

# ●●● OUSD School Quality Standards ●●●

Developed in collaboration with the Oakland community and the OUSD Quality Community Schools Development team

## **Quality Outcomes: Ensuring Thriving Students & Healthy Communities**

1. a quality school sets and achieves clear and measurable program goals and student learning objectives
2. all students demonstrate progress on academic and social goals each year and across years
3. all students achieve at similarly high rates and any gaps in achievement are substantially
4. all students achieve at levels that compare positively with state and national averages and with similar schools
5. all students demonstrate critical thinking skills and apply those skills towards solving complex tasks
6. all students demonstrate skills in and knowledge of the arts and literature
7. all students demonstrate an ability to understand and interact with people from different backgrounds
8. all students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest
9. all students demonstrate the attributes and skills of emotional health and well-being
10. all students demonstrate the skills, knowledge, and dispositions needed in the world of work
11. all students demonstrate the skills, knowledge, and dispositions of engaged citizens

## **Quality Indicator 1: Quality Learning Experiences for All Students**

### ***A quality school...***

1. provides students with curriculum that is meaningful and challenging to them
2. provides safe and nurturing learning environments
3. ensures that the curriculum follows state and district standards, with clear learning targets
4. uses instructional strategies that make learning active for students and provide them with different ways to learn
5. uses different kinds of assessment data and evidence of student learning to plan instruction
6. ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best
7. ensures that students know what they're learning, why they're learning it and how it can be applied
8. provides academic intervention and broader enrichment supports before, during, and after school
9. uses leadership and youth development curriculum and extra-curricular content to keep students engaged
10. provides and ensures equitable access to curriculum and courses that prepare all students for college
11. has a college-going culture with staff and teachers who provide college preparedness resources
12. provides opportunities to learn skills and knowledge of specific career pathway and prepare for future careers

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

### ***A quality school...***

1. is safe and healthy center of the community, open to community use before, during, and after the school day
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
3. defines learning standards for social and emotional development and implements strategies to teach those standards
4. adopts rituals, routines and practices that promote achievement so it is "cool to be smart"
5. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
6. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences
7. has staff that is committed to holding students to high expectations and helping them with any challenges they face
8. has clear expectations and norms for behavior and systems of holding students and adults accountable to those norms
9. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning
10. supports students to show initiative, take responsibility, and contribute to the school and wider community
11. helps students to articulate and set short- and long-term goals, based on their passions and interests

## **Quality Indicator 3: Learning Communities Focused on Continuous Improvement**

### ***A quality school...***

1. makes sure that teachers work together in professional learning communities focused on student progress
2. ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
3. has staff that continuously engages in a broad variety of professional learning activities, driven by the school's vision
4. provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
5. ensures professional learning has demonstrable impact on teacher performance and student learning/social development
6. provides adult learning opportunities that use student voice and/or are led by students
7. provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions
8. provides adult learning opportunities that uses different instructional strategies to meet needs of individual adult learners
9. has a collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs

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

##### ***A quality school...***

1. builds relationships and partnerships based on the school and community vision/goals, needs, assets, safety and local context
2. shares decision-making with its students, their families, and the community, as part of working together in partnership
3. tailors a specific approach and mix of services through a process of understanding and addressing the inequities identified
4. partners with students by listening to their perspectives and priorities, and acting on their recommendations for change
5. works with students, their families, and the community, to know how the student is progressing and participating in school
6. provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
7. builds effective partnerships by using principles of student and family/community engagement

#### **Quality Indicator 5: Effective School Leadership & Resource Management**

##### ***A quality school has leadership that...***

1. builds the capacity of adults and students to share responsibility for leadership and decision-making
2. shares decision-making with its students, their families and the community, as part of working together in partnership
3. provides student leaders access to adult decision-makers, and supports them to be strong representatives of students
4. ensures that the school's shared vision is focused on student learning, grounded in high expectations for all
5. creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities
6. guides and supports the development of quality instruction across the school
7. develops and sustains relationships based on trust and respect
8. perseveres through adverse situations, makes courageous decisions, and assumes personal responsibility
9. collaboratively develops outcomes, monitors progress, and fosters a culture of accountability
10. develops systems and allocates resources in support of the school's vision
11. is distributed--through professional learning communities, collaborative planning, and individuals and teams

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

##### ***A quality central office...***

1. monitors each school, provides supports, and holds staff accountable, based on standards for school quality
2. provides coordinated and integrated fiscal, operational and academic systems and supports that have a demonstrable impact
3. models the planning and action strategies that result in the greatest improvement in school and system-wide performance
4. equitably allocates resources to achieve higher and more equal outcomes
5. ensures that each school is a safe and healthy center of the community, with high quality facilities, open and integrated into community life
6. governing board and administration are effectively focused on student learning and support schools' efforts to raise student academic and social outcomes
7. builds capacity of adults and students to share responsibility for leadership and decision-making, to create and sustain FSCS
8. facilitates the collection, analysis and sharing of relevant data among partners to inform decision-making
9. has a clear, collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs
10. helps schools manage key student transitions between grades, among levels of schooling, and between schools
11. develops, supports and sustains partnerships with key public and private entities such as philanthropy, city, county, community-based organizations, higher education, business, and community and family representatives