themselves in those models)
- Daily learning is CONNECTED to real world issues and career opportunities
- Students can work in groups and are critical thinkers

- Knowledge of programs
- The programs and the interest in that the students learn what they’ll do
- When the teachers and director helps students
- By the programs that there are after school
- Because they ask the students frequently what they would like to do the most
- Seeing the results at the end of every semester
- Simply asking students, “what can you see yourself doing every day?” and then helping them gain the skills; especially the project approach
- Not all schools have the capacity to prepare our children for a career
- Teacher is explaining the applicability of each lesson to how it is used in different careers. Also in everyday life.

- When students are able to develop career goals or identify their career path

- Students have options to select different programs that may interest them in the career field(s) that they may want to be in

- If they have programs to do this, involve outside organizations and have a record of helping guide students to careers.
- The child is learning to present his or herself to the world. He or she is inquisitive and aware of his/her strengths. He or she has developed a good work ethic and skills to get along with others.
- A schools job is not to prepare a student for a career, but to teach them how to think... and become lifelong learners... able to get along with others, know their strengths and weaknesses.....
- the students is getting decent grades and visualize themselves in a successful environment
- When they have assemblies. Talk to ones individuals. Surveys are also a good thing. They also should have little walk in. As what I'm saying is walk in to classes and make a presentation or something persuasive and have them set their minds.
- A college is preparing a student for a career if they introduce different careers to student. Besides the basic firefighters and doctors, student should be introduced to other jobs as well. Once a student shows passion or interests, the school should help feed this passion.
- Introducing the many different careers they may want to go onto doing as early as middle school.
- If the school are providing workshop or programs that the students can attend to prepare them for career then yes, but if there isn't a program then the student would not be prepared.
- If they have vocational programs on campus.
- If they have vocational programs on campus.
- By offering courses that truly teaches the student about a specific career and offer internship opportunities as part of the curriculum.
- The curriculum should reflect clear career courses/ paths for students with rigorous instruction and real life experiences so that students are exposed and knowledgeable about what to expect in a given field. Courses should be relevant, state of the art equipment and programs, prepared and culturally competent instructors.
- Careers change every day. If a student is being prepared to be a lifelong learner, self-confident, eager to learn, curious and encouraged to pursue topics and skills of interest to them, they will be prepared for a career, possibly many careers in their adult lives.

- When you see everyone involved in the education of the whole students so that they're preparing them for college courses, etc
- Schools offer career days; take students on college tour; take students to productive businesses; have business leaders come talk to students
- Having college awareness
- Have different businesses talk about their jobs
- Have the teachers also teaching about different types of jobs
- When I see academics that focus on encouraging students to start thinking about careers

- early on
- Filed trips involving education; tutoring programs
 - Having career days – college days and taking children on field trips to businesses
 - When they graduate they can read; mentoring with city business; offering vocational classes; creating a school student business
 - College fairs; college tours; prepare courses to help better test scores
 - School provides college prep classes; counselors work with individual students
 - Taking students on field trips wood shop

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How do you know a school is preparing a student for college?

- Data on number going to college/1st generation
- Explicit focus on college readiness
- Attention to habits of work and mind and emphasis on them in the way Ss are taught, treated and tested
- Rigor, rigor, rigor courses, AP and Honors classes
- Full spectrum A-G courses offered and counselors guide all students toward that choice
- Academic standards are aligned to college readiness standards
- Families are an integral part of the prep- they are helpful to understand their role in preparing kids for an academic life
- Kids are scheduled correctly in A-G courses
- Kids are not allowed to fall behind academically early intervention
- Kids are good writers and thinkers
- The number of matriculation and college graduation within 6 years.
- Talking to them about what they need to do for college, preparing them, taking them to colleges, walking around campus
- Statistics! Of school (students stats who graduated). AG requirements.
- Offers AP courses. Offers college counseling. Pushes students to excel. Provides post H.S. options.
- Reach out to college who accept OUSD students to get feedback on OUSD grad college
- When students know what to do in order to continue their education. And also when a high percentage of students attend college.
- When a student has developed an understanding of what it means to be prepared for college and is able to communicate that same information to his or her peers.
- Counseling on importance, school workshops, visiting universities, focused

and coherent planning for parents as well as students. Recruitment of officers.

- Level of academic discourse kids are expected to produce.
- Students are able to deal w/ and not internalize racism and classism and access resources in spite of it.

- Talking to them about what they need to do for college, preparing them, taking them to colleges, walking around campus.
- Academic standards are aligned to college readiness standards.
- When school has all the needs or A-G program parents need to know
- The children are thinking about going to a university since Kindergarten, thanks to the teachers and principals for motivating them. That way they think academically.
- You live and feel that going to a university is within reach. Ex. Universities are talked about in the classroom and there are school flags and names up.
- Because the teachers and principal are always talking about universities as well as the parents.
- Students have study skills, ability to identify how a college education fits into their life goals, committed to different ways of learning.
- Always talking to the children about the universities, starting in Kindergarten.
- Strong academic preparation and social and emotional support.
- The children have experience to reach their abilities and they try very hard on their homework. They are on top of their responsibilities.
- College bans, college workshops, everything we do.
- Because the teachers and principals inspire them and speak to them about universities.
- Because it has the best teachers and a principal who is always pushing the students and parents.
- Teachers taking young students on college field trips and always talking about it. Advising. Along w/ college curriculum.
- That the students, rich or poor, accomplish a lot on the CST exams and not be a “gate keeper” and parent and children believe they will go to a university.

- Students talk about college as a realistic and attainable goal and student can verbalize their personal action plan to reach that goal
- The counselor : student ratio is realistic
- They aren’t teaching to a test. NO MULTIPLE GUESS.
- There are enough counselors. Critical thinking skills are encouraged. All necessary classes are available to all who wish to take them.
- Full selection of AP Honors/A-G classes
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- Mental Health services, medical health services, cost team.
- When the school has a full time nurse, parent center, community involvement, outside services for families, etc. Truly involving the family and providing resources to support.
- Students and families have relationships beyond the school.
- Does the community use the school as a resource? Is it a place of gathering? Does it meet needs of families?
- Parents and community and partners engaged in moving school toward goals.
- Various community activities take place at the school reflecting its needs.
- Parent/community engagement; emotional, social needs met; health needs met.

- School is community, based on surveys of children and adults working in and outside community that indicate strength of community connections.
- Collaboration between T to T, P to T, students and families.
- Families feel welcome, strong relationships; resources at school (Parent Ed, after school programs, healthcare, community events at school; if people like being here.
- All “T” know all “S” names. All our “S” are all our “S”.
- The school serves as “hub” and is easily and often accessed by all members.
- When faculty, staff, parents after school are all on same page, system and beliefs.
- Students, teachers, staff, parents feel connected and concerned about the success of all participants.
- Parent participation in school events.
- The term community is defined; practices involve all of the community; goals are clear; needs are met by all stakeholders; working together w/common goals.
- Systems and beliefs and services are in place.
- Outside support program visible at school. Programs reflect the needs of the community....US
- You can feel a school’s degree of community on the yard, in classrooms, it’s hard to measure – a survey?
- Effective towards what? Much depends on the mission here...

- Test scores, career days, students are motivated and engaged in instructions.
- There is a focus on excellent written and oral communication and a focus on study habits and library skills.
- First, not all colleges are the same. Freshman expectation vary even within the UC, CSU, public or private systems. Ask them to go beyond the simple AP curriculum.
- Teaching critical thinking and writing skills.
- A school is successfully preparing kids for college when it offers a variety of interdisciplinary projects and engages students at their highest ability, meeting them where they are, not where a test score or standardized evaluation monopoly decides where they should be.
- History of former students in colleges and how well they perform.
- If keyboarding and search techniques (basic computer skills) were offered in 4th grade, you’d have kids taking off like crazy on their assignments by middle school, and they would be better equipped for HS research papers and essays.
- Sets high academic standards and expectations. Does not tolerate disruptive behavior.
- Mentors are available to students from those who currently or previously did well in college.
- When classes are taught by qualified and caring teachers, not by someone who only needs a paycheck to pay bills.
- They can read when they graduate!
- Communicating with middle school.

- Students appreciate education.

- Students have schedules that meet UC/CSU, private and community college requirements.
- Reading – constant! Varied! Daily!
- Rigor in academics, College credit. Students express interest in colleges or universities
- District-wide common criteria for grade level standards.
- The children talk about colleges where they want to go, what they want to do.
- They have provided students with the required courses and opportunity to take these courses.
- When students say “I want to be ready next year”, and the teacher prepares them now.
- Students see college as a real option in their future.

- High standard; academic achievement; goal drives college.
- # that meet A – G requirements. # of available rigorous courses that encompasses critical thinking (HP/AP); qualitative, student/graduates feedback.
- Parents, staff, students have high expectations that they will go to college and are achieving at levels that set up for success to get in and graduate from a UC.

- When students use vocabulary that speaks of college (academic language)
- Students envision themselves going, get the skills to make it possible and get support to get enrolled.

- By the interest the teacher puts in the student
- Curriculum corresponds with minimum requirements of A.S.E.
- School is providing basic academic classes, encouraging students to think about college, offering visits to colleges, assessing students’ academic progress
- They can get into college – they are at grade level
- Majority of students (not just Asian students) go to 4-year college
- Talks about college; college trips; college classes
- If they dream and are trying to go to college
- Are college reps excited to come to campus?
- Students can evaluate their work and analyze what they need to do to improve and be college ready
- No grade inflation
- If they are doing a good job with teaching
- Offer A-G college going culture 90% students accepted to UC or CS
- Stats of graduates who are accepted into college and are able to attend
- RATES of college entry by students

- When they have reasonable college counseling. When the curriculum materials satisfied UC, HS course work, and kids do well on SATs.

- A student will be excited and share with parent about schools initiative and information given regarding college programs.
- School knows what college expectations are (e.g. 4-years English, science, etc). Offers the curriculum.
- Students wants to learn, take more than minimum requirement.
- Courses and grades
- Meeting standards, high expectations for all students in the classroom
- Curriculum for college A-G requirements
- Counselors are providing information as early as freshman year.
- Higher averaging SAT scores and college course in high school to prepare them.
- School teaches students not to just regurgitate materials but to fully understand. Organizational skills, students engage to select their classes/programs.
- In high school, provide appropriate classes required for high education in all subjects.
- Focus on college expectations. Students know what they need to do to get there and have to pay for it.
- Giving kids field trips to college and letting them see the future.
- % of graduating students getting accepted and attending college.
- High expectations
- Ask kids
- Independent learning, critical thinking and creative thinking
- When they are not doing the dougie LMAO.
- College prep classes

- Writing, reading, math, analysis skills. Ability to direct ones own learning and access resource.
- Students have access to appropriate, college-prep course work. Students are engaging in critical thinking and analysis. School is providing counseling and other supports to put students on a college path.
- School has information tech system in place to help adults coordinate around an individual plan for every student.
- School has robust program around science, arts, civics, etc. in addition to ELA and Math.
- Tangible artifacts of the expectation that children and youth have college in their future around the school.
- School has specific goals for developing team, leadership, and interpersonal skills of all students.

- Preparation in social, emotional and academic development.
- More students go to college.
- All students are in A-G classes,
- Sufficient number of academic counselors, College preparedness workshops 9-12th, A through G requirement classes in all OUSD H.S., College visits, College class skills incorporated in classroom instruction.

- Students know how to navigate the college application process.
- A-G rates and aligns with overall course sequences.
- Successful completion of A-G requirements
- Students understand their transcript points.
- Students are well informed 9-12th grade about college and post secondary options.
- Post secondary enrollment
- Students have set goals that are in line with a rigorous college expectation.
- When there is evidence of engaged students and critical thinking in every classroom.

- Students and families have the information they need and are working towards that goal.
- Higher expectations are evident throughout the school.
- The students can express their goals and there is evidence in the school.
- By the achievement levels and through discussion with staff/teachers.
- Students can talk about what they need to do to graduate from H.S. and from the University.
- They are offering A-G courses and all students are enrolled and supported to pass.
- Have effective college counselors.
- A-G requirements supported / aligned since Kindergarten.
- Survey staff; survey parents and students; Analysis of environment and practices;
- Analysis of culture.

- The students are encouraged at all levels to learn those skills that lead to college (read, write, think, ask questions, dream!!)
- Children know and understand and are able to explain how skills learned now are connected to middle school, high school, college, and →
- Following directions
- Students can say what A-G is, what FAFSA is, have visited 3 colleges
- Rigorous curriculum
- Students, families and community are aware of pathways to college – includes financial support
- Test success
- Developing independence, self monitoring/goal setting, cooperative learning
- A-G
- Access to various opportunities
- Critical thinking
- Socratic learning
- Critical thinking is evidenced in student talk, walk, writing, and problem solving

- Focusing on critical thinking, vocabulary, writing skills more and helping high-level kids be

challenged

- Because (the school) is interested that the kids read and that we (parents) are helping with the homework and are talking to us in meetings
- Because they inform you of programs that your kid needs
- When they offer workshops to prepare them for the university
- With the help of the school and the help of parents
- When the director tells them that to student is important for the university
- Looking at the learning of the students
- Looking at the academic levels of the school
- I am sure that there isn't at my son's school
- Teacher is talking about colleges and college work as part of all lessons. Also, teacher relates the current work to how it applies in college.

- College entry data for seniors...more importantly college graduation data
- SAT workshops
- Inform the students of the importance of attending college
- Jobs opportunity
- Students can graduate and are accepted into several colleges
- Schools prepare a child for college when college is presented to them as achievable goal
- Messaging is clear: high expectations, belief in all students
- A-G classes are available in high school
- Teachers/counselors/partners are providing knowledge and support by providing college awareness/access and financial aid

- If they help students develop skills to succeed in college, expose them to colleges and college staff, and have programs and approaches that are proven (by past results) to help students be successful in college.
- Again, if they can learn to think, trust their abilities to learn and problem solve they are well on their way to a successful college experience.
- Students are highly motivated and have solid academic ground in the areas of Arts and literature, physical and natural sciences.
- When you know the school is trying is when you see it. The students also must cooperate with the teachers in order to have the teacher prepare you. You must participate in the activities to have your mind absorb the information. A schools effort is based on the teacher's effort. When they tell you that there will be an assembly or when and why to come to school not just because their parents told em' to. Seeing is believing and in order to see you must show.
- A school would prepare a student for college my reminding how college will function. Most students are just graduating and introduced to college. A majority of these students (including myself) did not know how college functioned and was not prepared for it. I should be been reminded or introduced to the techniques and education that were used and taught in college.
- Introducing the requirements and making the requirements well know to students. Some

students never hear about the A through G requirement until they reach the last semester of their senior year and by then it's too late.

- See if there are after school programs, or program in general that is provided by the school that can chime in to prepare the students.
- If the student is taking the right classes to enter college also keeping a GPA that guarantees him or her entry.
- If the student is taking the right classes to enter college also keeping a GPA that guarantees him or her entry.
- By offering more AP courses and having programs to help improve test taking skills for the SAT, programs to provide academic support to help students achieve higher grades, and offer more college programs on-campus like Upward Bound, Partnership, etc.
- Again, if the student's curiosity to pursue personal interests is encouraged, skill development positively reinforced, a sense of responsibility for their own learning and achievement fostered, they will do fine in college and life. The big thing is love of learning. It is natural and should be fun.

- When they have college day; when they talk and teach them about having a good job
- Test cores; can read, write, and math, get into any college
- They are not afraid to write essays for scholarships or grants
- Making sure all children's needs are met
- Preparing for college; showing interest in child's education
- Career day; taking classes to visit different colleges
- Writing skills; how they communicate
- Having AP courses; having college fairs, trips to colleges and speakers
- The AP classes they provide; they can write an essays; school offering college days