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Key Condition 1: Ensuring Thriving Students & Healthy Communities

STANDARD
1. A quality school sets and achieves clear and measurable program goals and student learning objectives, in addition to those established by the district, state, and federal agencies. (1.7)
2. A quality school ensures that all students, including special education and gifted/talented/advanced students demonstrate progress on academic and social goals each year and across years. (1.4)
3. A quality school ensures that all students, regardless of economic status, second language status, ethnicity, and gender, achieve at similarly high rates. Any gaps in achievement are substantially narrowing each year, due to the accelerated learning of lower-performing students. (1.5)
4. A quality school ensures that all students achieve at levels that compare positively with state and national averages and with the achievement of students at similar schools. (1.1; 1.2)
5. A quality school ensures that all students demonstrate critical thinking skills and apply those skills successfully towards solving increasingly complex tasks as they progress in school. (GPE02)
6. A quality school ensures that all students demonstrate skills in and knowledge of the arts and literature. (GPE04)
7. A quality school ensures over time that all students in the school demonstrate an ability to understand, communicate with, and effectively interact with people from different cultural, ethnic, and economic backgrounds. (CE09)
8. A quality school ensures that all students achieve and maintain satisfactory physical health based on nationally recognized standards for physical fitness, and demonstrate an understanding of the important role on physical health of diet, nutrition, exercise, and rest. (GPE08)
9. A quality school ensures that all students demonstrate the attributes and skills of emotional health and well-being that include the ability to resolve conflicts peacefully, maintain a positive self-view, and show resiliency in the face of challenges. (GPE07)
10. A quality school ensures that all students demonstrate the skills, knowledge, and dispositions needed in the world of work, including those acquired at the secondary level that are needed for specific career pathways. (GPE01)
11. A quality school ensures that all students demonstrate the skills, knowledge, and dispositions of engaged citizens; that they practice respect, affirmation and empathy; and that they assume responsibility for their behavior and recognize the consequences of their individual choices. (GPE05)

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Key Condition 2: Quality Learning Experiences for All Students

STANDARD	
1.	<p>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives. (2.69, CSTP #3 placeholder standard; AAMA2; YE01; YE08; YE14)</p> <p><i>[High School focus]</i> A quality high school offers Ethnic Studies courses and/or curriculum integrated into their course work. (YE 36)</p>
2.	<p>A quality school ensures that students are fully engaged and willing to take risks in their learning by providing safe and nurturing classroom environments where adults and students care for each other, feel trust, and have relationships that inspire students to learn and grow. (2.29, CSTP #2 placeholder standard; YE40)</p>
3.	<p>A quality school ensures that the curriculum aligns to state and district standards, with clear learning targets, effective sequencing of content to ensure all students reach proficiency, and regular benchmark assessments to track student progress. (2.93, CSTP #4 placeholder standard)</p>
4.	<p>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school. (2.70, CSTP #1 placeholder standard; YE03; YE15)</p>
5.	<p>A quality school uses different kinds of assessment data and evidence of student learning (informal to formal), to plan instruction and make adjustments to ensure all students learn to high standards. (2.90, CSTP #5 placeholder standard)</p>
6.	<p>A quality school ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best. (2.31)</p>
7.	<p>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement. (CE55; 2.92; YE32; YE41)</p>
8.	<p>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person. (CE05)</p>

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| 9. A quality school uses leadership and youth development curriculum and extra-curricular content—such as sports, music, the performing arts, computer technology, gardening, etc.—to keep students engaged and to channel their energy, instead of crushing it. (AAMA3; YE37) |
| 10. A quality school provides courses, including A-G & AP courses at the high school level, to prepare students for college and ensures equitable access to these course offerings for all students through academic interventions that catch and support students to complete a college preparatory sequence. (CE34; YE18; YE19; YE35) |
| 11. A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the plan needed to successfully complete college. (CE84; YE31; YE35) |
| 12. A quality school provides opportunities for students to prepare for future careers, to learn specific career pathway skills and knowledge, and to develop 21st century work habits, within the school curriculum or through collaboration with external partners (internships, mentoring, and work-based learning). (CE62; CE63) |

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Key Condition 3: Safe, Supportive, & Healthy Learning Environments

STANDARD
1. A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day. (FSCS.2)
2. A quality school offers a coordinated and integrated system of academic and learning support services, provided by adults and youth, to students, families, and neighbors. The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement. (FSCS.1; YE29, YE33, YE34). <i>[High School focus]</i> A quality high school implements peer-led workshops and mentoring on understanding the academic transcript, graduation requirements, and college entrance requirements to ensure that all students have effective supports to complete the A-G Course sequence. (YE 22)
3. A quality school defines learning standards for the social and emotional development of students and implements strategies to teach those standards (e.g., peer mentoring programs, student community building across grades, advisory class, conflict resolution curriculum). (YE28)
4. A quality school adopts rituals, routines and practices that reinforce values and norms that promote achievement, create a culture that challenges stereotypes, and counter anti-intellectualism, so that students believe it is “cool to be smart”. (AAMA1; YE10)
5. A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising. (AAMA4; YE45)
6. A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community. (CE50; YE13, YE38)
7. A quality school has staff that is committed to developing relationships with the whole child— ready to help with the many challenges that students face, to hold students to high expectations, and to advise them about future goals and life after school. (YE12)
8. A quality school has clear expectations and norms for behavior, systems of holding students and adults accountable to those norms (e.g., classroom and school-wide procedures, conflict resolution supports, restorative justice strategies, all monitored by both adults and students) that lead to a culture of acceptance, diversity, and positive identity. (CE75; YE05, YE17, YE26, YE27)
9. A quality school ensures that the physical environment of classrooms and the broader school campus supports teaching and learning, by being effectively used, well-functioning, well-resourced, orderly, clean and safe. (3.134)

10. A quality school supports students to show initiative, take responsibility for their learning, and contribute to the school and wider community in a positive way. (3.104)

11. A quality school helps students to articulate and set short- and long-term goals, based on their passions and interests, and it provides opportunities and sets the expectation that students will constantly reflect on and revise these goals. (CE20)

[High School focus] A quality high school ensures that every 9th grade student will, by the end of their freshman year, have an individualized high school graduation and post-graduation plan. (YE23)

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

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

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Key Condition 4: Learning Communities Focused on Continuous Improvement

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

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Key Condition 5: Meaningful Student, Family and Community Engagement/Partnerships

STANDARD	
1.	A quality school builds relationships and partnerships among school staff, students, their caregivers, and community resources, based upon the school and community vision/goals, needs, assets, safety and local context. (FSCS.3; YE06, YE07)
2.	A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership. (CE25; YE04)
3.	A quality school tailors a specific approach and mix of services to its diverse communities through a process of understanding and addressing the inequities identified by these communities and the school. The school uses data to regularly assess the outcomes of academic and support services. The quality school develops specific interventions to address the identified inequities in a linguistically and culturally responsive way. (FSCS.5; CE46)
4.	A quality school partners with students by listening to their perspectives and priorities, acting on their recommendations for change in the classroom and school, and by providing opportunities for student leadership in the classroom, school, and community. (adapted from SEA Task Force; YE11)
5.	A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. (adapted from 5.200; YE09)
6.	A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them. (adapted from CE55)
7.	A quality school builds effective student, family, & community partnerships by using principles of student and family/community engagement that are developed and approved by these local key stakeholders. (Additional CE)

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Key Condition 6: Effective School Leadership & Resource Management

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

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Key Condition 7: High Quality Central Office In Service of Quality Schools

STANDARD
1. A quality central office understands each school’s strengths and areas for improvement, based on a clear, consistent set of criteria and a common, shared set of standards for school quality. Based on this understanding, it monitors the school’s improvement, provides effective supports, and holds staff accountable for meeting high performance school outcomes. (7.337)
2. A quality central office provides coordinated and integrated fiscal, operational and academic systems and supports that have a demonstrable impact on school performance and student learning and social development. (7.338, FSCD01, CE70)
3. A quality central office leadership and management team models the planning and action strategies that leverage the greatest improvement in system and school performance. (7.339)
4. A quality central office tailors the specific approach and mix of services to its diverse school communities through a process of understanding and addressing inequities identified by these school communities and the central office. It uses data to regularly assess the outcomes of academic and support services. Based on this assessment, a quality central office equitably allocates resources to achieve higher and more equal outcomes. (FSCD05)
5. A quality central office ensures that each school becomes a safe and healthy center of the community, with facilities that are clean, safe, beautiful, sustainable, inviting and functional spaces, open to the community and integrated into community life. (FSCD02, CE82)
6. A quality central office governance body and policies, including the means of executing policy, are effectively focused on student learning and supportive of the schools’ efforts to raise student academic and social outcomes. (7.341)
7. A quality central office builds the capacity of adults and students to share responsibility for leadership and decision-making: providing ongoing support for all types of community and school leaders to build their capacities to create, implement, participate in and sustain Full Service Community Schools. (FSCD04)
8. A quality central office information system provides schools and communities with the opportunity to disaggregate and monitor student progress and track it over time and across schools. It facilitates the collection, analysis and sharing of relevant data among partners to inform decision-making. (7.342; FSCD05)
9. A quality central office has a clear, collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs, as part of assessing and adjusting its efforts to meet short and long term goals. (4.156; YE30)
10. A quality central office helps schools manage key student transitions between grades, among levels of schooling, and between schools. (7.343)

11. A quality central office builds relationships and partnerships, by developing, supporting and sustaining partnerships with key public and private entities such as philanthropy, city, county, community-based organizations, higher education, business, and community and family representatives. (FSCD03)