

● ● ● OUSD School Quality Standards

Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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