OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Task Force Summary Report

QUALITY COMMUNITY SCHOOLS DEVELOPMENT

The Task Force Summary Reports represent the opinions, observations, conclusions, and recommendations of the Task Force members. The Task Force reports are provided for the convenience of the public and as historical reference documents for the strategic plan. The District has not vetted the reports for compliance with laws, District policies, or the District's collective bargaining agreements. Under no circumstances shall the District be liable for any actions or omissions based on information or recommendations contained in any Task Force report or the reliance on the reports.

Oakland Unified School District

June 2011

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Office of Quality Community Schools Development

…continuing our present accountability policy only because it is cheap and available cannot be justified. The time to begin to develop a new accountability system is now.

- Linda Darling-Hammond

Charles Ducommon, Professor of Education, Stanford University

- Pedro Noguera

Peter L. Agnew, Professor of Education, New York University

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"What difference do quality schools make?"

The background text that follows in this booklet represents the responses of members of the Oakland community, including parents, teachers, students, principals, and concerned citizens when asked the question:

"What difference do quality schools make?"

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Fosters critical thinking : Represents hearts and minds of our community : Prepare[illegible]equitably for opportunity : Creates founda[illegible]ids that are college/career ready : He[illegible]hey are and why (socially and academ[illegible]al skills : Preparation for the real world : Grows [illegible]isdom : Contributes to society : **Extends life by providing tools and understanding to live successfully** : Provides choices : Develops ownership and pride : Creates safe communities : Empowers teachers and parents : Builds self esteem : Interrupts cycles of inequity : Creates new generation of quality schools : Finds what every child needs : Prepares child for the world : **Transforms communities** : Builds sense of responsibility : Provides leaders : Provides stability in neighborhood : Creates predictable resources for students and families : Provides high degree of emotional and physical safety : **Develops great citizens** : Creates individuals : Becomes epicenter of the community : Opportunity for students to contribute to society : Equips students to pursue passions : **Fundamentally determines path of students** : Direction of life/direction of city : Empowers the community : Provides support for all facets of person : **The only great equalizer** : Empowers everyone involved : Pro[illegible]healthy, fit students : Involves students, parents, and [illegible]assroots collaboration : Models for the com[illegible] successful and skillful life : Instills[illegible]s wanting to be lifelong learners : Helps youth [illegible]n society : Helps students understand how to be critical and active thinkers : **Develops ability to challenge and effectively change society** :

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Community Schools, Thriving Students

Embraces and empowers entire family : Models speaking truth to power & questioning authority : Shows you can learn from mistakes : Center and foundation of community : Hel s hit important benchmarks and rea ho know how to treat each other a to tackle major issues : Engaged Prepared for life : Sha

Saves and enhance lives : Impacts society as a whole : Makes resilient, thoughtful, participatory, forward-thinking, flexible students : Makes the community safe : Better students, learning citizens : Fulfilled and happy community : Prepares students for college and professions : **Builds a better thinker** : Kids are happier, have better self-esteem (leads to a healthier world) : Builds confidence : Fosters different ways of thinking (more diversity) : **Opens up possibilities** : Makes you think about the kind of community/ society you would like to have : Develops thinking skills : Creates a community for students : Prepares for future success : Prepares nation – makes us competitive : Prepares citizens for future : Center for community : **Reduces crime** : Edifies social, economic infrastructure : Fosters a love for learning : **Interrupts patterns of inequity** : Determines life (or death) trajectory : Empowers students to improve/ impact community : Develops self efficacy and sense of self worth : Empowers families : Gives place to envision possibilities : **Opens access to the world** : Serves as pillar for community : Helps students learn how to cross cultures : Gives students ability to learn in a growing world :

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What does research tell us about the impact of a quality education on our society?

Goals for the Common Good: Exploring the Impact of Education
(American Human Development Project, 2009)

- **Life expectancy:** On average, the more education people have, the longer they live.
- **Murder:** A one-year increase in the average level of schooling in a community is associated with a 30 percent decrease in the murder rate.
- **Obesity:** Obesity has increased among all Americans, yet the more educated are less likely to be overweight or obese.
- **Income:** The median annual earnings of Americans 25 and over who did not complete high school are less than $18,500, while those who completed high school typically earn early $26,000. College graduates earn $44,000 annually, and those with graduate or professional degrees typically earn $57,500.
- **Poverty:** Education is the single most important factor in the determination of a person's poverty status: almost 24 percent of the adult population without a high school diploma is poor, compared to 11 percent of those who are high school graduates and only 3.6 percent of college graduates.
- **Unemployment:** The less education a person has, the more likely he or she is to be unemployed. A high school dropout is four times more likely to be unemployed than a college graduate.
- **Low birth weight:** Infants born to less-educated mothers are more likely to have low birth weight, which is associated with developmental delays and infant death.
- **Children's reading proficiency:** Among eighth graders whose parents have less than a high school education, thirteen percent read proficiently (beyond a basic level), compared with 42 percent of their classmates whose parents have a college degree.
- **Voting:** In the 2004 presidential election, those with a college degree were 50 percent more likely to vote than high school graduates, and two and a half times more likely to vote than high school dropouts.
- **Incarceration:** Nearly three-quarters of state inmates did not complete high school; fewer than three percent completed college or more.

If we provide a quality education to all children in Oakland, then shouldn't we expect to see these things change…?

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Goals of Public Education

The list of eight goals outlined below represent a study of the past 150 years of literature, data, research, legislation and policy on what society appears to seek through Public Education in the US.
(See Rothstein, 2010)

(A) PREPARATION FOR SKILLED WORK
Think of this as the learning academies we have in Oakland high schools; Media, Technology, Architecture, Urban Design, Health, Engineering, etc.

(B) CRITICAL THINKING
Think of this as higher order thinking; analysis, synthesis, evaluation, etc.

(C) BASIC ACADEMIC SKILLS
Think of this as the knowledge and skills of mathematics, reading, writing, history, and science.

(D) THE ARTS AND LITERATURE
Think of this as knowledge and skills in the arts and literature as a form of expression and communication of culture.

(E) SOCIAL SKILLS AND WORK ETHIC
Think of these as the skills needed to function well in group settings, to be able to interact productively and to work together.

(F) EMOTIONAL HEALTH
Think of this as the emotional well-being, positive self-image, ability to manage anger, to problem solve, and to be resilient.

(G) CITIZENSHIP
Think of this as the ability to participate and engage in a democracy, to play a role in one's community, and the character and behaviors that one exhibits.

(H) PHYSICAL HEALTH
Think of this as the physical well-being, knowledge of nutrition, and skills and talents associated with maintaining physical health.

*"Accountability … should focus on students' academic skills and cognitive growth, **and** on those aspects of the development of the whole person that are within the scope of a school's responsibilities, **including** physical health, character, social development, and citizenship skills – the knowledge and skills that young people need to become effective participants in a global environment."*

SEE APPENDIX B: **School Accountability: A Broader, Bolder Approach; June 25, 2009**

"Federal and state accountability systems have proposed to judge schools solely by their accomplishments in the first two goal areas, basic academic skills, and critical thinking. In practice, these basic skills are so much easier and less expensive to test; accountability has relied primarily on achievement in basic skills. As an unintended consequence, these accountability systems interfere with, even destroy, schools' efforts to achieve the other goals." *(See Rothstein, 2010)*

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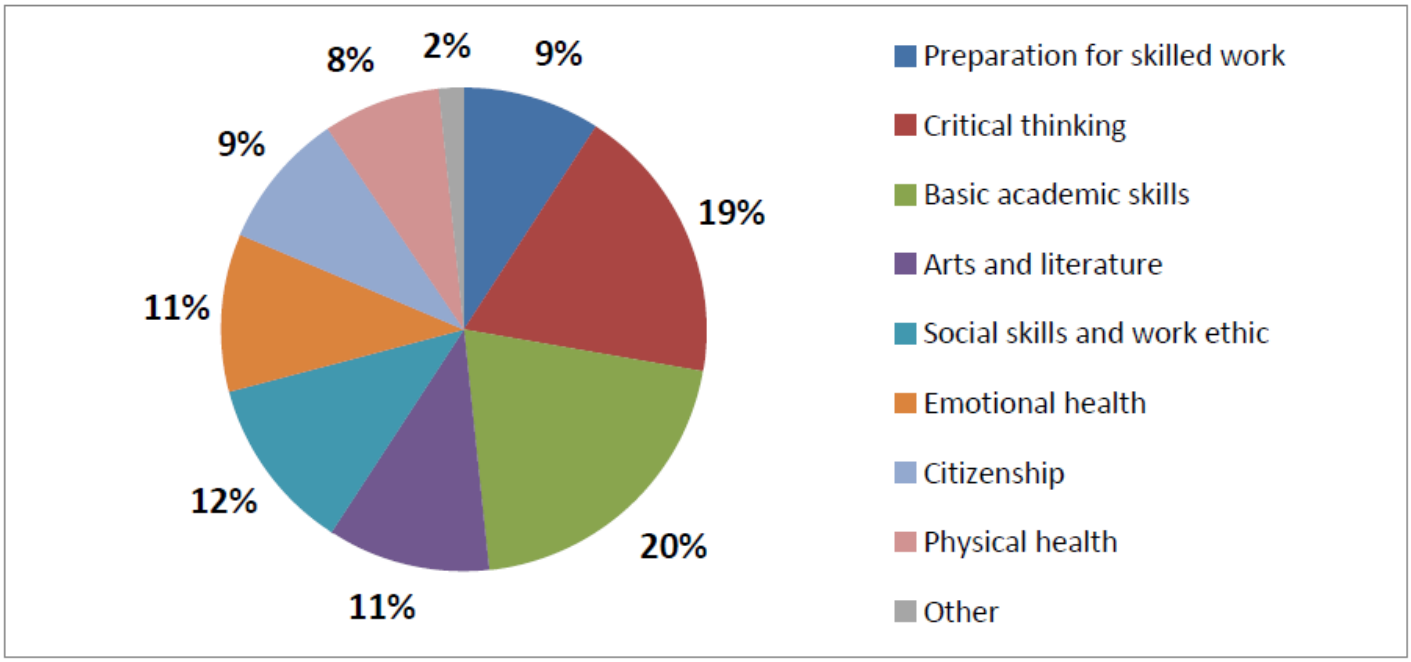
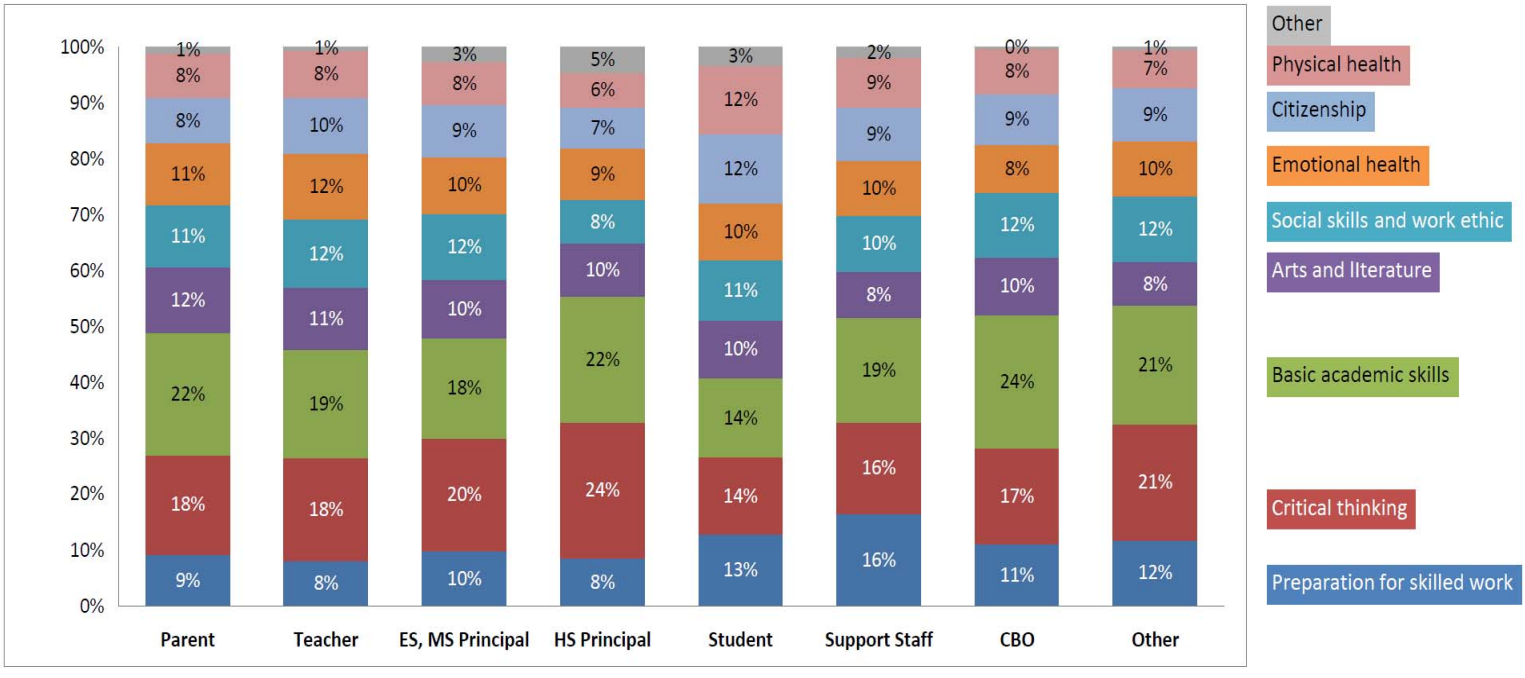
Oakland Survey Results

THE GOALS OF PUBLIC EDUCATION

QCSD conducted a survey of 300 parents, educators, concerned citizens, and school leaders to assess what they believed should be the goals of public education. Respondents were asked to make similar trade-offs that policy makers and practitioners need to make when considering the time, energy and resources that must be allocated within a school system to achieve those goals. While naturally there is a great deal of overlap, intersection, and integration of these goal areas, the intent was to determine the value of these goals within the context of our public schools.





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A Different Look at Quality…

Zen and the Art of Motorcycle Maintenance
By Robert M. Pirsig
p. 233-234

[Phaedrus] noted that although normally you associate Quality with objects, feelings of Quality sometimes occur without any object at all. This is what led him at first to think that maybe Quality is all subjective. But subjective pleasure wasn't what he meant by quality either. Quality decreases subjectivity. Quality takes you out of yourself, makes you aware of the world around you. Quality is opposed to subjectivity.

I don't know how much thought passed before he arrived at this, but eventually he saw that Quality couldn't be independently related with either the subject or the object but could be found only in the relationship of the two with each other. It is the point at which subject and object meet.

That sounded warm.

Quality is not a thing. It is an event.

Warmer.

It is the event at which the subject becomes aware of the object.

And because without objects there can be no subject—because the objects create the subject's awareness of himself—Quality is the event at which awareness of both subjects and objects is made possible.

Hot.

Now he knew it was coming.

This means Quality is not just the result of a collision between subject and object. The very existence of subject and object themselves is deduced from the Quality event. The Quality event is the cause of the subjects and objects, which are then mistakenly presumed to be the cause of the Quality!

Now he had the whole damned evil dilemma by the throat. The dilemma all the time had this unseen vile presumption in it, for which there was no logical justification, that Quality was the effect of subjects and objects. It was not! He brought out his knife.

"The sun of quality," he wrote, "does not revolve around the subjects and objects of our existence. It does not just passively illuminate them. It is not subordinate to them in any way. It has created them. They are subordinate to it!"

And at that point, when he wrote that, he knew he had reached some kind of culmination of thought he had been unconsciously striving for over a long period of time.

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Quality Community Schools Framework

"We cannot layer new accountability measures on old educational inequities and expect to get different results."

- **Maria "Cuca" Robledo Montecel**
  Executive Director,
  Intercultural Development
  Research Association

FRAMEWORK PREMISES:

Systems

The problem is systemic, and therefore the solutions must address schools as systems.

Equity

We must develop a vision that seeks outcomes for every child, no matter where they come from, no matter the color of their skin, no matter the side of town they live on, no matter the language they speak.

Schools

Schools are not poor because the students in them may come from low income households. Schools are poor because they have poor policies, poor practices, and inadequate investments.

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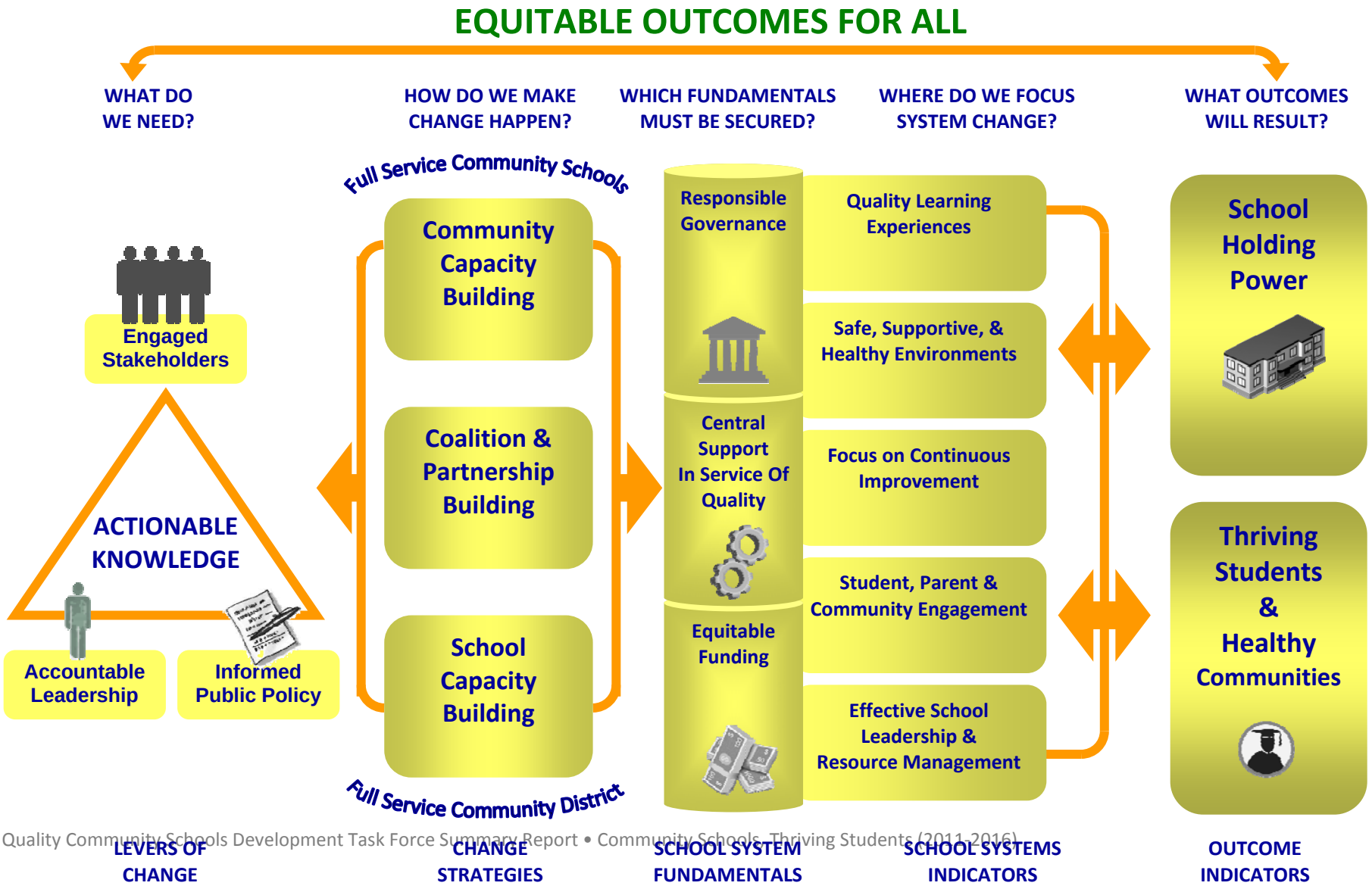
Quality Community Schools Framework



* Framework adapted from the IDRA Quality Schools Framework

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Standards of Practice

School Quality Standards

Produced by the Oakland Community and the
OUSD's Quality Community Schools Development

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Draft OUSD School Quality Standards

STANDARDS OF PRACTICE

Key Condition 1: Ensuring Thriving Students & Healthy Communities

Key Condition 2: Quality Learning Experiences for All Students

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

Key Condition 4: Learning Communities Focused on Continuous Improvement

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

Key Condition 6: Effective School Leadership & Resource Management

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

EQUITY LENS: OPPORTUNITY TO LEARN STANDARDS

Goal #1: Comparably high academic achievement and other student outcomes

Goal #2: Equitable access and inclusion

Goal #3: Equitable treatment

Goal #4: Equitable opportunity to learn

Goal #5: Equitable resources

Goal #6: Equitable accountability

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Community Schools, Thriving Students

Key Conditions

In order to make sense of the various quality standards, we have created categories. The categories were informed by our research of existing quality standards nationally and locally, as well as by the Vision of the Oakland Unified School District and the District's Strategic Plan.

We call these categories "Key Conditions."

As we sorted the standards into categories, we followed three "sorting" guidelines:

1. The categories had to be essentially ***distinct*** and overlap in only limited ways.

2. The categories had to have ***clarity and concreteness.*** They had to make sense conceptually.

3. The set of categories had to be ***comprehensive***. Meaning that, taken together, they had to provide a rather complete view of a "quality" school.

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Parent-Friendly Version

The following is a brief synopsis of the School Quality Standards that have been developed. For a complete set of the standards please see Technical Version that follows.

Key Condition 1: 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 narrowing.
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.

Key Condition 2: 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 engage students.
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 for students to learn career-related skills and to develop 21st century work habits.

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

A quality school…

1. is a 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 for 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.

Key Condition 4: 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 a 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 use 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.

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

A quality school…

1. builds relationships and partnerships based on the school & 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. allocates resources equitably to achieve higher and more equal outcomes.
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.

Key Condition 6: 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 to create a common vision.
2. shares school improvement and decision-making with students and their families.
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 teams, and select individuals.

Key Condition 7: 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 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 body and administration are effectively focused on student learning and support the 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.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

KEY CONDITION 1: Ensuring Thriving Students & Healthy Communities

These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

12. 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)

13. 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)

14. 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)

15. 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)

16. 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)

17. A quality school ensures that all students demonstrate skills in and knowledge of the arts and literature. (GPE04)

18. 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. (CE1.09)

19. 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)

20. 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)

21. 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)

22. 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)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

KEY CONDITION 2: 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)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

KEY CONDITION 3: Safe, Supportive, & Healthy Learning Environments

"Safe, Supportive, and Healthy Learning Environments" recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

12. 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)

13. 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)

14. 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)

15. 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)

16. 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)
    [*High School focus*] 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)

17. 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. (CE1.50; YE13, YE38)

18. 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)

19. A quality school has clear expectations and norms for behavior, systems for 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. (CE1.75; YE05, YE17, YE26, YE27)

20. 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)

21. 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)

22. 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. (CE1.20)
    [*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)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

KEY CONDITION 4: Learning Communities Focused on Continuous Improvement

"Learning Communities Focused on Continuous Improvement" happen when school staff works together regularly to improve the school and to produce higher and more equitable performance by students. Teachers, support staff, and administrators—in collaboration with students, families and community—study, reflect and learn together to strengthen their individual and collective efforts. They repeatedly look at data, plan, monitor, and evaluate their work. They coordinate their strategies and align their programs to ensure that all adults are working from a shared vision and providing seamless services to students. Through these efforts, they share decision-making, leadership, responsibility, and accountability for higher and more equitable performance.

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 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 models effective practices and promotes teacher leadership, that spurs independent and shared reflection, 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 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 provides adult learning opportunities that use student voice and/or are led by students. (YE42)

7. A quality school provides learning opportunities that builds the capacity of all members of the school community to give input, participate in, or lead key decisions about curriculum and instruction and about the school practices and resources that address the needs of individual students. (4.163)

8. A quality school provides adult learning opportunities that use different instructional strategies in order to meet the needs of individual adult learners. (4.178*)*

9. A quality school has a clear, collaborative system, involving all members of the school community, for evaluating the effectiveness of its strategies and programs in meeting its goals and promoting desired student outcomes. (4.156; YE30)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

KEY CONDITION 5: Meaningful Student, Family and Community Engagement/ Partnerships

"Meaningful Student, Family, and Community Engagement/Partnerships" happen when the school staff makes sure that students, families and the community are partners in creating quality learning experiences for all students and a "full-service" school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are "at the table"—giving voice to their concerns and perspectives, looking at data, planning, monitoring, evaluating the quality of the school, and participating in key decisions.

1. A quality school builds relationships and partnerships among school staff, students, their families, 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. (CE1.25; YE04)

3. A quality school equitably allocates resources to achieve higher and more equal outcomes, by tailoring the specific approach and mix of services to its diverse communities[1], according to the inequities identified by these communities and the school and according to the regular evaluation of its academic and support services. (FSCS.5; CE1.46)

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 CE1.55)

7. A quality school builds effective student, family, & community partnerships by implementing standards of meaningful student and family/community engagement, which are developed and approved by these local key stakeholders. (CE2.1)

[1] By diverse communities we mean diversity of ethnicity, culture, gender, sexual orientation, religion, national origin, and income level.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

Key Condition 6: Effective School Leadership & Resource Management

"Effective School Leadership & Resource Management" happens when school leaders work together to build a vision of quality that guides the efforts of all students and adults. The skilled leaders of a quality school strengthen the ability of adults and students to share in leading. These leaders ensure quality learning for all students, by developing partnerships focused on instruction, positive academic and social-emotional outcomes for students. The skilled leaders in a quality school involve all adults and youth in regularly looking at data, planning, monitoring, and evaluating school strategies and programs. These leaders manage people, funding, time, technology and other materials effectively, to promote thriving students and build community schools.

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 shares school improvement and decision-making with students and their families when together they 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. Students and their families share leadership through mandated representative bodies (e.g., School Site Council, English Language Advisory Council) and through other collaborative strategies as well. (YE25; CE2.2)

3. A quality school has leadership that provides student leaders access to and relationship with adult decision-makers and supports student leaders to be strong, authentic representatives of 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 collaboratively develops outcomes, 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 teams, and individuals taking responsibility for specific tasks, execution of action plans, and completion of interim milestones. (6.230; YE44)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD School Quality Standards—TECHNICAL VERSION

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

The standards set forth here articulate the role of the central organization to operate in service of quality Full Service Community Schools.

1. A quality central office monitors each school, provides effective supports, and holds staff accountable for meeting high performance outcomes, based on a common, shared set of standards for school quality. (7.337)

2. A quality central office provides coordinated and integrated fiscal, operational and academic systems that have a demonstrable impact on all school performance and all student learning and social development. (7.338, FSCD01, CE1.70)

3. A quality central office leadership and management team models the planning and action strategies that result in the greatest improvement in school and system-wide performance. (7.339)

4. A quality central office equitably allocates resources to achieve higher and more equal outcomes, by tailoring the specific approach and mix of services according to the inequities identified by the different school communities and the central office and according to the regular evaluation of district academic and support services to schools. (FSCD05)

5. A quality central office ensures that each school is 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, CE1.82)

6. A quality district governing body and administration are effectively focused on student learning and support the schools' efforts to raise student academic and social outcomes. (7.341)

7. A quality central office builds 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)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Opportunities to Learn Standards

Equity Lens

Developing a view of our schools and our district through an equity lens by conducting an equity audit.

This can be conducted annually district-wide, and/or periodically at a school and district level.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

A Definition of Equity

National Equity Project (BayCES)

WORKING TOWARD EQUITY IN SCHOOLS INVOLVES

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlate to any social or cultural factor,
- Interrupting inequitable practices, eliminating biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Equity Questions

(drawn from Bradley Scott's "We Should Not Kid Ourselves: Excellence Requires Equity")

GOAL #1: Comparably high achievement and other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

- ☐ Are there comparably high achievement outcomes for all learners?
- ☐ Are there comparably high social outcomes for all learners, such as responsible leadership development, problem solving, decision-making skills and life skills development?
- ☐ Are school completion rates consistently high for all diverse learners?
- ☐ Are there comparably low disciplinary referrals, suspensions and expulsions for all learners?
- ☐ Is there high literacy for all diverse learners?
- ☐ Are there comparably high rates of participation in college and/or post-secondary school and training, and it has competent preparation for school-to-work transitions for all learners?
- ☐ Are there violence-free, safe, and supportive learning environments for all learners?
- ☐ Are engaged and involved parents of all groups of learners supporting their children's success in school?

GOAL #2: Equitable access and inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs, and activities within the school.

- ☐ Do learners and their families have complete access to information in a language or form of communication that is meaningful to them?
- ☐ Do the assessment, course selection, and placement processes and appropriate supports exist to sustain all learners in courses and programs in an equitable manner?
- ☐ Are counseling and advisement fair and equitable for all diverse learners?
- ☐ Do the school's organizational structures and mechanisms of operation work to provide all learners with appropriate access and inclusion?
- ☐ Does instructional engagement really exists such that instruction is presented in a culturally, linguistically and cognitively appropriate way for all learners and that embraces their interests, psychological readiness and emotional preparedness?
- ☐ What is the availability, quality, and use of technology by all learners, including its use in managing and presenting instruction and in accessing all the supports that the Internet can provide?
- ☐ To what degree have administrators and teachers been supported to have high expectations and positive attitudes about their students and the student's right to unobstructed, unrestricted opportunities for access and inclusion?

- Are there appropriate monitoring and accountability measures established to address discrimination that denies access and full inclusion?
- Do school-parent-community partnerships exist and foster full access and engagement for parents and community people in the process of excellent schooling?
- Are these collaborations among school, home and community assets-based so that all partners become engaged from their positions of strength, as equals, rather than as members in deficit-model school-home interactions?

Goal #3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger, or disregard.

- What is the environment and culture of cross-cultural interaction?
- What assessments and/or surveys have been conducted to determine attitudes, perceptions, expectations, and prejudices about racially and culturally different people?
- Are education for diversity and multicultural education, as well as training for justice and equality, occurring for staff, students, and parents?
- Is training provided for staff, students, and parents in prejudice reduction, non-discrimination, and the eradication of racism, sexism, and classism?
- Is training and development being provided in areas such as problem-solving, decision-making, conflict resolution, interpersonal and cross-cultural communication?
- Does the staff work to create the four conditions for positive intergroup interaction—equal status, knowledge and acquaintanceship, common goal, and institutional support?
- Does the staff have the knowledge and expertise to apply its understanding of the four conditions across all diverse student populations?
- Does the staff create and implement plans for decreasing isolation, separation, and segregation between and among racially and culturally different students.
- Does staff work to create and implement learning environments that are racially and culturally fair and free of racial and gender bias and hostility?
- Do the interactions of all staff, students, and parents reflect sensitivity to and respect for the language, cultural and class differences of others?
- What is the evidence of equitable support, treatment, assistance and guidance given to students, parents, and staff?
- If such a plan exists, how comprehensive is the plan for the management of equity?

GOAL #4: Equitable opportunity to learn

At a minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite

pedagogical, social, emotional, and psychological supports to achieve the high standards of excellence that are established.

- Is every learner presented with high-powered, challenging curriculum that is race, gender, and class bias-free, as well as the appropriate form of instruction to make that curriculum comprehensible?
- Do the instructional methods and materials support all students' opportunity to learn and achieve?
- How are inappropriate instructional barriers and practices—such as tracking and ability grouping, inappropriate assessment and placement decisions, and inadequate guidance and counseling—that may prevent or impede some students' opportunity to learn addressed and eradicated?
- Are research-based instructional models and practices employed to open up and expand the opportunity to learn for all students?
- To what extent is it evident that literacy, bi-literacy, and multi-literacy are advocated, supported, and reflected in the process of implementing instruction?
- How is technology integrated into the management and instruction, and how is it made available to all learners in an equitable manner?
- To what extent are new and emerging constructs for teaching and learning—such as brain research, multiple intelligences, and new intelligences—being fully integrated into every student's opportunity to learn?
- To what extent have new constructs about learning communities ("what school is" and "where school is") been integrated into what is done at the local level, to ensure that the opportunity to learn does not mean to learn only in one kind of place and in one kind of way?
- How are decisions about what needs to be learned and how well it must be learned tempered by decisions about how opportunities for such learning are made available to all students.
- How is staff development being reshaped to reflect 21st century teaching and learning and issues of the growing diversity of students?

GOAL #5: Equitable resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

- What are the beliefs, attitudes, and practices around school finance equity—including resource allocation, distribution, sources of funding (i.e., hard/soft; local, state, and federal), timeliness, and appropriateness of funding (i.e., resources when they are needed, where they are needed)?
- How are issues of inter-district and intra-district comparability with respect to the equitable distribution of resources to all campuses—such that students at all schools receive the supports they need to achieve at expected levels of excellence, regardless of where the students are in the district or the schools those students attend?

- What are the philosophical beliefs and social/community practices, political policies and actions that become apparent when issues arise regarding equal funding versus equitable funding for education, per pupil expenditures, and weighted funding allocations?
- How are facilities (their maintenance, care, rejuvenation, upkeep, and utilization) established and implemented to support all learners?
- How is the issue of resource sustainability addressed for those programs and activities that address the special characteristics of learners (i.e., language characteristics, special programs for girls in math and science, supplemental support for low-income learners).
- What decisions are made about staff assignments, staff and human resource development, and teacher certification with an attention to equitable resource allocation?

GOAL #6: Equitable accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

- Do all stakeholders share in the accountability of ensuring high levels of student of student achievement for all students?
- While stakeholders do not have the same accountability, is accountability shared?
- Does everyone sees themselves as key stakeholders; as needing to do something to make schools work?
- Do parents have a voice in schools and a right to be engaged?
- Do teachers, administrators, school board members and community people see themselves as accountable for the success of all students?
- Does the quality of the public education system of a community speak to the community's health?
- Do all grades, including early childhood development, see themselves as having a role in the graduation rate of students?
- Instead of passing the blame on, is it shared?

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Equity Lens as Standards

(developed from IDRA and Bradley Scott's equity questions from the Southern Equity Assistance Center re-cast as "standards".)

GOAL #1: Comparably high achievement & other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

- The school has comparably high achievement outcomes for all learners.
- The school has comparably high social outcomes for all learners, such as responsible leadership development, problem solving, decision-making skills and life skills development.
- The school has completion rates consistently high for all diverse learners.
- The school has comparably low disciplinary referrals, suspensions and expulsions for all learners.
- The school has high literacy for all diverse learners.
- The school has comparably high rates of participation in college and/or post-secondary school and training, and it has competent preparation for school-to-work transitions for all learners.
- The school has violence-free, safe, and supportive learning environments for all learners.
- Engaged and involved parents of all groups of learners are supporting their children's success in school.

GOAL #2: Equitable access and inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs, and activities within the school.

- Learners and their families have complete access to information in a language or form of communication that is meaningful to them.
- Assessment, course selection, and placement processes and appropriate supports exist to sustain all learners in courses and programs in an equitable manner.
- Counseling and advisement are fair and equitable for all diverse learners.
- The school's organizational structures and mechanisms of operation work to provide all learners with appropriate access and inclusion.
- Real instructional engagement exists as evidenced by instruction that is presented in a culturally, linguistically and cognitively appropriate way for all learners and by instruction that embraces their interests, psychological readiness and emotional preparedness.
- The school ensures that quality technology is available and in use by all learners, including the use of technology in managing and presenting instruction and in accessing all the supports that the internet can provide.

- Administrators and teachers are supported to have high expectations and positive attitudes about their students and the student's right to unobstructed, unrestricted opportunities for access and inclusion.
- The school has established appropriate monitoring and accountability measures to address discrimination that denies access and full inclusion.
- School-parent-community partnerships exist to foster full access and engagement for parents and community people in the process of excellent schooling.
- The collaborations among school, home and community are assets-based so that all partners become engaged from their positions of strength, as equals, rather than as members in deficit-model school-home interactions.

GOAL #3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger, or disregard.

- The school has built a positive environment and culture of cross-cultural interaction.
- The school administers assessments and/or surveys to determine attitudes, perceptions, expectations, and prejudices about racially and culturally different people.
- The school provides opportunities for diversity and multicultural education, as well as training for justice and equality, for staff, students, and parents.
- The school provides training for staff, students, and parents in prejudice reduction, non-discrimination, and the eradication of racism, sexism, and classism.
- The school provides training for staff, students, and parents in problem-solving, decision-making, conflict resolution, interpersonal and cross-cultural communication.
- The staff works to create the four conditions for positive intergroup interaction—equal status, knowledge and acquaintanceship, common goal, and institutional support. The staff has the knowledge and expertise to apply its understanding of the four conditions across all diverse student populations.
- The staff creates and implements plans for decreasing isolation, separation, and segregation between and among racially and culturally different students.
- The staff works to create and implement learning environments that are racially and culturally fair and free of racial and gender bias and hostility.
- The interactions of all staff, students, and parents reflect sensitivity to and respect for the language, cultural and class differences of others.
- The staff gathers and reflects on evidence of how equitable support, treatment, assistance and guidance are given to students, parents, and staff.
- The school has a comprehensive plan for the management of equity.

GOAL #4: Equitable opportunity to learn

At a minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional, and psychological supports to achieve the high standards of excellence that are established.

- Every learner is presented with high-powered, challenging curriculum that is race, gender, and class bias-free, and every learner is presented with the appropriate form of instruction to make that curriculum comprehensible.
- The instructional methods and materials support all students' opportunity to learn and achieve.
- The school addresses and eradicates the inappropriate instructional barriers and practices—such as tracking and ability grouping, inappropriate assessment and placement decisions, and inadequate guidance and counseling—that may prevent or impede some students' opportunity to learn.
- Research-based instructional models and practices are employed to open up and expand the opportunity to learn for all students.
- Literacy, bi-literacy, and multi-literacy are advocated, supported, and reflected in the process of implementing instruction.
- Technology is integrated into the management and instruction and is made available to all learners in an equitable manner.
- New and emerging constructs for teaching and learning—such as brain research, multiple intelligences, and new intelligences—are being fully integrated into every student's opportunity to learn.
- New constructs about learning communities are being integrated into what is done at the local level, to ensure that the opportunity to learn does not mean to learn only in one kind of place and in one kind of way.
- Decisions about what needs to be learned and how well it must be learned are tempered by decisions about how opportunities for such learning are made available to all students.
- Staff development is constantly being reshaped to reflect 21st century teaching and learning and issues of the growing diversity of students.

GOAL #5: Equitable resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

- The school examines its beliefs, attitudes, and practices around school finance equity—including resource allocation, distribution, sources of funding (i.e., hard/soft; local, state, and federal), timeliness, and appropriateness of funding (i.e., resources when they are needed, where they are needed).
- The district addresses issues of inter-district and intra-district comparability with respect to the equitable distribution of resources to all campuses—such that students at all schools receive the supports they

need to achieve at expected levels of excellence, regardless of where the students are in the district or the schools those students attend.

- The school and district examine the philosophical beliefs and social/community practices, political policies and actions that become apparent when issues arise regarding equal funding versus equitable funding for education, per pupil expenditures, and weighted funding allocations.
- The district establishes and manages facilities (including their maintenance, care, rejuvenation, upkeep, and utilization) to support all students.
- The school and district address the issue of resource sustainability for those programs and activities that address the special characteristics of learners (i.e., language characteristics, special programs for girls in math and science, supplemental support for low-income learners).
- Decisions about staff assignments, staff and human resource development, and teacher certification are made with an attention to equitable resource allocation.

GOAL #6: Equitable accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

- All stakeholders share in the accountability of ensuring high levels of student of student achievement for all students.
- Stakeholders do not have the same accountability, however accountability is shared.
- Everyone sees themselves as key stakeholders; as needing to do something to make schools work.
- Parents have a voice in schools and a right to be engaged.
- Teachers, administrators, school board members and community people see themselves as accountable for the success of all students.
- Quality of the public education system of a community speaks to the community's health.
- All grades, including early childhood development, see themselves as having a role in the graduation rate of students.
- Instead of passing the blame on, it is shared.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Defining Quality

EXAMPLES USED LOCALLY AND IN DIFFERENT PARTS OF THE US

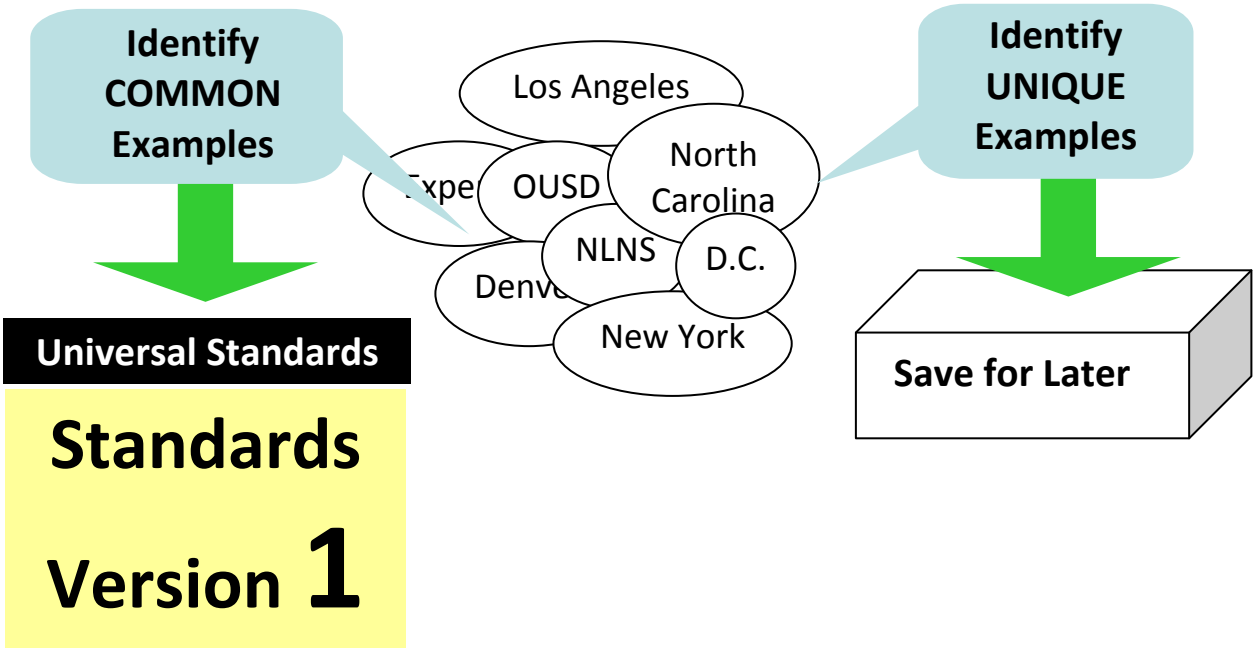
Research and Analysis conducted by OUSD's
Quality Community Schools Development

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

QUALITY COMMUNITY SCHOOLS DEVELOPMENT STRATEGIC PLANNING

QCSD Team will…

RESEARCH QUALITY STANDARDS LOCALLY AND AROUND THE COUNTRY



Standards Version 1

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

How Do We Know if a School is a Good School?

EXAMPLES OF SCHOOL QUALITY STANDARDS

Used Locally & in Different Parts of the Country

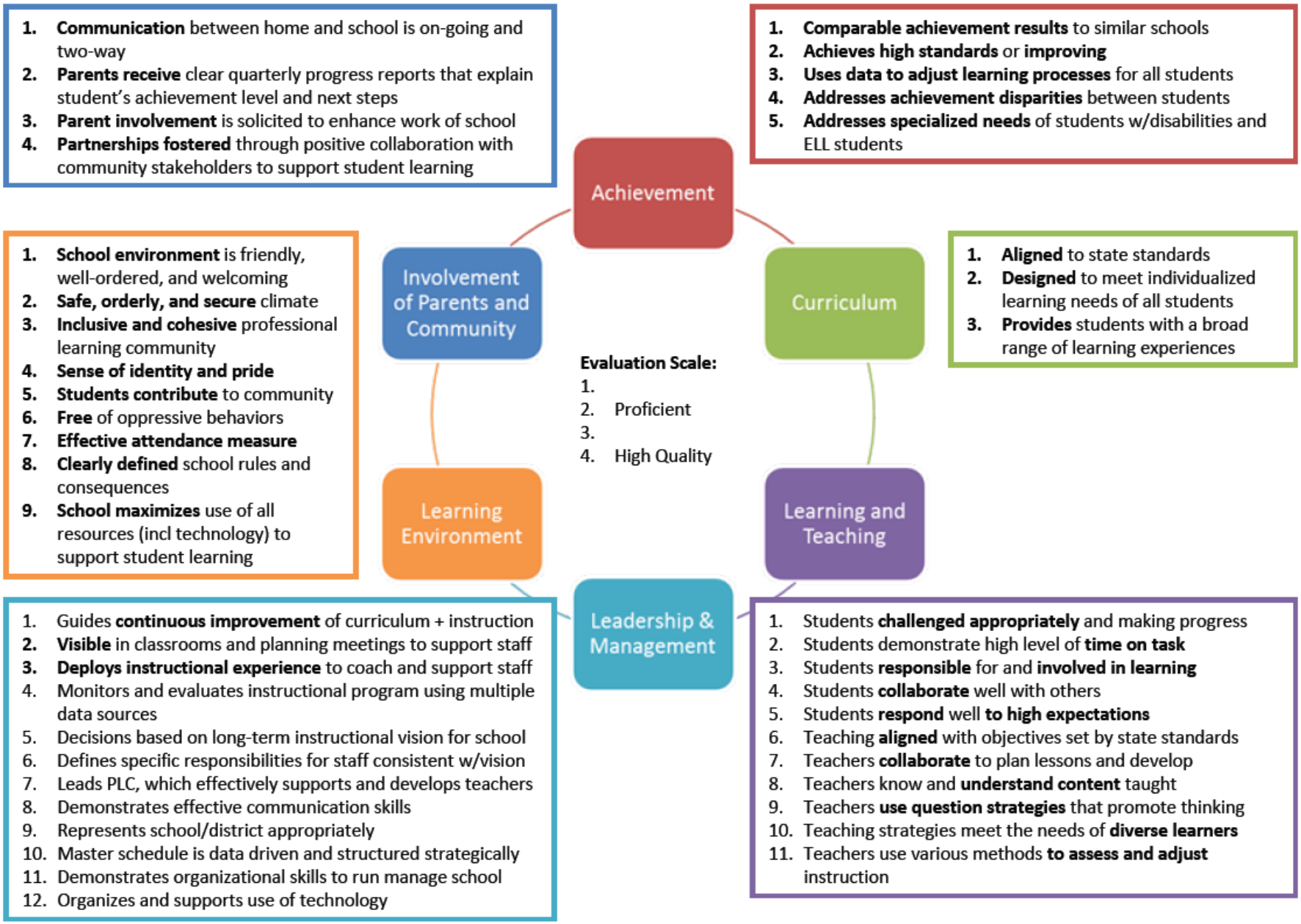
As one step in the development of the OUSD School Quality Standards, the OUSD Quality Community School Development group researched existing school quality standards, used both locally and in different parts of the country. The standards we found are from the following sources:

- Charlotte-Mecklenburg Schools (North Carolina)
- High Performance Learning Community (HPLC) Principles
  (developed in a collaboration by RPP International, CA Tomorrow, & the Bay Area Coalition of Equitable Schools)
- Minneapolis Public Schools (Minnesota)
- National Council of Community Schools
- New Leaders for New Schools
- New York City Public Schools
- Oakland Schools Foundation
- Oakland USD/Cambridge Education
- Oakland USD/Office of Charter Schools
- Saint Paul Public Schools (Minnesota)
- San Francisco Unified School District
- Washington DC Public Schools

Taken together, there are literally hundreds of standards from these sources. Our goal was to identify where we had "universal" standards (similar standards, found in most of these sources) and where we had "unique" standards (dissimilar standards, found in at most one or two sources). To begin this "universal" and "unique" identification, we had to break down the one group of hundreds of standards into small groups in which a few standards shared characteristics. This was not so difficult to do, since their original sources had done such grouping, but the many sources naturally did not share the same groupings. We therefore had to develop common groupings or "buckets", into which we could sort all the standards, regardless of the source.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Charlotte-Mecklenburg Schools (North Carolina)

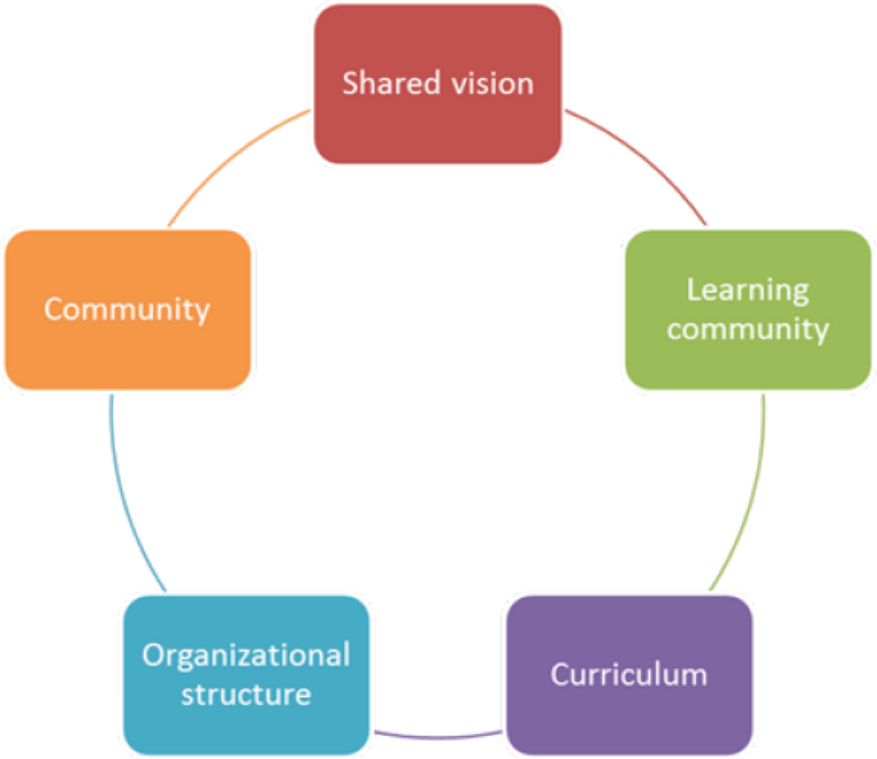


OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

High Performance Learning Community (HPLC) Principles

1. **Shared vision** developed and maintained by students, teachers, staff, parents, and community members
2. **Primary focus on high expectations for all students**
3. **Core values about student learning in light of individual and cultural differences** and a commitment to removing barriers to student access



1. **Decision-making aligned to improving student achievement**
2. **Collaboration in school community** to improve teaching and learning
3. **Professional development aligned** with school's vision of teaching and learning
4. **A culture of data-based inquiry**

1. **Active parent engagement** in student learning and the school
2. **Use of external partnerships** to garner resources and support from community
3. **Supportive school board and district relationships** that assist the school with recognizing its vision
4. **School as a community resource** that strengthens the community it serves by offering social, health, and counseling services and educational courses

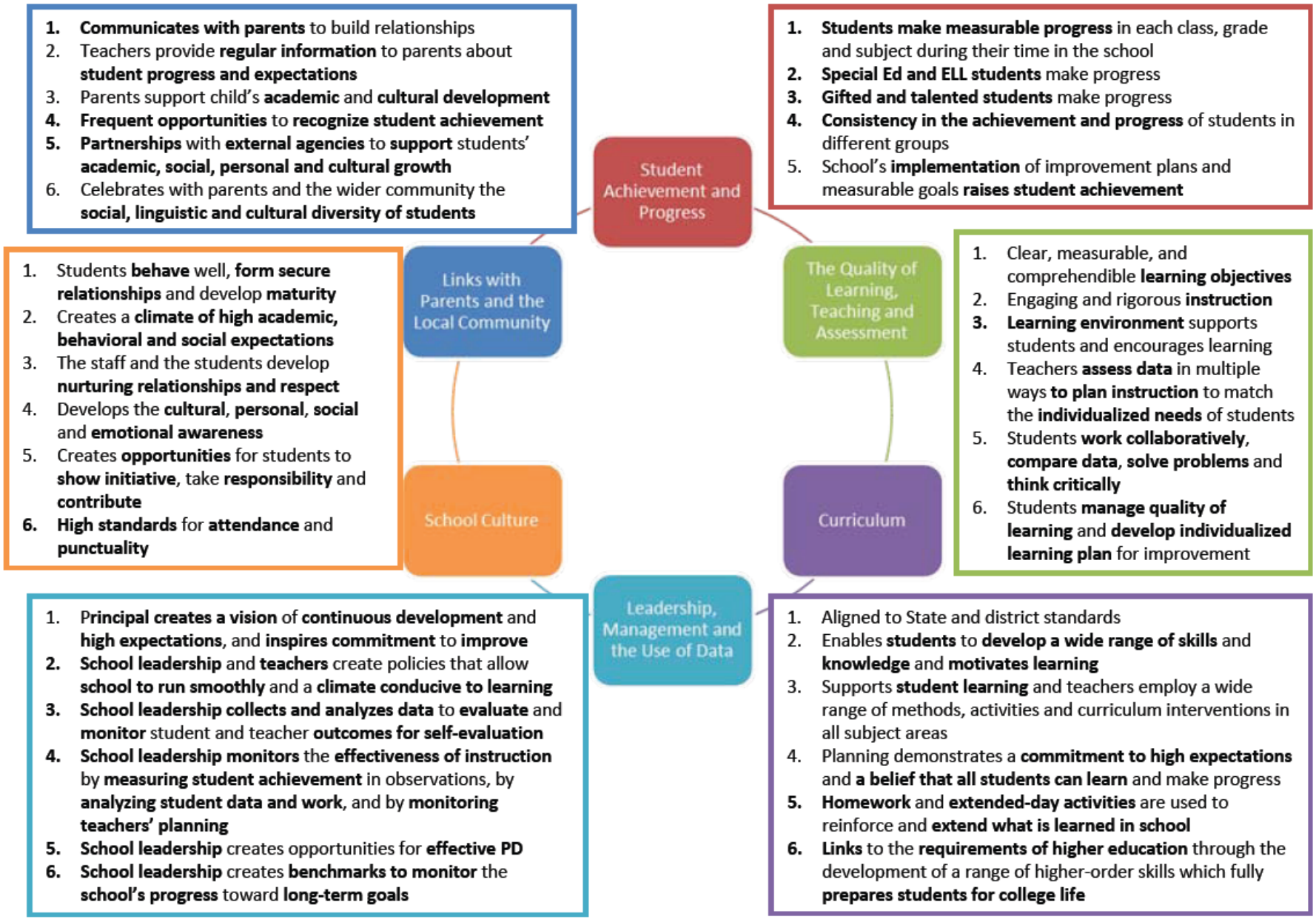
1. **Organizing for equal opportunity and success**
2. **Creating a personalized and nurturing environment** that are safe and in which students are known
3. **Organize schedule to maximize learning** via student and adult learning, teacher planning and collaboration, and school/community communication and involvement

1. **High standards for all students**
2. **Support for all students** to reach high standards
3. **Meaningful and challenging curriculum**
4. **Instruction for engaged learning** provide students with active, varied, and flexible learning experiences

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

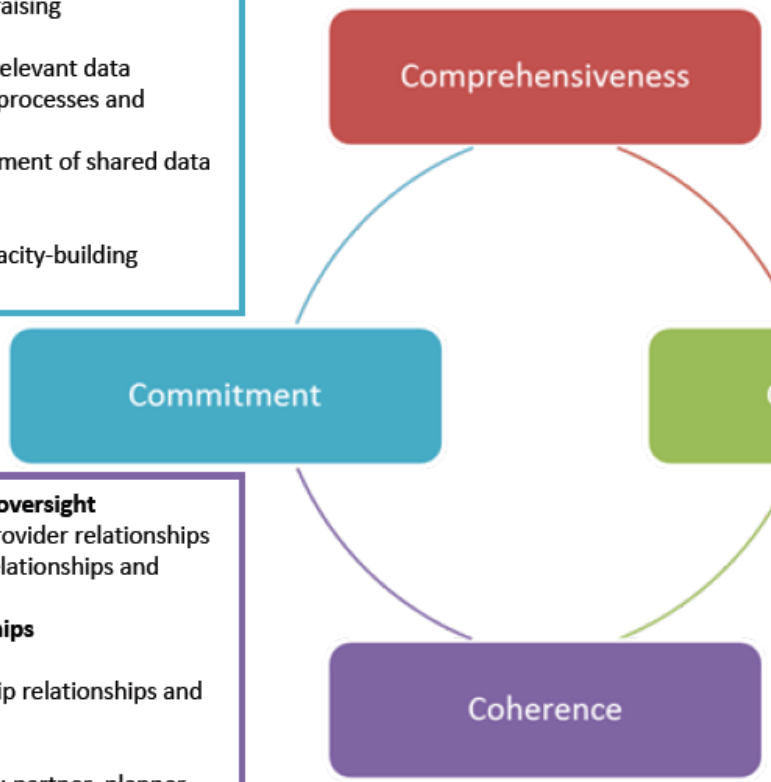
Minneapolis Public Schools (Minnesota)



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

National Council of Community Schools



1. Shared vision and results
- A. Creating a results framework
- B. Accountability
- C. Using data, sharing the results

2. Building public will and participation
- A. Individual and organizational outreach
- B. Connecting to other community efforts
- C. Growing champions
- D. Marketing and fundraising

3. Evaluation
- A. Effective sharing of relevant data
- B. Assessment of both processes and outcomes
- C. Continuous improvement of shared data

4. Capacity-building
- A. Skill development
- B. Institutionalized capacity-building functions

1. Whole child development approach
- A. Enriched learning
- B. Youth development
- C. Family strengthening

2. Needs assessment and resource allocation
- A. Formal and informal input from stakeholders
- B. Assessing in-school services, existing partners, community prospects
- C. Identifying gaps and priorities, selecting strategies

3. Asset-based, high-quality program development
- A. Child and youth development
- B. Family support, engagement, and empowerment
- C. Health and mental health services
- D. Community and economic development

1. Program integration and oversight
- A. Facilitating school-provider relationships
- B. Managing partner relationships and accountability

2. School/partner relationships
- A. Role of lead partner
- B. Managing partnership relationships and agreements

3. Coordination
- A. Site coordinator role: partner, planner, broker, logistics, outreach
- B. Recruiting partners
- C. Initiative level resource and policy coordination
- D. Agreements – expectations, accountabilities
- E. Systems of referral, outreach, and communication

1. Engagement
- A. Outreach strategies/communications
- B. Continuing the relationship
- C. Leadership development

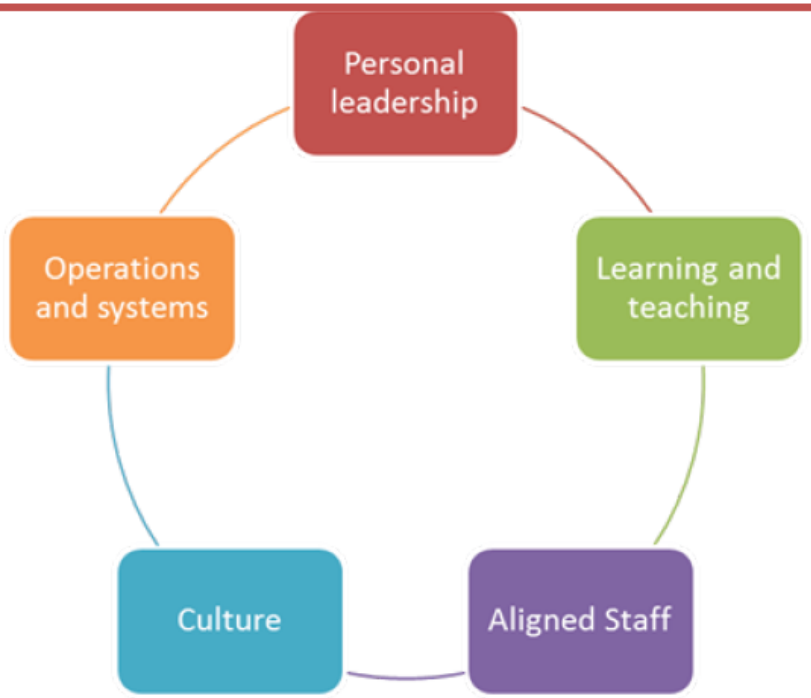
2. Partnership development
- A. Relationship building
- B. Partner recruitment
- C. Roles clarification and shared responsibility

3. Shared leadership
- A. Forming coordinating bodies/governance structures
- B. Power-sharing, roles, structure, oversight
- C. Community school governance

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

New Leaders New Schools

1. **Belief-based, goal driven leadership** – belief all students
2. **Culturally competent leadership** – understanding of urban context and actively moves to change expectations
3. **Interpersonal skills** – build relationships and facilitate active communities to reach goals
4. **Adaptive leadership** – drive and manage organizational change to increase student achievement
5. **Resilient leadership** – demonstrates self-awareness, ongoing learning, and resiliency



1. **Tracking of clear and focused school goals**
2. **Strategy adjusted based on measurable progress**
3. **Resources utilized in alignment** with school-wide goals and strategic plan
4. **Stakeholder communication and school system relationship managed** to ensure a focus on learning

1. **Curricula and instruction** aligned to college and career readiness standards
2. **Teacher development** uses coherent instructional strategies
3. **Consistent student expectations**
4. **Teachers utilize student data in:**
   A. Lesson planning
   B. Teacher team meetings
   C. Professional development
   D. Academic interventions

1. **Belief** in school vision and mission
2. **Adults responsible** for success of every student
3. **Adults and students** aligned to the school's vision, mission, and values
4. **Adults instill and support** high aspirations for students
5. **Families are engaged** in supporting their child's/youth's learning, conduct, and college/career planning

1. **Recruitment, selection, and placement of aligned staff**
2. **Consistent feedback and professional learning** drive instructional improvement
3. **Monitoring and management of staff performance**
4. **High-performing instructional leadership team**

OAKLAND UNIFIED SCHOOL DISTRICT

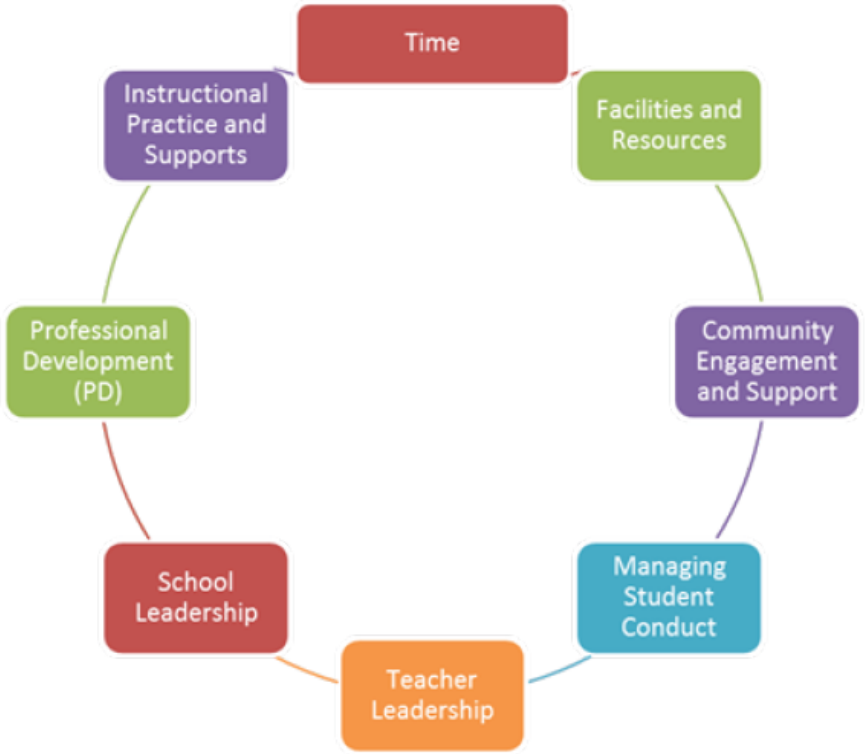
Community Schools, Thriving Students

New Teacher Center's Teaching and Learning Conditions

1. Assessment data available in time to impact instructional practices
2. Assessment data informs instruction
3. Professional learning communities help teachers develop and align practices
4. Provided supports improve teachers
5. Teachers encouraged to try new things to improve instruction
6. Teachers assigned classes that maximize likelihood of success with students
7. Teachers have autonomy to make decisions about instructional delivery

1. Reasonable class sizes
2. Time for teacher collaboration
3. Minimal teacher interruption
4. Sufficient non-instructional time
5. Minimize routine paperwork and documentation required from teachers
6. Sufficient instructional time
7. Protection from duties that interfere with essential role of educating students

1. Appropriate instructional materials
2. Access to instructional technology
3. Training to fully utilize technology
4. Reliable communication technology
5. Sufficient equipment and supplies
6. Access to a broad range of professional support personnel
7. Clean and well maintained school environment
8. Space to work productively
9. Physical environment supports teaching and learning



1. Sufficient resources for PD
2. Time provided for PD
3. PD offerings are data driven
4. PD aligned with school plan
5. PD differentiated for each teacher
6. PD deepens content knowledge
7. Teachers reflect on their own practice
8. Follow up is provided from PD
9. PD is ongoing and collaborative
10. Teacher PD is evaluated
11. PD helps teachers meet diverse needs
12. PD raises teachers' abilities to improve student learning

1. Parents influence decisions
2. School works with parents to improve home educational climates
3. School maintains clear, two-way communication with community
4. Encourages parent involvement
5. Provides parents with useful information about student learning
6. Parents know what is going on in the school
7. Parents support teachers
8. Community supports teachers
9. Community served supports school

1. Faculty and leadership share vision
2. Atmosphere of trust and mutual respect
3. Teachers comfortable raising issues and concerns important to them
4. Leadership supports teachers
5. Teachers held to high professional standards for delivering instruction
6. Leadership facilitates using data to improve student learning
7. Teacher performance assessed objectively and consistently
8. Teachers receive feedback that can help them improve teaching
9. Leadership communicates effectively
10. Faculty recognized for accomplishments
11. Leadership makes an effort to address

1. Teachers recognized as educational experts
2. Teachers trusted to make sound decisions about instruction
3. Teachers relied upon to make decisions about educational issues
4. Teachers encouraged to participate in school leadership roles
5. Faculty has an effective process for making group decisions to solve problems
6. The staff takes steps to solve problems
7. Teachers are effective leaders in this school
8. Teachers have an appropriate level of influence on decision making

1. Students understand expectations for their conduct
2. Students follow rules of conduct
3. Policies and procedures about student conduct are clearly understood by the faculty
4. Administrators consistently enforce rules for student conduct
5. Administrators support teachers' efforts to maintain discipline in the classroom
6. Teachers consistently enforce rules for student conduct
7. School environment is safe

OAKLAND UNIFIED SCHOOL DISTRICT

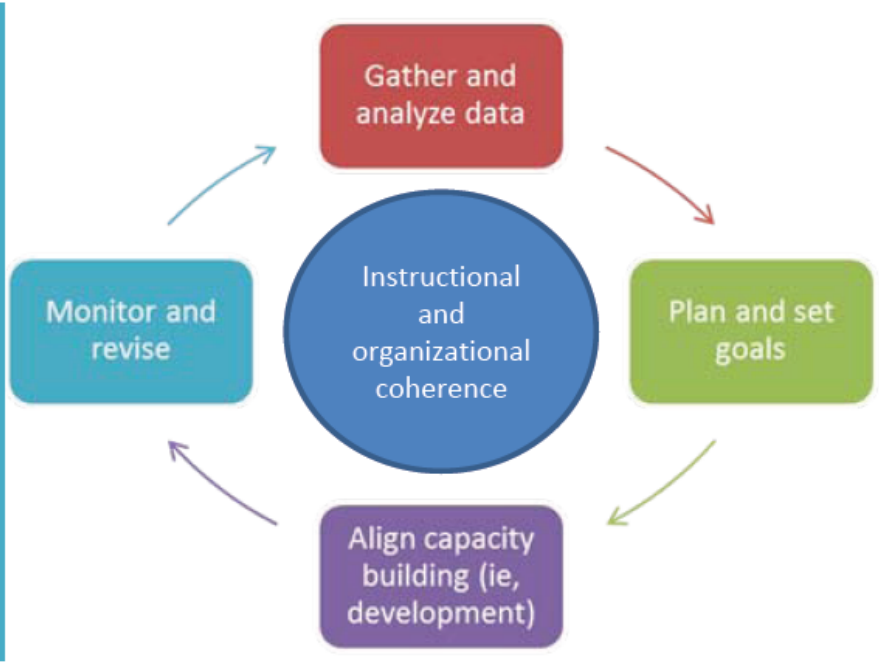
Community Schools, Thriving Students

NYC Quality Review Rubric

1. **Curricula Design:** rigorous, coherent, customizable to students' needs, aligns to state standards
2. **Teacher Pedagogy:** aligned to curriculum, engaging, customizable to students' needs
3. **Efficient resource utilization and accountability:** budget, space, technology, coaches, teacher and student time
4. **Mutual trust** and **positive attitude** between students, staff, and community

1. **Identify** trends, strengths, and areas for improvement
2. **Inform** teacher level instructional **decisions**
3. **Develop tools** to facilitate leader and teacher aggregation and analysis of student performance
4. **Open information exchange** with students and parents

1. **Evaluate decisions** (curricular, instructional, and organizational)
2. **Evaluate systems** that: assess students, organize data, and communicate information with students and families
3. **Measure interim and long-term progress** using a transparent and collaborative system
4. **Evaluate effectiveness** of structured professional collaboration, capacity building, and leadership development strategies



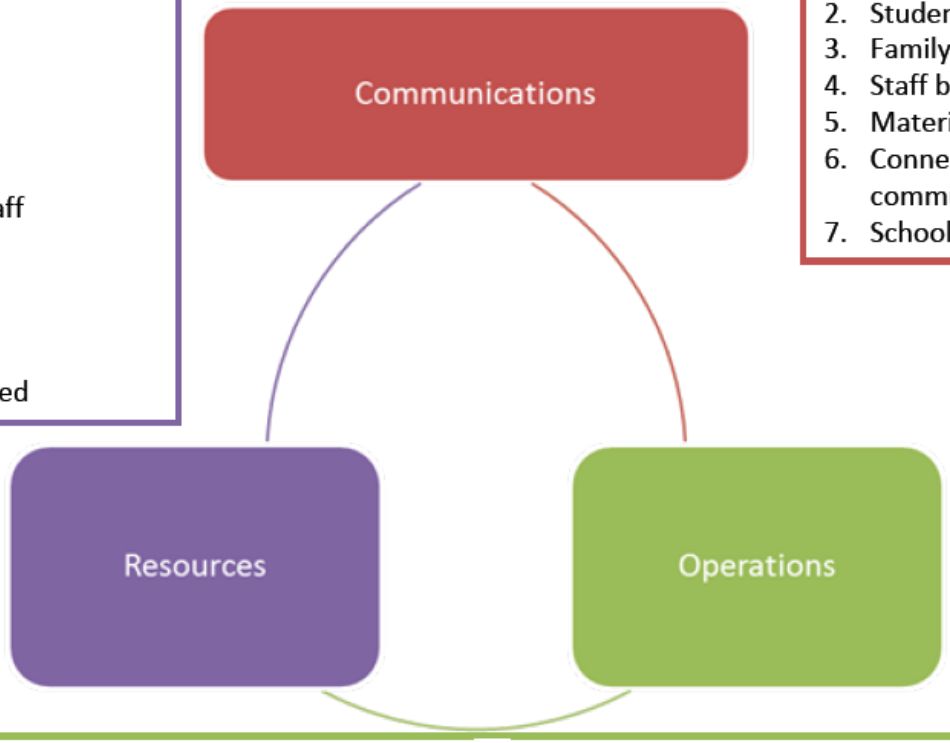
1. **Develop data-based goals tied to a vision for future** that are rationale-based and comprehendible
2. **Define student subgroup-level goals** using data
3. **Track progress** at student, classroom, and teacher team level, and **intervene** when progress falls short of expectation
4. **Communicate high expectations** for students and **engage community** in decision-making process

1. **Promote professional growth and reflection** using classroom observation and analysis of learning outcomes
2. **Engage in structured professional collaborations** using an inquiry approach
3. **Provide professional development** that allows teachers to evaluate and revise their classroom practices
4. **Integrate family and community** to accelerate personal growth and development of students

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Oakland Schools Foundation (California)

1. Teacher development
2. Teacher retention
3. Family engagement with school
4. Family resource center
5. Strategy for partnerships
6. Partnerships with outside organizations
7. Leadership team
8. Principal development
9. Administrative/support staff development
10. Individual giving campaign
11. Grants
12. Fundraising events
13. Development of a diversified fundraising plan



1. Teacher recruitment
2. Student recruitment
3. Family integration in communications
4. Staff buy-in of marketing
5. Materials and making use of them
6. Connecting with the funding community
7. School-wide events

1. Classroom standards/instructional alignment
2. Integration of school programs
3. Training programs
4. Data management
5. Operations and administration
6. Program assessment and evaluation
7. Budget management
8. Fundraising resources

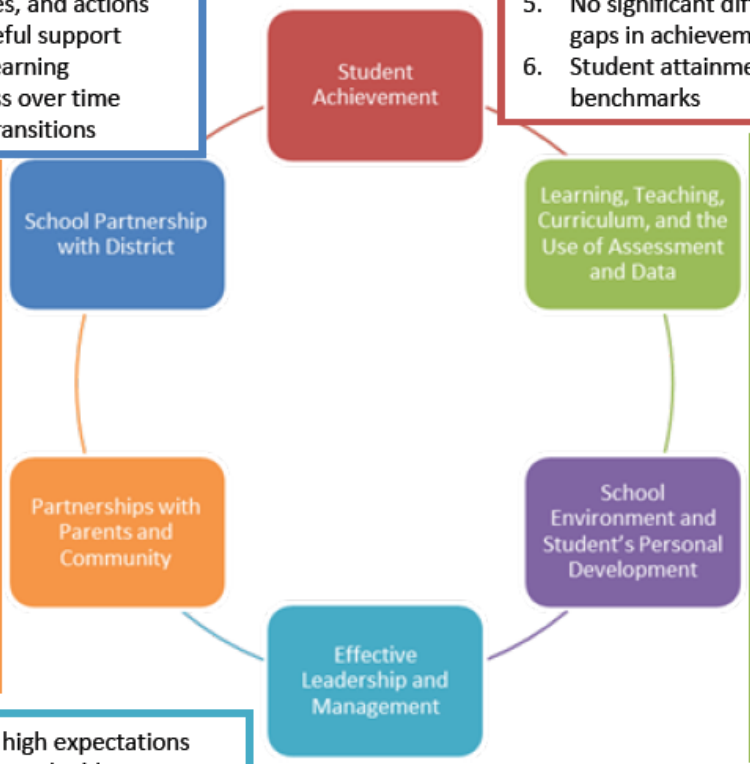
OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland USD/Cambridge Education

1. District evaluates school based on clear, consistent criteria
2. District appropriately supports fiscal, academic, and operational activities of the school
3. District leadership helps schools impact students
4. The district accountability systems, strategies, and actions balance monitoring progress and timely, useful support
5. Governance and policies focus on student learning
6. District monitors and tracks student progress over time
7. District helps schools manage key student transitions

1. Standardized test results compare positively with averages
2. Results compare positively with those of similar schools
3. Achievement of students has improved over the past years
4. All students have made appropriate progress at the school
5. No significant differences in achievement by subgroups; gaps in achievement are substantially narrowing
6. Student attainment goals are challenging and have interim benchmarks



1. School builds positive relationships with parents and engages them as partners
2. Teachers regularly provide parents and students with clear, focused feedback
3. Parents encouraged to advocate for their children and positively impact learning
4. School encourages teachers, students and parents to interact
5. Parents and families encouraged to participate in school improvement
6. School celebrates diversity of community and accomplishments of students
7. School partners with local organizations to enhance, support and promote the academic, personal, social and cultural growth of the students

1. Clear, measurable, aligned learning objectives for students
2. Students understand expectations
3. Students challenged and motivated
4. Teaching meets needs of all students
5. Professional learning raises teacher performance and student learning
6. Challenging curriculum is consistent and effective
7. Curriculum is aligned to standards
8. Homework and extended activities reinforce learning
9. Interim benchmarks inform instruction
10. Professional learning communities allow for teacher collaboration
11. Assessments aligned with essential learning based on the standards
12. Teachers use data to guide learning

1. School vision includes challenging goals and high expectations
2. Long and short term plans build on strengths and address gaps
3. Leadership takes responsibility for specific tasks, execution of action plans, and completion of interim milestones
4. Leadership ensures high standards
5. School leaders monitor individual student progress and use data effectively through a continuous improvement cycle to improve learning
6. School leaders put in place effective human resource procedures to recruit, place, and evaluate staff quality
7. School maximizes the use of fiscal and material resources, including technology, to directly impact student learning

1. Students behave well and have positive attitudes toward learning
2. Safe and welcoming environment with clear rules that are followed
3. Students show initiative, take responsibility for learning, and contribute to the school and wider community in a positive way.
4. Teachers and school leaders understand and respect each student's background and culture
5. Students form constructive relationships with one another and adults
6. Atmosphere free from oppressive behavior and encourages risk-taking, exploration, and support
7. The school effectively promotes attendance and eliminates truancy

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland USD/Office of Charter Schools

1. Achieves program goals and student learning objectives
2. Demonstrates high expectations for student achievement
3. Provides challenging curriculum
4. Implements learning experiences that engage students
5. Allocates appropriate resources

6 Promotes academic risk-taking
7 Productively engages parental and community involvement
8 Shared Vision
9 Broad stakeholder accountability

Evaluation Scale:

1. Unsatisfactory
2. Inadequate
3. Underdeveloped
4. Proficient
5. Excellent

1. Creates/monitors financial plans to implement school program
2. Conducts annual financial audit
3. Establishes clear fiscal policies
4. Ensures financial resources are directed to school's purpose: student achievement of learning goals

1. Effectively communicates and engages stakeholders
2. Implements defined educational program
3. Generates/sustains school culture conducive to student and adult learning
4. Actively monitors & evaluates
5. Regular public reports on school progress
6. Treats all individuals with fairness, dignity and respect

1. Ensures that policies are implemented in fair & consistent manner
2. Monitor trends, issues, & changes in charter school environment
3. Seek input from impacted stakeholders
4. Enact polices that respect diversity and practices that are inclusive
5. Actively engage charter authorizer in monitoring school's program

1. Uses data for self-examination and improvement
2. Establishes benchmarks and a variety of accountability tools for monitoring student progress
3. Establishes short and long-term goals
4. Uses student assessment results to improve curriculum and instruction
5. Uses assessment and evaluation results to guide allocation of resources

OAKLAND UNIFIED SCHOOL DISTRICT

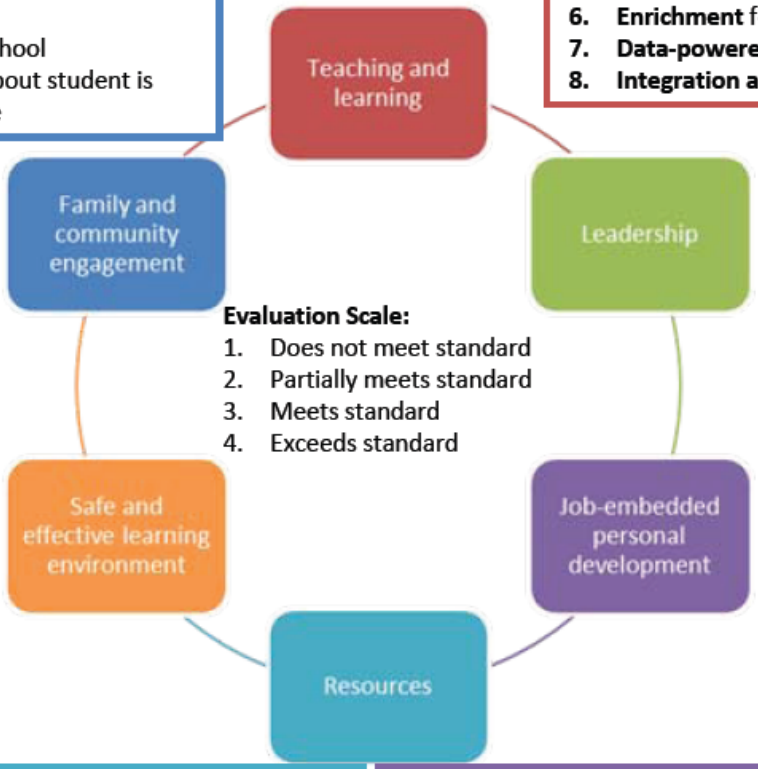
Community Schools, Thriving Students

Washington DC Public Schools

1. **Collaboration** – family engagement plan promotes collaboration with parents and community
2. **Involvement and outreach** activities allow families and community to participate in the life of the school
3. **Customer service** helps students, parents, and community feel welcomed
4. **Community resources** are utilized by school
5. **Communication** by school to parents about student is regular, systematic, and comprehensive

1. **Standards/goal-based instruction** – 4 item checklist
2. **Instructional delivery** – 9 item checklist
3. **Classroom environment and structures** – 4 item checklist
4. **Standards-aligned assessments** – 3 item checklist
5. **Intervention** for struggling students
6. **Enrichment** for advanced students
7. **Data-powered improvement cycle** for instruction quality
8. **Integration and inclusion** for students with disabilities

1. **School-wide discipline policy** is equitable and enforced
2. **School wellness staff** supports students collaboratively
3. **Instructional staff collaboration** supports students academically and socially/emotionally
4. **Classroom culture** is welcoming, positive, and student-centered
5. **Safety** of students in building and environment



1. **Instructional leadership**
   - A. School instructional vision
   - B. Instructional expectation
   - C. Learning organization
   - D. Continuous monitoring
2. **Organizational leadership**
   - A. Operations and management
   - B. Focused environment
3. **Leadership of people**
   - A. Style
   - B. Presence and viability
   - C. Relationships

1. **Staffing** is efficiently allocated to support high quality teaching/learning
2. **Funding** is efficiently allocated to support high quality teaching/learning
3. **Time** is efficiently allocated to support high quality teaching/learning
4. **Systems** are in place to identify and fund instructional priorities
5. **Data** is utilized to measure impact of spending on student achievement

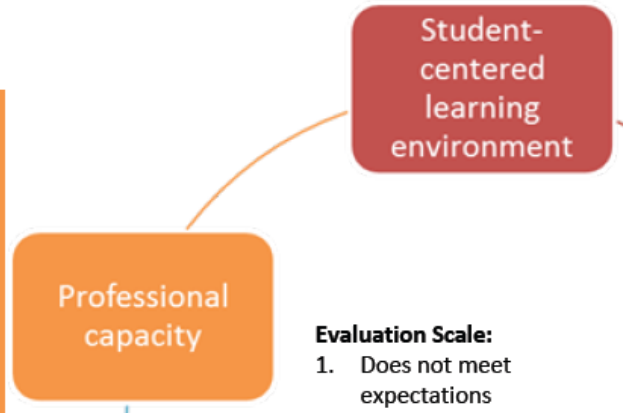
1. **Professional development** aligned to instructional vision
2. **Adult learning** best practices are utilized to improve teachers
3. **Professional learning community** is supported by tools for accountability
4. **Instructional coaching** is provided to promote high-quality teaching
5. **Individualized support** provided for teachers to meet expectations

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SF Quality Review Rubric

1. Order and safety
- A. Safe campus
- B. Clean, orderly and welcoming facilities

2 Academic press
- A. Academic performance underlies basis for all school decisions
- B. Well-defined, high expectations for all students and teachers



1. Quality of human resources
- A. Content knowledge
- B. Instructional knowledge
- C. Understand student background
- D. Resource knowledge

2. Quality of professional development
- A. Focused design
- B. Innate teacher desire to improve

3. Professional dispositions and professional community
- A. Teachers have space to try and discuss new ideas
- B. Strong collaboration between teachers

Evaluation Scale:
1. Does not meet expectations
2. Approaching expectations
3. Meets expectations
4. Exceeds expectations

1. Teacher's ties to the community
- A. Frequent teacher-parent meetings
- B. Strong teacher-student relationships and understanding
- C. Engagement with community
- D. Understanding of community issues

2. Parent involvement
- A. Volunteerism
- B. Frequent updates on student progress
- C. Easy access to information

1. Instructional leadership
- A. Clear vision and expectations
- B. Provide teachers with necessary systems and support
- C. Track student progress and intervene quickly when necessary

2. Inclusive, facilitative leadership
- A. Rally teachers, parents, and community around cause
- B. Build consensus and share decision-making power

3. Program continuity for students between teachers

1. Curriculum alignment
- A. Standards-based, rigorous, and aligned-with district standards
- B. Coordinated across grade level
- C. Regularly evaluated and adjusted

2. Basic teaching skills

3. Instructional emphasis on application (over testing)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Universal Standards

In the following Pages, the standards that have been researched have been grouped to represent where we identified patterns or similarities. The preceding number is associated with the original set of standards that they derived from. This was the precursor to developing our "Community Expectations."

CRITERIA1: Ensuring Thriving Students and Healthy Communities

1.9. The school's achievement results are comparable to those of similar populations of students in the district/state
1.2. The school's results compare positively with those of similar schools.
1.8. A quality school achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended.

1.11. Students of all abilities make measurable progress in each class, grade and subject during their time in the school
1.4. The students have made appropriate progress during their time in school and during any given grade level including special education and gifted and talented students.
1.12. Special education students make progress in their achievement levels
1.13. English language learners make progress in their achievement levels
1.14. Gifted and talented students and higher achieving students make progress

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CRITERIA 2: Quality Learning Experiences for All Students

Learning Objectives

2.17. Learning objectives are clear, measurable, understood by students and aligned with essential learning standards.
2.41. Standards-based Instruction: Create objective-driven lesson plans
2.42. Instructional Delivery: Focus students on lesson objectives
2.87. Learning objectives are clear, measurable and understood by students

Variety of learning tasks that engage and challenge; higher levels of learning

2.19. Instruction provides challenge and creates high levels of student motivation and engagement in a full range of learning tasks including problem solving, analysis, and the application of knowledge and skill in unfamiliar contexts.
2.28. Implements and directs learning experiences (consistent with the school's purpose) that actively engage students.
2.44. Instructional Delivery: Engage all students in learning
2.48. Instructional Delivery: Probe for higher-level understanding
2.70. Instruction for Engaged Learning: High performing and equitable schools utilize effective instructional strategies which provide students with varied, flexible, and active learning experiences responsive to their diverse 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. The classroom is a safe environment to discuss, critique and study issues of equity in society.
2.78. Students are given responsibility for, and are involved in, their own learning. They are provided with opportunities for independent thinking and problem solving
2.88. Instruction provides academic rigor and engagement through a commitment to a common core, critical thinking and the active use of knowledge
2.91. Students demonstrate rigorous thinking through opportunities to work collaboratively, compare data, solve problems and become critical thinkers

Variety of learning tasks that meet need for differentiation

2.31. Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products
2.20. A variety of teaching methods and learning opportunities are used to meet the differential needs of students.
2.45. Instructional Delivery: Target multiple learning styles
2.47. Instructional Delivery: Respond to student misunderstanding
2.63. Learning and Teaching: Consistent and quality classroom practices, routines, and teaching strategies
2.79. Students respond well to opportunities for collaborative working
2.84. Teachers use questioning strategies that promote higher level thinking and problem solving
2.85. Teaching reflects strategies that appropriately meet the needs of diverse learners

Students managing their own learning

2.92. Students play an active role in managing the quality of their own learning and in developing an individualized learning plan for improvement
2.38. Standards-based Instruction: Develop annual student achievement goals
2.39. Standards-based Instruction: Student articulation of own achievement goals

Challenging, rigorous curriculum that meets various needs

2.69. Meaningful and Challenging Curriculum: High performing and equitable schools offer a curriculum which engages students in authentic, challenging, and meaningful learning by responding to students' needs and experiences, incorporating their cultural and linguistic competencies, and integrating content across core subject areas.
2.21. Challenging curriculum is implemented with consistency and effectiveness with opportunities provided for all students to have the prerequisite knowledge and skill needed to access difficult content.
2.27. Provides a challenging and coherent curriculum for each individual student.

2.30. Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards
2.74. The curriculum is designed to meet the individual learning needs of all students
2.75. The curriculum provides students with a broad range of learning experiences
2.95. The curriculum supports student learning and teachers employ a wide range of methods, activities and curriculum interventions in all subject areas
2.94. The curriculum enables students to develop a wide range of skills and knowledge and motivates learning

Curriculum aligned to standards

2.93. The school aligns the curriculum to State and district standards and creates effective plans, timeframes and benchmarks to support effective learning for all students
2.22. The curriculum is aligned with state standards and is implemented through a variety of learning opportunities that motivate students to acquire a breadth of knowledge and skill.
2.30. Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards
2.40. Standards-based Instruction: Create standards-based unit plans and assessments
2.62. Learning and Teaching: Curriculum aligned to both state and college-readiness standards
2.73. The curriculum and instructional programs are aligned to the Standard Course of Study
2.81. Teaching is aligned with the derived, written and posted Standard Course of Study objectives

High Expectations for all

2.96. Curriculum planning demonstrates a commitment to high expectations and a belief that all students can learn and make progress
2.26. Demonstrates high expectations for student achievement.
2.67. High Standards for All Students: High performing and equitable schools adopt high standards in core content areas and expect all students to achieve them. These goals and standards are linked to a student assessment system.
2.68. Implementation of High Standards and Supports for All Students to Reach High Standards: High performing and equitable schools implement high standards across all content areas and provide needed supports to ensure all students can attain those standards.
2.80. Students respond to the high expectations for achievement set by teachers

Extended learning

2.23. Homework and extended day/week activities are used to reinforce learning, expand opportunities for high achievers and provide struggling students with time to scaffold and accelerate their learning.
2.58. Intervention: The school ensures additional instruction and learning time is provided for struggling students who require it to meet academic standards.
2.97. Homework and extended-day activities are used to reinforce and extend what is learned in school

Multiple forms of data to guide instruction

2.86. Teachers use a variety of strategies, data, and information to assess all students' achievement of learning objectives. Information derived is used to inform instruction and make adjustments to teaching as necessary
2.64. Learning and Teaching: Utilization of diverse student-level data to drive instructional improvement
4.145. Teachers use multiple forms of data to guide and develop learning for both students and themselves

Assessment to guide teaching and re-teaching

2.90. Teachers use multiple assessment data to plan instruction and activities to match the identified learning needs of individual students
2.35. Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level
2.46. Instructional Delivery: Check for and respond to student understanding during the lesson
2.55. Standards-aligned Assessments: Assess student progress
2.56. Standards-aligned Assessments: Track student progress data

2.57. Standards-aligned Assessments: Improve practice and re-teach in response to data
2.99. State and local assessment data are available in time to impact instructional practices.
2.100. Teachers use assessment data to inform their instruction.

Safe, positive classroom culture that promotes academic engagement

2.29. Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism.
2.33. Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults
2.51. Classroom Environment and Structures: Interact positively and respectfully with students
2.52. Classroom Environment and Structures: Student behavior
2.53. Classroom Environment and Structures: Reinforce positive behavior
2.54. Classroom Environment and Structures: Address inappropriate, off-task, or challenging behavior
2.66. Learning and Teaching: Pyramid of academic interventions
2.89. Teachers create a learning environment that supports students and encourages them to learn through the use of accountable talk

Teacher context for creating quality learning

2.82. Teachers work collaboratively to plan lessons which are effective and improve instruction
2.65. Learning and Teaching: Individual and common planning for effective instruction
2.101. Teachers are encouraged to try new things to improve instruction.

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CRITERIA 3: Safe, Supportive, & Healthy Learning Environments

Students behave well

3.102. Students behave well and have positive attitudes toward learning demonstrated by high expectations for themselves and engagement in lessons guided by a challenging curriculum
3.126. Students behave well, form secure relationships and develop personal and social maturity
3.136. Students follow rules of conduct.

School creates environment of good behavior and safety

3.103. The school maintains a safe, well-ordered, and welcoming environment with clear rules, routines, and consequences that are well communicated, understood, and consistently followed by students, teachers, and families.
3.110. School-wide Discipline Policy: The school has a comprehensive discipline policy that is equitable and consistently enforced. Discipline data is used to inform policies.
3.114. Safety: The school supports students in a safe, healthy, and orderly environment. The building is safe and clean
3.117. Adults and students live a school code of conduct aligned to the school's vision, mission, and values
3.120. The school's policies and practices ensure a safe, orderly, and secure school climate
3.125. The school ensures that school rules and consequences are clearly defined, communicated, and understood by students, teachers, and parents
3.127. The school creates a climate of clear and high academic behavioral and social expectations which are fully embraced by the school community.
3.135. Students understand expectations for their conduct.
3.137. Policies and procedures about student conduct are clearly understood by the faculty.
3.138. Administrators consistently enforce rules for student conduct.
3.139. Administrators support teachers' efforts to maintain discipline in the classroom.
3.140. Teachers consistently enforce rules for student conduct.
3.141. The faculty works in a school environment that is safe.

Students take responsibility for the environment

3.104. Students show initiative, take responsibility for their learning, and contribute to the school and wider community in a positive way.
3.122. Students show initiative, take responsibility, and contribute to the school community
3.130. The school creates opportunities for students to show initiative, take responsibility and contribute within the school and the wider community

Respectful, positive climate

3.113. Classroom Culture: The school provides a welcoming learning environment that is positive and student-centered. Adult-adult and student-adult interactions can be described as positive and respectful.
3.106. Students form constructive relationships with one another, with teachers and other adults
3.128. The staff and the students develop nurturing relationships based on high expectations and mutual care, dignity and respect

Environment free from oppression

3.107. Students work in an atmosphere free from oppressive behavior and participate in cooperative learning where peers encourage risk-taking, exploration, and support each others' learning
3.109. Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism
3.123. Students work in an atmosphere free from oppressive behaviors

Attendance, truancy

3.124. Students and teachers respond well to the school's effective measures to promote good attendance and behavior and to eliminate truancy and violence

3.108. The school measures for promoting attendance and eliminating truancy are effective
3.131. The school commits to clear and high standards for attendance and punctuality levels through appropriate policies and procedures.

Facility space

3.134. The physical environment of classrooms in the school supports teaching and learning.
3.119. The school environment is friendly, well-ordered, and welcoming
3.133. Teachers have adequate space to work productively.

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CRITERIA 4: Learning Communities Focused on Continuous Improvement

Individualized Approach to Professional Learning

4.162. Individualized Support: Each teacher has the support they need in order to meet school and district expectations for effective instruction. (*example of a PD best practice)*
4.172. School leaders create opportunities for coherent and effective professional development in response to individual teacher and student needs
4.178. Professional development is differentiated to meet the needs of individual teachers. (*example of a PD best practice)*

Effective Professional Development

4.153. Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes
4.159. Adult Learning: Professional development reflects best practices in adult learning, promotes reflection, and presents content and pedagogy in a way that impacts teacher practice.
4.174. Sufficient resources are available for professional development (including all opportunities, formal and informal, where adults learn from one another about teaching and learning). (*example of a PD best practice)*
4.175. An appropriate amount of time is provided for professional development. (*example of a PD best practice)*
4.176. Professional development offerings are data driven. (*example of a PD best practice)*
4.179. Professional development deepens teachers' content knowledge. (*example of a PD best practice)*
4.180. Teachers are encouraged to reflect on their own practice. (*example of a PD best practice)*
4.181. Follow up is provided from professional development. (*example of a PD best practice)*
4.183. Professional development is evaluated and results are communicated to teachers. (*example of a PD best practice)*

Professional Learning s Aligned

4.165. Professional Growth Tied to the School's Vision of Teaching and Learning: In high performing and equitable schools, teachers and staff are continuously engaged in a broad variety of professional development and individual learning activities, consistent with the school's vision of teaching and learning. These activities connect them to other teachers and schools, to larger professional communities, to technical support providers, and to students, parents and neighborhoods of the school.
4.158. Professional Development: The school provides a comprehensive, school-wide professional development model that is clearly aligned to the instructional vision. (*example of a PD best practice)*
4.177. Professional development opportunities are aligned with the school's improvement plan. (*example of a PD best practice)*
4.161. Instructional Coaching: Ongoing coaching is provided to ensure the consistent implementation of the school's academic program and to promote high-quality classroom instruction. (*example of a PD best practice)*

Professional learning that impacts student learning

4.143. Teachers participate in professional learning—whether in a professional learning community or sponsored by the district or network—that has a demonstrable impact on teacher performance and student learning
4.182. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices. (*example of a PD best practice)*
4.184. Profession development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs. (*example of a PD best practice)*
4.185. Professional development enhances teachers' abilities to improve student learning. (*example of a PD best practice)*
4.187. Provided supports (I.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.

Data-based Inquiry Cycle

4.166. A Culture of Data-based Inquiry: In high performing and equitable schools, teachers and administrators regularly collect, disaggregate, and analyze data about student and school **performance for** the purpose of continuous improvement

toward realizing the goals of excellence and equity. They regularly evaluate the implementation and effectiveness of the educational program and the organizational processes needed to support excellence and equity.
2.34. Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level
2.36. Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends
2.60. Data Powered Improvement Cycle: The school has a shared data-inquiry process which is used to analyze quantitative and qualitative data measures and improve instruction.
4.146. A quality school uses information sources, data collection, and data analysis strategies for self-examination and improvement
4.149. A quality school uses student assessment results to improve C&I

Professional Learning Communities

4.144. Teachers collaborate in professional learning communities to develop common lessons and tasks and use students work to share and calibrate judgments of student progress, target assistance or intervention, and focus learning content
4.152. Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning
4.160. Professional Learning Community: Teacher collaboration targets a school-wide focus on learning and is supported by tools for accountability.
4.164. Collaboration to Improve Teaching and Learning: Members of a high performing and equitable school community work collaboratively to improve teaching and learning.
4.186. Teachers work in professional learning communities to develop and align instructional practices.

School program evaluation

4.156. Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time
4.150. A quality school uses the results of evaluation and assessment as basis for allocation of resources for programmatic improvement
4.154. Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school
4.155. Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school
4.157. Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies
4.171. The school leadership team monitors the effectiveness of instruction by measuring student achievement in observations, by analyzing student data and work, and by monitoring teachers' planning

Focus for Professional Learning

4.167. Disparities in student achievement are being addressed
4.168. The school addresses the specialized needs of students with disabilities
4.169. The school addresses the specialized needs of students with Limited English Proficiency (LEP)

Inclusion

4.163. Decision-making which Creates and Sustains a Norm of Collective Responsibility for Improving Student Achievement: In high performing and equitable schools, all members of the school community are empowered to effect individual and school change and to give input, be represented or otherwise participate in key decisions about curriculum and instruction, school organization, governance, and matters concerning the needs of individual students. Such broad and inclusive participation in decision-making creates and sustains a norm of taking collective responsibility for improving student achievement.
4.170. The Professional Learning Community is inclusive and cohesive

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CRITERIA 5: Meaningful Student, Parent and Community Engagement/Partnerships

Parent Communication, outreach, engagement

5.200. Involvement and Outreach: The school has activities and programs which allow parents and community members to participate in the life of the school. The school proactively and diligently works to bring in parents and the community, including families who cannot get to school.
5.188. The school regularly communicates and works with parents to build positive relationships and to engage them as partners in their children's learning
5.195. A quality school productively engages parental and community involvement as a part of the school's support system
5.199. Collaboration: The school works in constant collaboration with parents and the community, proactively seeking their contributions.
5.205. Active Parent Engagement: In high performing and equitable schools, parents and community members are active participants in student learning and the school.
5.209. Communication between home and school is ongoing, two-way, and purposeful
5.211. Parent/guardian involvement is solicited to enhance the work of the school
5.222. The school does a good job of encouraging parent/guardian involvement.
5.213. The school communicates, in native languages where appropriate, and works with parents to build relationships and to engage them as partners
5.224. Parents/guardians know what is going on in the school.

Parent communication re: student learning

5.189. Teachers regularly provide parents and students with clear, focused information that explains the progress that the student is making, what they need to do to improve and potential pathways to college and the demands of work
2.37. Engage in an open exchange of information with students and families regarding students' learning needs and outcomes
5.203. Communication: The school has a regular, systematic way of communicating to parents about student progress, school events, SST and IEP meetings, and important information pertaining to their child's success.
5.210. Parents/guardians receive quarterly progress reports which are clear, and useful in helping them understand their child's achievement levels as well as next steps in learning
5.214. Teachers provide regular information for parents about students' academic and social progress and the expectations of standards
5.223. Teachers provide parents/guardians with useful information about student learning.
5.225. Parents/guardians support teachers, contributing to their success with students.

Parent engagement in student learning

5.215. The school provides opportunities for parents to better enable them to support their children's academic and cultural development
5.191. The school creates regular opportunities for students and families to contribute to what the student is learning by developing programs that encourage teachers, students and parents to interact
5.204. Families are engaged in supporting their child's/youth's learning, conduct, and college/career planning

Community partnerships

5.194. The school creates partnerships with local organizations and community groups to assess and access the assets of the community that can enhance, support and promote the academic, personal, social and cultural growth of the students
5.198. Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students
5.202. Community Resources: The school maximizes the use of community resources (CBOs and FBOs) in order to support the educational program and enhance student achievement.
5.206. Use of External Partnerships: The high performing and equitable school and its immediate community garner resources and support from the wider community.
5.212. Partnerships are fostered through positive collaboration with community stakeholders to support students' learning

5.217. The school creates partnerships with external agencies to support the academic, social, personal and cultural growth of the students
5.221. The school maintains clear, two-way communication with the community.
5.226. Community members support teachers, contributing to their success with students.
5.227. The community served is supportive of the school

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CRITERIA 6: Effective School Leadership & Resource Management

Creates Student-Centered Vision and Aligns Staff and Community Culture to Vision

High Expectations and Prioritizes Impact on Student Learning, Achievement, and Success

6.231. School leadership ensures its policies, goals, and strategies promote high standards; are measured by their impact on student learning
6.296. The principal creates a vision of continuous development and high expectations, and inspires shared commitment to improve
6.244. Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success
6.275. Belief-based, Goal-driven Leadership: Leader consistently demonstrates belief in the potential of every student to achieve at high levels
6.281. A Primary Focus on High Expectations for All Students: High performing and equitable schools create and sustain a coherent vision of high expectations for all students.
6.287. The leadership and management team organizes time, people, and money based on a long term instructional vision for the school that is based on high expectations for all students and is driven by the school's specific needs (as reflected in the SIP)

Clear Goals Communicated Effectively

6.248. Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community
6.237. Effectively communicates and engages stakeholders in the vision and mission of the school
6.249. Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support
6.251. Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community
6.252. Instructional Vision: There is a school-wide focus on teaching and learning. Teachers and staff understand the vision and are able to consistently articulate it.
6.323. The faculty and leadership have a shared vision.

Shared Vision

6.228. A shared commitment to a vision of the school includes challenging goals grounded in high expectations for all students and a common picture of high quality learning and teaching
6.236. Shares its vision among the school community and demonstrates its mission in daily action and practice
6.280. A Shared Vision: A high performing and equitable school's vision is shared by students, teachers, staff, parents, and community members and is created and maintained through an inclusive process.

Inclusive, Respectful, Trusting School Culture

6.239. Generates and sustains a school culture conducive to student learning and staff professional growth
6.258. Style: The school leader's leadership style invests all stakeholder groups in building a culture of inclusiveness, collegiality, and collaboration.
6.252. Instructional Vision: There is a school-wide focus on teaching and learning. Teachers and staff understand the vision and are able to consistently articulate it.
6.324. There is an atmosphere of trust and mutual respect in the school.

Develop and Execute Action Plan To Reach Goals

Develop and Execute Short- and Long-Term Plan To Reach Goals

6.229. A long term strategic plan and an annual/short-term action plan build on strengths and address gaps between the current and envisioned state of the school. These strengths/improvement needs have been identified through a careful evaluation of the school
6.236. Shares its vision among the school community and demonstrates its mission in daily action and practice
6.238. Consistently puts into practice the educational program outlined in its (school plan)
6.297. The school leadership team and teachers create and implement policies and practices that enable the school to run smoothly and to provide a climate conducive to learning.
2.32. Make strategic organizational decisions to support the school's instructional goals and meet student learning needs

Communicate Plan Clearly and Effectively

6.290. The leadership and management team demonstrates effective communication skills. This practice enables the school to run smoothly
6.332. School leadership effectively communicates policy.
6.288. The leadership and management team defines specific responsibilities for staff at all levels consistent with this vision (as reflected in the SIP)

Delegate Leadership Responsibilities/Autonomy

6.230. Leadership is distributed through professional learning communities (PLC's), collaborative planning, and individuals and teams taking responsibility for specific tasks, execution of action plans, and completion of interim milestones
6.336. Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).
6.315. Teachers are recognized as educational experts.
6.316. Teachers are trusted to make sound professional decisions about instruction.
6.317. Teachers are relied upon to make decisions about educational issues.
6.318. Teachers are encouraged to participate in school leadership roles.
6.319. The faculty has an effective process for making group decisions to solve problems.
6.320. The staff takes steps to solve problems.
6.321. Teachers are effective leaders in this school.
6.322. Teachers have an appropriate level of influence on decision making.

Recruit, Maintain, Develop and Evaluate Talent

Recruit and Maintain

6.233. The principal and the leadership team put in place effective human resource procedures to recruit, place, and regularly evaluate the quality of teachers and other school staff.
6.260. Relationships: The school leader promotes positive interpersonal relationships, fostering an environment in which teachers feel supported by the school leader.
6.267. Recruitment, selection, and placement of aligned staff
6.326. The school leadership consistently supports teachers.

Development of program effectiveness

6.254. Learning Organization: The school leader views the school as an organization of continual learning. He/she uses professional development to expand the capacity of his/her team and to nurture shared decision-making and problem solving.
6.250. Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level
6.255. Continuous Monitoring and Reflection: Accountability systems are in place for effective, ongoing monitoring, reflection, and evaluation of teaching practice.
6.266. Individual and common planning for effective instruction
6.268. Consistent feedback and professional learning to drive instructional improvement
6.270. High-performing instructional leadership team
6.283. The leadership and management team guides and supports continuous improvement in curriculum and instruction to promote student achievement

6.284. The leadership and management team is visible in classrooms and planning meetings to coach and support staff. The Professional Learning Community (PLC) promotes collaborative practices.
6.285. The leadership and management team sufficiently and strategically deploys instructional expertise to coach and support staff
6.289. Working as a Professional Learning Community, the leadership and management team leads an effective instructional team, which supports and develops all teachers
6.300. School leaders create opportunities for coherent and effective professional development in response to individual teacher and student needs
6.311. Teachers have sufficient training and support to fully utilize the available instructional technology.
6.314. Teachers have sufficient access to a broad range of professional support personnel (including school counselors, nurses, school psychologists and social workers, library media specialists, etc.).
6.330. Teachers receive feedback that can help them improve teaching.

Evaluate

6.299. The school leadership team monitors the effectiveness of instruction by measuring student achievement in observations, by analyzing student data and work, and by monitoring teachers' planning
6.253. Instructional Expectations: Teachers and staff understand and consistently implement a discrete set of school-wide instructional expectations.
6.255. Continuous Monitoring and Reflection: Accountability systems are in place for effective, ongoing monitoring, reflection, and evaluation of teaching practice.
6.269. Monitoring and management of staff performance
6.327. Teachers are held to high professional standards for delivering instruction.
6.329. Teacher performance is assessed objectively.
6.331. The procedures for teacher evaluation are consistent.
6.333. The faculty is recognized for accomplishments.

Manage Resources Effectively to Promote Learning

Time

2.72. Using Time to Support Learning: High performing and equitable schools organize class time and school schedules to maximize student and adult learning, teacher planning and collaboration, and school/community communication and involvement.
6.263. Time is sufficiently and appropriately allocated and/or utilized to support high-quality teaching and learning.
6.272. Time use aligned to school-wide goals
6.287. The leadership and management team organizes time, people, and money based on a long term instructional vision for the school that is based on high expectations for all students and is driven by the school's specific needs (as reflected in the SIP)
6.292. The development of the school's master schedule is data driven and is structured strategically
6.304. Teachers are allowed to focus on educating students with minimal interruptions.
6.306. Efforts are made to minimize the amount of routine paperwork and documentation teachers are required to do.
6.307. Teachers have sufficient instructional time to meet the needs of all students.
6.308. Teachers are protected from duties that interfere with their essential role of educating students.
6.303. Teachers have time available to collaborate with colleagues.
6.305. Teachers' non-instructional time (for collaboration, planning, meetings/conferences, including with students and families) is sufficient.

People

6.287. The leadership and management team organizes time, people, and money based on a long term instructional vision for the school that is based on high expectations for all students and is driven by the school's specific needs (as reflected in the SIP)
6.235. Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement

6.261. Current school staffing is appropriately allocated and/or utilized to support high-quality teaching and learning.
6.302. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.
6.335. Teachers are assigned classes that maximize their likelihood of success with students.

Money
6.264. The school has a system in place to identify instructional priorities and align budgeting decisions and resource allocation to those priorities.
6.234. The school effectively maximizes the use of fiscal and material resources, including technology, to directly impact student learning
6.262. Current school funds are appropriately allocated and/or utilized to support high-quality teaching and learning.
6.265. The school uses data to ensure that all funding determinations are directed to improving student achievement.
6.273. Budget, external partnerships, and facilities aligned to strategic plan
6.287. The leadership and management team organizes time, people, and money based on a long term instructional vision for the school that is based on high expectations for all students and is driven by the school's specific needs (as reflected in the SIP)

Materials
6.234. The school effectively maximizes the use of fiscal and material resources, including technology, to directly impact student learning
6.235. Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement
6.309. Teachers have sufficient access to appropriate instructional materials (including textbooks, curriculum materials, content references, etc.).

Facilities and Technology
6.310. Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.
6.235. Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement
6.273. Budget, external partnerships, and facilities aligned to strategic plan
6.294. The leadership and management team organizes and supports the use of technology
6.295. The school maximizes its use of all available resources, including technology, to support student learning
6.312. Teachers have access to reliable communication technology, including phones, faxes, and email.
6.313. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.

School Structure
6.256. Operations and Management: The school leader ensures that there are systems and structures for smooth daily operations. School management is efficient and effective.
6.257. Focused Environment: The school leader effectively manages the external environment to minimize disruptions to teaching and learning.
6.293. The leadership and management team demonstrates the organizational skills to manage the school
2.71. Organizing for Equity and Success: High performing and equitable schools organize instruction so that all students have equal opportunities to learn to high standards.

Measure Progress Against Goals, Reflect, and Improve

Continuous and Consistent Monitoring of Progress Toward Goals
6.232. The principal and other school leaders consistently monitor individual student progress, are aware of learning impact in every classroom, and use data effectively through a continuous improvement cycle to set priorities, adjust strategies, deploy interventions, differentiate instruction, and focus professional learning
6.240. Actively monitors and evaluates the success of the school's program

6.255. Continuous Monitoring and Reflection: Accountability systems are in place for effective, ongoing monitoring, reflection, and evaluation of teaching practice.
6.271. Tracking of clear and focused school goals and strategy adjustment based on progress
6.286. The leadership and management team monitors and evaluates the instructional program using multiple data sources. The PLC is aware of results and challenges
6.298. The school leadership team collects and analyzes multiple data to evaluate and monitor student and teacher outcomes resulting in Self-evaluation that is comprehensive and accurate.
6.299. The school leadership team monitors the effectiveness of instruction by measuring student achievement in observations, by analyzing student data and work, and by monitoring teachers' planning
6.301. School leaders create benchmarks to monitor the school's progress in meeting its long-term goals
6.328. The school leadership facilitates using data to improve student learning.

Improves in Response to Results

6.279. Resilient Leadership: Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement
6.278. Adaptive Leadership: Leader drives and manages the organizational change process to increase student achievement
6.328. The school leadership facilitates using data to improve student learning.
6.334. The school leadership makes a sustained effort to address teacher concerns about critical teaching conditions.

Good Samaritan: Visible, Courteous, Respectful, Culturally-Aware, and Ethical

6.259. Presence and Visibility: The presence of the school leader is strongly felt throughout the school day and is characterized by positive and productive interactions with students, staff, and the school community.
6.276. Culturally Competent Leadership: Leader develops deep understanding of their urban context and actively moves the expectations of others in order to ensure high academic achievement for every student
6.277. Interpersonal Skills, Facilitative Leadership: Leader builds relationships and facilitates active communities of adults and students dedicated to reaching school goals
6.242. Treats all individuals with fairness, dignity and respect
6.245. Abstains from any decision involving a potential or actual conflict of interest
6.246. Respects diversity and implements practices that are inclusive of all types of learners consistent with the school plan
6.247. Engages community involvement in the school
6.291. The leadership and management team represents the school and/or district appropriately
6.325. Teachers feel comfortable raising issues and concerns that are important to them.

CRITERIA 7: High Quality Central Office In Service of Quality Schools

No universal standards identified in this area. Very few districts established quality standards for the central office. In place of this, many districts have developed performance standards for individual departments; however these are not consistent with the role and intent of quality standards to be set forth here.

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Unique Standards

CRITERIA 1: Ensuring Thriving Students and Healthy Communities

1.1. The school's results in state and other standardized tests compare positively with state and national averages.

1.3. The achievement of students has improved over the past years.

1.5. There are no significant differences in the achievement by students of different subgroups: disadvantaged, English learners, ethnicity, gender; any gaps in achievement are substantially narrowing over time.

1.15. There is consistency in the achievement and progress of students in different groups, including by gender, ethnicity and social and economical disadvantage

1.6. The school's challenging student attainment goals have interim benchmarks to assure it is on course to meet/exceed them for all students.

1.7. A quality school achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and state and federal standards

1.10. The school is achieving high standards or is improving based on NC ABC program expectations

1.16. The school's implementation of improvement plans and measurable goals is effective in raising student achievement

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CRITERIA 2: Quality Learning Experiences for All Students

Understand Expectations and provide opportunities/tools to manage their learning

2.18. Students understand expectations, what is considered "proficient," and use examples/rubrics to monitor/manage their own learning.

2.37. Engage in an open exchange of information with students and families regarding students' learning needs and outcomes

2.98. The curriculum links to the requirements of higher education through the development of a range of higher-order skills which fully prepares students for college life

2.24. All subjects and grade levels make use of interim benchmark assessments provided by the district or network.

2.25. The common assessments are aligned with essential learning based on the standards and outlined in pacing guides.

Academic Press

2.76. Students are making very good progress. The pace of learning is challenging and appropriate for their grade and level of achievement

Use of Instructional Time

2.49. Instructional Delivery: Maximize instructional time

2.77. Students demonstrate a high level of time on task

2.43. Instructional Delivery: Deliver content clearly

2.50. Instructional Delivery: Invest students in learning

2.59. Enrichment: The school ensures opportunities are provided for advanced students in order to continue challenging them.

2.61. Integration and Inclusion: General and special educators work together to effectively serve students with disabilities.

2.83. Teachers demonstrate sound knowledge, skills, and understanding of content/subject taught

CRITERIA 3: Safe, Supportive, & Healthy Learning Environments

Culturally responsive

3.105. Teachers and school leaders take proactive measures to understand and respect each student's background and culture and implement culturally responsive curricular and instructional practices

3.129. The school actively develops the cultural, personal, social and emotional awareness of the students

Facility cleanliness

3.114. Safety: The school supports students in a safe, healthy, and orderly environment. The building is safe and clean

3.132. The school environment is clean and well maintained.

3.111. School Wellness Staff: Internal and external school wellness staff work collaboratively to provide students and families support services necessary to engage students in school.

3.112. Instructional Staff: Instructional staff, in both general and special education, work collaboratively to support student academic and social/emotional success.

3.115. Adults and students champion school vision and mission

3.116. Adults demonstrate personal responsibility for the success of every student

3.117. Adults and students live a school code of conduct aligned to the school's vision, mission, and values

3.121. There is a sense of identity and pride in the school

3.142. Creating Personalized and Nurturing Environments: High performing and equitable schools organize students into cohesive personalized units. They have safe and nurturing learning environments in which students are known.

CRITERIA 4: Learning Communities Focused on Continuous Improvement

Classroom observation for pd

4.151. Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers

Creates benchmarks to measure student progress

4.147. A quality school establishes benchmarks and a variety of accountability tools for monitoring student progress and uses results to improve C&I

4.173. School leaders create benchmarks to monitor the school's progress in meeting its long-term goals

Goal-setting and Planning

4.148. A quality school establishes both long and short-term goals and plans

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CRITERIA 5: Meaningful Student, Parent and Community Engagement/Partnerships

5.216. The school creates frequent opportunities to recognize student achievement with parents and the broader community

Service to Parents

5.201. Customer Service: Students, parents and community members feel welcomed, respected, and valued at the school. Translation is provided as needed, events are scheduled to accommodate families, and excellent student attendance is promoted. Visits to the school are characterized by positive experiences with all staff members.

Parent advocacy

5.190. Parents are encouraged to advocate for their children and to contribute positively to the impact on learning of students

Parent involvement in decision-making

5.192. Parents and families are encouraged to participate in the improvement work of the school and enhancing the quality of decision making processes within the school

5.219. Parents/guardians are influential decision makers in the school.

Parent outreach for cultural responsiveness

5.193. The school embraces opportunities to celebrate with parents the social and cultural diversity of the community and the accomplishments of students and the school

5.218. The school embraces opportunities to recognize and celebrate with parents and the wider community the social, linguistic and cultural diversity of students

School Support for Home learning

5.220. The school works directly with parents/guardians to improve the educational climate in students' homes.

Parent/Community Engagement in Program Evaluation & Evaluation

5.197. A quality school involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process

Supportive School Board and District Relationships

5.207. Supportive School Board and District Relationships: The high performing and equitable school has effective strategies for creating and maintaining relationships with its district and school board that foster political support and enable the school to recognize its vision.

The School as Community Resource

5.208. The School as Community Resource: The high performing and equitable school serves as a community resource and works to strengthen the communities it serves. The high performing and equitable school offers resources such as integrated social, health, and counseling services and courses available to students, parents, and community members as needed.

CRITERIA 6: Effective School Leadership & Resource Management

Creates Student-Centered Vision and Aligns Staff and Community Culture to Vision

Equitable Attitude Toward Learning

6.282. Core Values about Student Learning in light of Individual and Cultural Differences: High performing and equitable schools recognize, value, and incorporate the cultural, socio-economic, linguistic, and learning differences among their students, in all aspects of schooling. The vision includes a specific set of core beliefs about how students learn in light of socio-cultural, racial/ethnic, linguistic, and life-experience differences and a commitment to removing barriers to student success.

6.275. Belief-based, Goal-driven Leadership: Leader consistently demonstrates belief in the potential of every student to achieve at high levels

Partnerships

6.273. Budget, external partnerships, and facilities aligned to strategic plan

6.274. Stakeholder communication and school system relationship managed to ensure a focus on learning

Communicates Progress to School Community

6.241. Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CRITERIA 7: High Quality Central Office In Service of Quality Schools

7.337. The district knows and understands the school's strengths and areas for improvement based on a clear, consistent set of criteria and a common, shared view of effective learning and teaching

7.338. The district has an appropriate range of fiscal, operational and academic systems and supports that help the school stay focused on learning and provide the school with focused and specifically useful assistance as needed

7.339. The district leadership and management team models the planning and action strategies that provide most leverage for helping schools impact student learning

7.340. The district accountability and improvement systems, strategies, and actions provide an appropriate balance of monitoring progress and timely, useful support

7.341. District governance and policies, including the means of executing policy, are effectively focused on student learning and supportive of the schools efforts to raise student achievement

7.342. District information systems provide schools with the opportunity to monitor, disaggregate, and track students and their progress over time

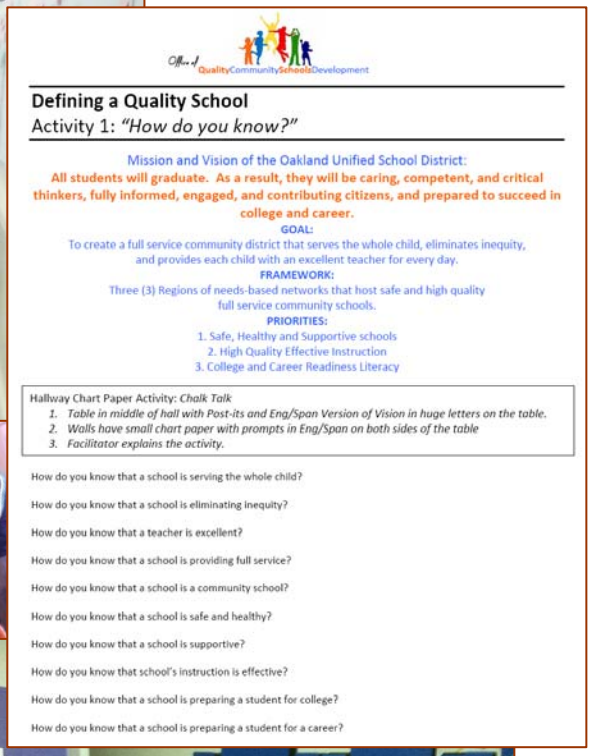
7.343. The district help schools manage key student transitions between grades, among levels of schooling, and between schools.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Expectations

What the best and wisest parent wants for their children, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.

- John Dewey



Defining a Quality School
Activity 1: *"How do you know?"*

Mission and Vision of the Oakland Unified School District:
All students will graduate. As a result, they will be 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

Hallway Chart Paper Activity: *Chalk Talk*
1. *Table in middle of hall with Post-its and Eng/Span Version of Vision in huge letters on the table.*
2. *Walls have small chart paper with prompts in Eng/Span on both sides of the table*
3. *Facilitator explains the activity.*

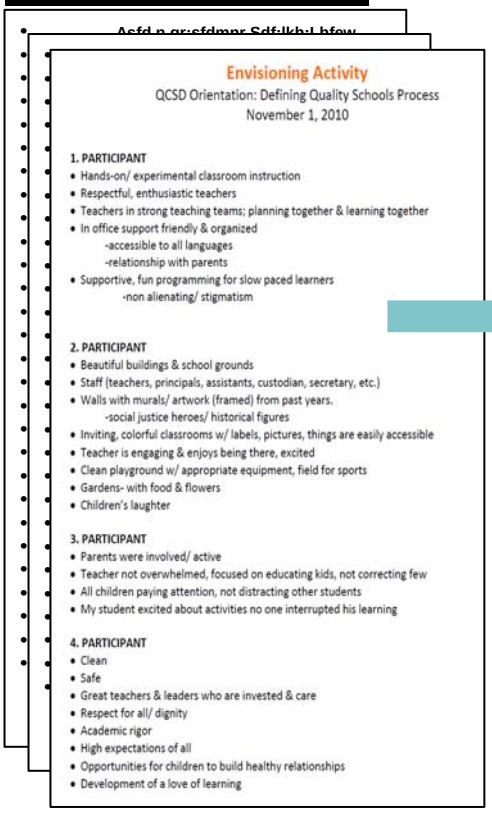
How do you know that a school is serving the whole child?
How do you know that a school is eliminating inequity?
How do you know that a teacher is excellent?
How do you know that a school is providing full service?
How do you know that a school is a community school?
How do you know that a school is safe and healthy?
How do you know that a school is supportive?
How do you know that school's instruction is effective?
How do you know that a school is preparing a student for college?
How do you know that a school is preparing a student for a career?

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Quality Community Schools Strategic Planning

Technical Assistance will …

LISTENING CAMPAIGN RESULTS

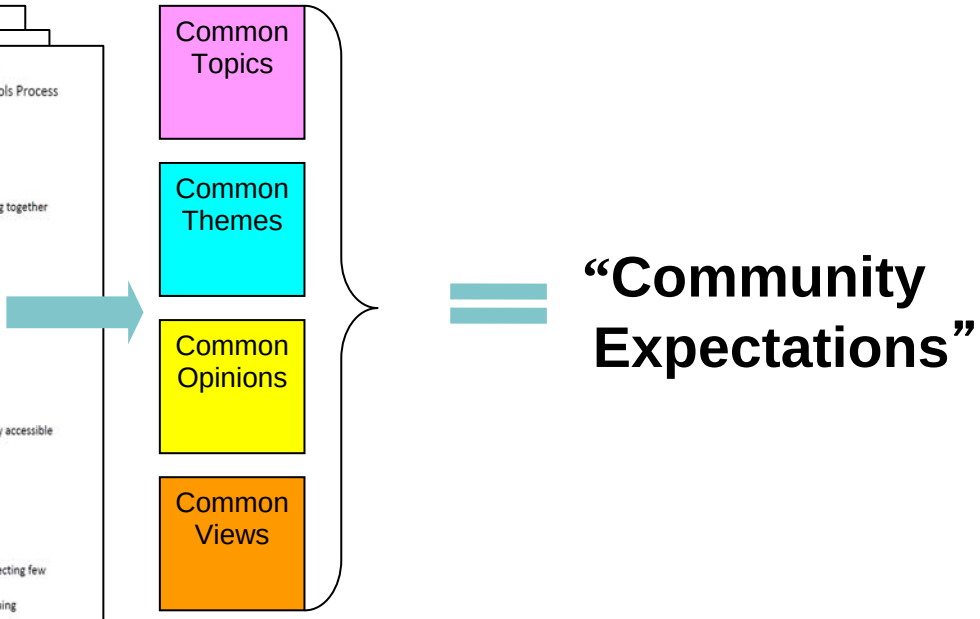

Envisioning Activity
QCSD Orientation: Defining Quality Schools Process
November 1, 2010

1. PARTICIPANT
- Hands-on/ experimental classroom instruction
- Respectful, enthusiastic teachers
- Teachers in strong teaching teams; planning together & learning together
- In office support friendly & organized
  -accessible to all languages
  -relationship with parents
- Supportive, fun programming for slow paced learners
  -non alienating/ stigmatism

2. PARTICIPANT
- Beautiful buildings & school grounds
- Staff (teachers, principals, assistants, custodian, secretary, etc.)
- Walls with murals/ artwork (framed) from past years.
  -social justice heroes/ historical figures
- Inviting, colorful classrooms w/ labels, pictures, things are easily accessible
- Teacher is engaging & enjoys being there, excited
- Clean playground w/ appropriate equipment, field for sports
- Gardens- with food & flowers
- Children's laughter

3. PARTICIPANT
- Parents were involved/ active
- Teacher not overwhelmed, focused on educating kids, not correcting few
- All children paying attention, not distracting other students
- My student excited about activities no one interrupted his learning

4. PARTICIPANT
- Clean
- Safe
- Great teachers & leaders who are invested & care
- Respect for all/ dignity
- Academic rigor
- High expectations of all
- Opportunities for children to build healthy relationships
- Development of a love of learning



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

COMMUNITY EXPECTATIONS DATABASE

QCSD received technical assistance from a wide range of stakeholders, who analyzed the results of the listening campaign on quality schools; identified patterns, trends, and opinions; and developed common themes. This analysis was synthesized by small teams into the following "Community Expectations" which represent the summative voice of the listening campaign participants.

All results of the listening campaign have been placed in a database that allows for continued public scrutiny and for future use in the ongoing development of quality within our public schools. The database contains over 1500 listening campaign responses that can be cross-referenced based on theme, origin of the original prompts, or the associated Community Expectation that they helped to create.

BASIC GROUP INFORMATION

Group #	16	*Note: Groups 3-7 are not populated because their results were not comprehensive*
Chalk Talk Question	CT F.Effective Instruction	
Date	3-Mar	
Group Participants	David Chambliss, David Castillo, David Fiorio, Anika Hardy	

LIST OF COMMUNITY EXPECTATIONS BY GROUP #

		Count	Community Expectations
1	Community Expectation #1	24	A quality school uses multiple measures of learning and multiple modes derived from different ways that students can demonstrate understanding of
2	Community Expectation #2	13	A quality school has quality instruction that is rigorous (pushing kids beyond immediate capacity) with supports, is integrated and cross-curricular, ar
3	Community Expectation #3	6	A quality school has quality teachers, prepared professional development and professional learning communities, a collaborative culture, resulting in
4	Community Expectation #4	25	A quality school produces students who are life long learners, critical and independent thinkders, by nurturing engagement in rigor and relevancy stu
5	Community Expectation #5	9	A quality school has students who know what they're learning, why they're learning it and how it can be applied, who can be reflective about their lea
6	Community Expectation #6	11	A quality school is focused on data and using multiple measures to guide teaching and re-teaching and intervening to meet different students' needs
7	Community Expectation #7		(Missing) A quality school gives students opportunities to collaborate together in their learning
8	Community Expectation #8		(Missing) A quality school uses technology to guide and supplement instruction
9			
10			

LIST OF CHALK TALK RESULTS BY COMMUNITY EXPECTATION

Community Expectation # 4

#	Chalk Talk Results:
1.	F.522. Data on learning, student's sense of personal involvement in learning and sense of belonging
2.	F.527. Students pursue course outside of homework and classroom.
3.	F.534. Students are engaged and interrogate each other on the subject shared.
4.	F.536. Students continue to have a sense of wonderment
5.	F.541. Students are receiving skills needed to problem solve
6.	F.542. Kids are learning and love to learn
7.	F.546. Students go on to be creative thinkers, problem solvers, innovators
8.	F.565. Students can translate learning to real life situations.
9.	F.567. When the child is excited to learn new things.
10.	F.570. Children can make connections to what they are learning and how it fits, somewhere outside of the classroom.
11.	F.573. Kids are motivated to continue educating themselves outside of school.
12.	F.576. Students are excited to be at a school, eager to learn and participate actively in class.
13.	F.577. Children ask questions beyond the instruction level and utilize techniques/strategies to get answers.
14.	F.579. Students are excited about learning, and they believe they can achieve.
15.	F.580. When there is a high level of engagement and productivity in the classroom.
16.	F.584. Students see themselves as life long learners (making mistakes, reflecting, correcting etc.)
17.	F.585. When students take concepts from one class and use them in the next.
18.	F.588. Students want to know more about topics; regular formal and informal observations and feedback; after school instructional classes.
19.	F.590. Results/outcomes show growth and progress. Teachers (all staff) enjoy "instructing students…). Kids WANT to learn, they thirst for it.
20.	F.597. Kids are active and engaged.
21.	F.598. Kids learn and enjoy learning.
22.	F.599. Looking at the students desire to learn and the student achievement.
23.	F.601. If kids are able to learn a skill then apply option in a completely different situation like real life problems, equations, experiments, etc.
24.	F.602. Effective – students attend; students enthusiastic. Teachers cooperate/share/have inter class or grade activities.
25.	F.603. When your child feels confident in his/her work and feels free to ask his/her teachers questions.
26.	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Expectations List

Community Expectations Sorted Into Essential Conditions Framework

ESSENTIAL CONDITION 1: Ensuring Thriving Students & Healthy Communities

CE02. A quality school provides equitable educational opportunities and achieves equitable outcomes. Student success cannot be predicted by socio-economic status, race, gender, home language, zip code, etc.

CE07. A quality school is one where all students, regardless of race, income, English learner status, and special education status, demonstrate understanding of their learning

CE08. A quality school is one where all students are enthusiastic about learning, engaged in classroom activities, joyful, playful, and loving

CE21. A quality school tracks students after promotion/graduation through their colleges and careers

CE31. A quality school sends its students to college at high rates and prepares them such that they complete college at high rates. It prepares students that colleges want

CE42. A quality school achieves equally high results across all groups of students

CE49. A quality school supports the mental and emotional health of its students and staff by: 1. Providing access to wellness tools such as counseling, school nurses, social workers, librarians at each site. 2. Creating a climate in which students and staff are engaged in learning and happy to be there (high attendance)

CE54. A quality school produces students who are life-long learners, critical and independent thinkers, by nurturing engagement in rigor and relevancy students claim ownership

CE77. A quality school is one in which students and staff feel safe, are happy to be at school, and are engaged in learning

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 2: Quality Learning Experiences for All Students

CE01. A quality school utilizes multiple measures to account for the spectrum of knowledge and abilities for individual students and the school as a whole

CE02. A quality school provides equitable educational opportunities and achieves equitable outcomes. Student success cannot be predicted by socio-economic status, race, gender, home language, zip code, etc.

CE03. A quality school program is rigorous, authentic, interdisciplinary, clearly articulated, relevant, and as a result sparks an excitement about life-long learning within the school and beyond

CE05. 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

CE09. A quality school has teachers who hold their students to high standards and high expectations

CE10. A quality school has teachers who are enthusiastic and energetic

CE11. A quality school has teachers who are caring and loving and who can connect with students inside and outside of school

CE12. A quality school has teachers who develop empathetic relationships with the parent and family community

CE13. A quality school has teachers who are organized

CE14. A quality school has teachers who know the individual strengths and weaknesses of each of their students and teaches specifically to their needs

CE15. A quality school has teachers who are knowledgeable in or proficient in finding out and learning the subject matter that they teach

CE17. A quality school provides learning opportunities within the school curriculum for students to focus on technical and non-technical skills. Need for grounding future careers

CE18. A quality school provides learning opportunities using resources outside the school (internships/mentors/work-based) to focus on technical/non-technical

CE22. A quality school provides a network of resources and programs for students that are the result of partnerships in the school and surrounding community before, during, and after school

CE26. A quality school is one where students are not primarily concerned with physical safety. They are able to focus on full academic engagement, feel free to express divergent opinions, and take academic risks

CE33. A quality school provides rigorous instruction that enables students to meet high academic standards, critical thinking, 21st century skills, habits of work and mind

CE34. A quality school provides an instructional sequence, including A-G, AP, and other opportunities to make students competitive with attention to all having access and with academic interventions to catch and support students to complete a college preparatory sequence

CE35. A quality school provides a college going culture that communicates expectations of going to college, builds college knowledge and provides opportunities for college exposure

CE36. A quality school uses curriculum, materials, and resources, _____ that staff that reflect students

CE37. A quality school maintains equally high standards and expectations for all students and practices that give access to all

CE38. A quality school differentiates and supports each individual child to achieve at high levels

CE40. A quality school is a place where all students feel empowered to participate without fear of ridicule at student's own ability and talent

CE41. A quality school has integrated and mixed ability classrooms where students work together and develop a sense of community a sense of welcome

CE43. A quality school ensures that the academic, social, physical, emotional needs of each student are met; teachers utilize a variety of instructional methods

CE51. A quality school uses multiple measures of learning and multiple modes derived from different ways that students can demonstrate understanding of demonstrating learning (from informal to formal)

CE52. A quality school has quality instruction that is rigorous (pushing kids beyond immediate capacity) with supports, is integrated and cross-curricular, and teaches critical thinking regardless of where the student is at in every classroom in the school

CE53. A quality school has quality teachers, prepared professional development and professional learning communities, a collaborative culture, resulting in more consistent learning opportunities across the school

CE56. A quality school is focused on data and using multiple measures to guide teaching and re-teaching and intervening to meet different students' needs

CE57. (Missing) A quality school gives students opportunities to collaborate together in their learning

CE58. (Missing) A quality school uses technology to guide and supplement instruction

CE61. A quality school exposes students to a range of integrated curriculum that fosters students' connections with learning and who they are as individuals

CE62. A quality school provides opportunities for students to learn practical workplace skills either through the direct instruction or through collaboration with external partners (internships, mentoring, school based events)

CE63. A quality school provides to students and parents career exploration and education to make pathways and choices clear (knowledge of options and choices) and teaches goal setting at appropriate developmental levels

CE64. A quality school pays attention to the levels of engagement students display in their planning and choices and intervenes to address and support students as needed by: 1. Establishing markers of progress for careers to help students and 2. Matching characteristics of students to career opportunities

CE65. A quality school provides rigorous academic skill development (math, reading, and writing) with attention to 21st century skills, and develops students as critical thinkers with the needed habits of mind and work to be successful

CE66. (Missing) A quality school tracks the directions students take through data collection

CE69. A quality school provides high quality instruction for all students as evidenced by student engagement, rigor, quality materials, differentiated instructional strategies, and culturally responsive instruction

CE71. A quality school provides equal access to quality classes, supports, and resources for all students

CE72. A quality school reflects and represents a diverse community of students, staff, and curriculum within each classroom

CE83. A quality school has a culture of college-going and has teachers and staff whose instruction and support reflect that culture. As a result of being part of this culture, students and families are inspired to expect to go to college

CE84. A quality school provides college preparedness resources to inform students and families about the importance of college, options, requirements, and planning needed to be fully prepared for college as evidenced by counselors, field trips, and early interventions

CE85. A quality school provides course offerings that qualify and prepare students for college, including A-G, honors, and AP

CE86. A quality school provides rigorous and engaging instruction with standards aligned to college readiness, attention to habits of work and mind, and specific academic skills needed to be successful in college

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 3: Safe, Supportive, & Healthy Learning Environments

CE04. A quality school provides resources and programs that identify and ensure that all students experience comprehensive supports to be physically, socially, and emotionally healthy

CE19. A quality school provides a wide variety of info, curriculum, and resources regarding careers to students and families at every step

CE20. A quality school helps students to articulate and set short and long term goals based on those passions and interests and provides opportunities and expectations for reflection and re-envisioning.

CE22. A quality school provides a network of resources and programs for students that are the result of partnerships in the school and surrounding community before, during, and after school

CE24. A quality school has extensive active parent involvement, treats students, parents, families with respect and caring; includes all languages, cultures. Respect and honoring cultures

CE26. A quality school is one where students are not primarily concerned with physical safety. They are able to focus on full academic engagement, feel free to express divergent opinions, and take academic risks

CE27. A quality school is one with a culture that is clearly and explicitly understood by all members to be accepting, inclusive, harmonious, respectful, and caring. There are clear expectations of appropriate behavior and respectful interactions between all students, staff, parents, and community members

CE28. A quality school proactively engages youth, families, community members, and staff in co-created and clearly communicated processes of accountability, resolution, and restoration as a matter of practice, particularly when conflict arises

CE29. A quality school communicates with the community about issues of safety and is aligned with how these issues are resolved

CE30. A quality school builds home and family knowledge, expectations, and capacity to support their child to be successful in college

CE32. A quality school has high quality resources for its students, counselors, college preparedness and equity.

CE38. A quality school differentiates and supports each individual child to achieve at high levels

CE40. A quality school is a place where all students feel empowered to participate without fear of ridicule at student's own ability and talent

CE41. A quality school has integrated and mixed ability classrooms where students work together and develop a sense of community a sense of welcome

CE43. A quality school ensures that the academic, social, physical, emotional needs of each student are met; teachers utilize a variety of instructional methods

CE44. A quality school creates a climate of support recognized by low turnover of teachers, students, and all administrators. Teachers collaborate, students like being in school, teachers choose to stay, parents feel welcome to question and offer suggestions

CE47. A quality school supports the physical health of its students and staff by: 1. Planning and serving healthy, nutritious, and desirable meals and providing lots of access to water. 2. Frequently offering a variety of physical education programs/sports to students and staff during and after school. 3. Teaching and encouraging healthy and hygienic habits

CE48. A quality school has a clean and well-maintained facility that ensures the safety of students and staff by preventing physically hazardous environments

CE49. A quality school supports the mental and emotional health of its students and staff by: 1. Providing access to wellness tools such as counseling, school nurses, social workers, librarians at each site. 2. Creating a climate in which students and staff are engaged in learning and happy to be there (high attendance)

CE50. A quality school has an inclusive and caring community that is characterized by: 1. Respectful communication among students, families, staff, and community. Valuing of diversity of opinion. 3. Encouragement of participation and engagement of parents and community in school

CE59. A quality school shows evidence of a caring, welcoming environment where all students and adults are known as individuals and there is evidence the school values individuality and cultural differences are honored

CE60. A quality school provides access and actively builds partnerships to support students and families in meeting their socio-emotional well-being as evidenced by: 1. Adult policies and behaviors attend to the diverse needs of students first. 2. A culture of listening and providing a safe, open, and nurturing environment. 3. Partnership with and engaging community resources

CE67. A quality school nurtures a climate of community and cultural responsiveness where all students, parents, and faculty are welcomed, honored, and have a voice

CE70. A quality school (and school district) provides specific supports and resources to students based on need. There is thoughtful planning and implementation of support systems

CE71. A quality school provides equal access to quality classes, supports, and resources for all students

CE75. A quality school has clear expectations and norms for behavior, systems of holding students accountable to those norms (as evidenced by conflict resolution, restorative justice, etc.) that lead to a culture of acceptance, diversity, and positive identity

CE76. A quality school has strategies, policies, and procedures in place to promote the physical safety of its students

CE77. A quality school is one in which students and staff feel safe, are happy to be at school, and are engaged in learning

CE78. A quality school supports a welcoming climate of community and cultural responsiveness that honors teamwork across stakeholders (parents, students, staff, community) and intentionally fosters a positive and respectful atmosphere

CE80. A quality school supports the physical health of its students and staff, as evidenced by a variety of nutritious foods, plentiful access to water, and lots of opportunities for physical activity and exercise

CE81. A quality school supports the social/emotional health of its students, staff, and families as evidenced by access to staff, resources, programs that provide support (i.e., counselors, social worker, conflict resolution)

CE82. A quality school maintains a clean, safe, beautiful, and functioning facility and school grounds that supports the health of the school community

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 4: Learning Communities Focused on Continuous Improvement

CE01. A quality school utilizes multiple measures to account for the spectrum of knowledge and abilities for individual students and the school as a whole

CE09. A quality school has teachers who hold their students to high standards and high expectations

CE11. A quality school has teachers who are caring and loving and who can connect with students inside and outside of school

CE12. A quality school has teachers who develop empathetic relationships with the parent and family community

CE13. A quality school has teachers who are organized

CE15. A quality school has teachers who are knowledgeable in or proficient in finding out and learning the subject matter that they teach

CE16. A quality school has teachers who are self-reflective, receptive of criticism, and constantly trying to improve

CE21. A quality school tracks students after promotion/graduation through their colleges and careers

CE39. A quality school is honest about defining/naming inequity by looking at all root causes, makes a plan to eliminate, publicizes success and seeking support publicly

CE44. A quality school creates a climate of support recognized by low turnover of teachers, students, and all administrators. Teachers collaborate, students like being in school, teachers choose to stay, parents feel welcome to question and offer suggestions

CE53. A quality school has quality teachers, prepared professional development and professional learning communities, a collaborative culture, resulting in more consistent learning opportunities across the school

CE68. A quality school is transparent about equity as a goal, and expects constant and open dialogue, feedback, reflection, and evaluation around what is currently inequitable and how to address it

CE73. A quality school has systems in place to ensure strong evaluation and mutual accountability for outcomes

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 5: Meaningful Student, Parent and Community Engagement/Partnerships

CE06. A quality school provides resources that develop the social and economic capital of families, as a support to student success

CE08. A quality school is one where all students are enthusiastic about learning, engaged in classroom activities, joyful, playful, and loving

CE79. A quality school provides a varied and robust curriculum that challenges and engages students

CE12. A quality school has teachers who develop empathetic relationships with the parent and family community

CE18. A quality school provides learning opportunities using resources outside the school (internships/mentors/work-based) to focus on technical/non-technical

CE19. A quality school provides a wide variety of info, curriculum, and resources regarding careers to students and families at every step

CE20. A quality school helps students to articulate and set short and long term goals based on those passions and interests and provides opportunities and expectations for reflection and re-envisioning.

CE22. A quality school provides a network of resources and programs for students that are the result of partnerships in the school and surrounding community before, during, and after school

CE23. A quality school provides a network of resources and programs to families and the community that are the result of partnerships in the school and surrounding community before, during, and after school

CE24. A quality school has extensive active parent involvement, treats students, parents, families with respect and caring; includes all languages, cultures. Respect and honoring cultures

CE25. A quality school shares decision-making with its families and community; working together in partnership; active outreach and efforts to get collaboration

CE27. A quality school is one with a culture that is clearly and explicitly understood by all members to be accepting, inclusive, harmonious, respectful, and caring. There are clear expectations of appropriate behavior and respectful interactions between all students, staff, parents, and community members

CE28. A quality school proactively engages youth, families, community members, and staff in co-created and clearly communicated processes of accountability, resolution, and restoration as a matter of practice, particularly when conflict arises

CE29. A quality school communicates with the community about issues of safety and is aligned with how these issues are resolved

CE30. A quality school builds home and family knowledge, expectations, and capacity to support their child to be successful in college

CE45. A quality school provides an environment of teamwork between teachers, parents, students, and administrators to ID needs, problems, and challenges, and works with the families so that parents indicate the school is responsive and engages in two-way communication in languages understandable to parents

CE46. A quality school is a hub of community resources beyond the school's formal program for students and families

CE50. A quality school has an inclusive and caring community that is characterized by: 1. Respectful communication among students, families, staff, and community. Valuing of diversity of opinion. 3. Encouragement of participation and engagement of parents and community in school

CE55. A quality school has students who know what they're learning, why they're learning it and how it can be applied, who can be reflective about their learning (doing well or not, how they're learning) - metacognitive students understand what is quality and what is not

CE60. A quality school provides access and actively builds partnerships to support students and families in meeting their socio-emotional well-being as evidenced by: 1. Adult policies and behaviors attend to the diverse needs of students first. 2. A culture of listening and providing a safe, open, and nurturing environment. 3. Partnership with and engaging community resources

CE62. A quality school provides opportunities for students to learn practical workplace skills either through the direct instruction or through collaboration with external partners (internships, mentoring, school based events)

CE63. A quality school provides to students and parents career exploration and education to make pathways and choices clear (knowledge of options and choices) and teaches goal setting at appropriate developmental levels

CE67. A quality school nurtures a climate of community and cultural responsiveness where all students, parents, and faculty are welcomed, honored, and have a voice

CE72. A quality school reflects and represents a diverse community of students, staff, and curriculum within each classroom

CE74. A quality school engages in partnership and open communication and is aligned with parents, community, and the police to reduce violence in school and the surrounding neighborhood

CE77. A quality school is one in which students and staff feel safe, are happy to be at school, and are engaged in learning

CE78. A quality school supports a welcoming climate of community and cultural responsiveness that honors teamwork across stakeholders (parents, students, staff, community) and intentionally fosters a positive and respectful atmosphere

CE81. A quality school supports the social/emotional health of its students, staff, and families as evidenced by access to staff, resources, programs that provide support (i.e., counselors, social worker, conflict resolution)

CE83. A quality school has a culture of college-going and has teachers and staff whose instruction and support reflect that culture. As a result of being part of this culture, students and families are inspired to expect to go to college

CE84. A quality school provides college preparedness resources to inform students and families about the importance of college, options, requirements, and planning needed to be fully prepared for college as evidenced by counselors, field trips, and early interventions

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 6: Effective School Leadership & Resource Management

CE18. A quality school provides learning opportunities using resources outside the school (internships/mentors/work-based) to focus on technical/non-technical

CE19. A quality school provides a wide variety of info, curriculum, and resources regarding careers to students and families at every step

CE27. A quality school is one with a culture that is clearly and explicitly understood by all members to be accepting, inclusive, harmonious, respectful, and caring. There are clear expectations of appropriate behavior and respectful interactions between all students, staff, parents, and community members

CE28. A quality school proactively engages youth, families, community members, and staff in co-created and clearly communicated processes of accountability, resolution, and restoration as a matter of practice, particularly when conflict arises

CE32. A quality school has high quality resources for its students, counselors, college preparedness and equity.

CE35. A quality school provides a college going culture that communicates expectations of going to college, builds college knowledge and provides opportunities for college exposure

CE37. A quality school maintains equally high standards and expectations for all students and practices that give access to all

CE39. A quality school is honest about defining/naming inequity by looking at all root causes, makes a plan to eliminate, publicizes success and seeking support publicly

CE45. A quality school provides an environment of teamwork between teachers, parents, students, and administrators to ID needs, problems, and challenges, and works with the families so that parents indicate the school is responsive and engages in two-way communication in languages understandable to parents

CE49. A quality school supports the mental and emotional health of its students and staff by: 1. Providing access to wellness tools such as counseling, school nurses, social workers, librarians at each site. 2. Creating a climate in which students and staff are engaged in learning and happy to be there (high attendance)

CE58. (Missing) A quality school uses technology to guide and supplement instruction

CE68. A quality school is transparent about equity as a goal, and expects constant and open dialogue, feedback, reflection, and evaluation around what is currently inequitable and how to address it

CE71. A quality school provides equal access to quality classes, supports, and resources for all students

CE72. A quality school reflects and represents a diverse community of students, staff, and curriculum within each classroom

CE73. A quality school has systems in place to ensure strong evaluation and mutual accountability for outcomes

CE75. A quality school has clear expectations and norms for behavior, systems of holding students accountable to those norms (as evidenced by conflict resolution, restorative justice, etc.) that lead to a culture of acceptance, diversity, and positive identity

CE78. A quality school supports a welcoming climate of community and cultural responsiveness that honors teamwork across stakeholders (parents, students, staff, community) and intentionally fosters a positive and respectful atmosphere

CE83. A quality school has a culture of college-going and has teachers and staff whose instruction and support reflect that culture. As a result of being part of this culture, students and families are inspired to expect to go to college

CE84. A quality school provides college preparedness resources to inform students and families about the importance of college, options, requirements, and planning needed to be fully prepared for college as evidenced by counselors, field trips, and early interventions

ESSENTIAL CONDITION 7: High Quality Central Office In Service of Quality Schools

CE70. A quality school (and school district) provides specific supports and resources to students based on need. There is thoughtful planning and implementation of support systems

CE82. A quality school maintains a clean, safe, beautiful, and functioning facility and school grounds that supports the health of the school community

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Youth Expectations

Few things can help an individual more than to place responsibility on him, and to let him know that you trust him.

- Booker T. Washington

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 2: Quality Learning Experiences for All Students

YE01	A quality school provides curriculum that students can relate to their everyday lives in and outside of school; able to diverse the classroom with knowledge of their culture about the good and bad of their history, without using the white European culture textbook. (ethnic studies) [EC 2]
YE03	A quality school should have a class be interactive, contain a clear instruction of the class work, able to be confident and engage the student in youth led action research, ice breakers during advisory periods. (core curriculum) [EC 2]
YE08	A quality school should have an elective ethnic studies class where students can learn about their culture or other students' cultures so they can respect each other's culture more.
YE14 (similar to YE 8)	A quality school provides curriculum that students can relate to their everyday lives, in and outside of school, and also learn about their ethnic culture background.
YE15	A quality school should allow students to be more interactive with the curriculum, rather than being lectured to. [EC 2]
YE18 ***	A quality high school requires that students complete the California A-G Course sequence to graduate from high school.
YE19	A quality high school implements learning supports to ensure that all students complete the A-G Course sequence. [EC 2]
YE20 (similar to YE19)	A quality high school hires teachers and provides them with the professional development necessary to ensure that all its teachers can deliver a rigorous A-G curriculum. [EC 2] [EC 4]
YE21 ***	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. [EC 2]
YE31	A quality school has counselors who follow students from middle school to high school, and counseling resources, including college, career, and life mentoring and scholarship information that is equally accessible to all students (including multiple language availability.) [EC 2]
YE32	A quality school has online tools for students to set academic goals, develop work plans, track progress, make appointments with counselors, communicate with staff, submit feedback, and find information relating to life, academic and career interests. [EC 2] [EC 5]

YE35 A quality school should have college-level rigor throughout the school, including A-G college requirements as a High School graduation requirement, comprehensive career preparation, and equal access to AP classes for all students. [EC 2]

YE36 A quality school should have Ethnic Studies integrated into all classes and curriculum. [EC 2]

YE37 A quality school should have more experiential learning opportunities; including field trips, after school learning, extra-curriculuar activities, and internships related to career interests to engage students. [EC 5] [EC 2]

YE40 A quality school should have more teachers who relate to the students to build stronger relationships.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 3: Safe, Supportive, & Healthy Learning Environments

YE02 A quality school should have teachers who are dedicated and committed to developing a relationship with student, not be a dictator, but a fun-but-serious teacher who interacts with students to prepare for college or life after high school. (teachers) [EC 3] [EC 5]

YE05 A quality school should a safe and … school climate that allows students to be comfortable in the surroundings, environments, be focused on their academics and extra curricular activities. (school safety) [EC 3]

YE10 A quality school has awards for students who show improvement or are on top of their game as recognition of academic achievement. [EC 3]

YE13 A quality school should have dedicated time to build relationships of trust with their teachers and administrators, built into their master schedules. Should have a support system for college and life after high school. [EC 3] [EC 5]

YE17 A quality school uses Restorative Justice practices to ensure a safe and supportive climate that holds all accountable and reduces the racial, ethnic, and gender disparities in school discipline. [EC 3]

YE22 A quality high school implements peer-led workshops and mentoring on transcript literacy, graduation requirements, and college entrance requirements to ensure that all students have effective supports to complete the A-G Course sequence.

YE23 *** 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.

YE28 A quality school has emotional standards for students to develop in their K-12 years, specifically in high school advisory classes.

YE29 A quality school should have anonymous drop-box discussion opportunities for students to give/get advice on relationships, health, sex, and other life changes.

YE33 A quality school has a youth wellness center that provides physical, academic, and mental health support programs for students. [EC 3]

YE34 A quality school has peer mentorship and community-building across grade levels. [EC 3]

YE38 A quality school should have a classroom culture that fosters a healthy, positive, and community-oriented learning environment.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

ESSENTIAL CONDITION 4: Learning Communities Focused on Continuous Improvement

YE27 A quality school should have staff and students come together to enforce rules consistently. [EC 4]

YE30 A quality school has accountability system for school counselors to track effectiveness of their work, and students should give counselors feedback. [EC 3] [EC4] [EC 5] [EC 6]

YE39 *** A quality school should adopt quality teaching principles and a code of conduct for teachers. [EC 4]

YE43 A quality school must allow new teachers to shadow veteran teachers that students evaluate as excellent teachers. [EC 4]

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ESSENTIAL CONDITION 5: Effective Student, Family and Community Engagement/Partnerships

YE06 A quality school should have working relationship between students and administrators, to be interactive and understand student's life and concerns. (administrators)

YE07 A quality school should have teachers that understand what they teach, respect, love and understand their students so students can enjoy learning in class and have positive relationships with teachers. [EC 5]

YE09 A quality school should notify parents about their children on how well they are doing or what they need to work on, monthly, through parent/teacher meetings, phone calls or emails in different languages. [EC 5]

YE12 *** A quality school should have teachers who are dedicated and committed to develop a relationship with students to help them reach their goals of college or life after high school; who also make them enjoy learning. Should have teachers that are understanding and compassionate and have high expectations. Should have teachers who can deal with students outside emotional and physical behavior.

YE26 A quality school should use restorative justice rather than punishing students in order for students to have the opportunity to continue succeeding in school and in their life. [EC 5]

YE45 A quality school provides counseling for struggling students, beyond standardized tests, that help identify challenges, how the student learns best, and what the student needs to succeed. [EC 4] [EC 5]

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

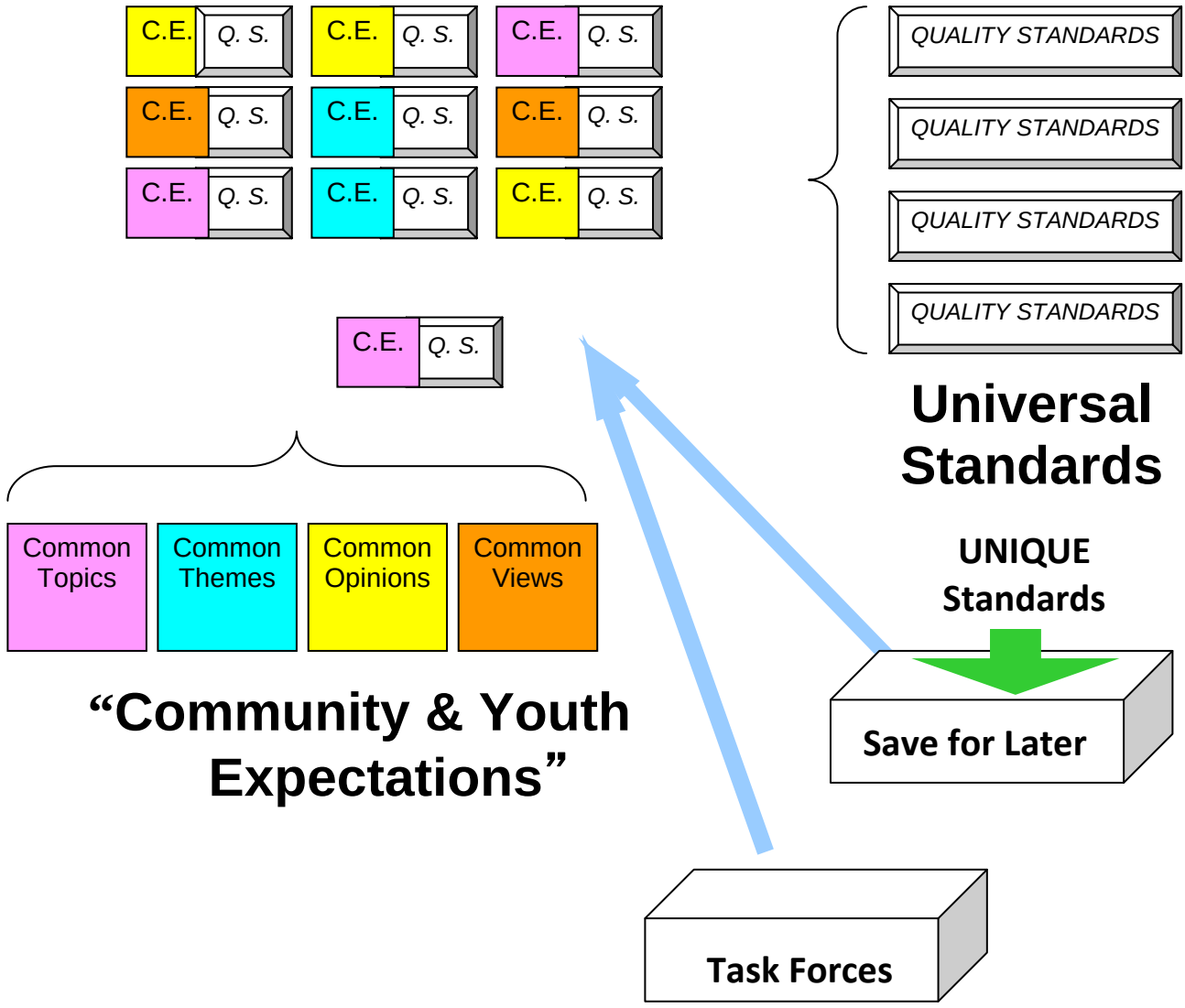
ESSENTIAL CONDITION 6: Effective School Leadership & Resource Management

YE04	A quality school should have students who have ownership over their school, and makes decisions that will be taken into consideration. All students should be leaders and be able to lead projects to help the community. (student leadership & voice) [EC 6] [EC 3]
YE11 (similar to YE 2)	A quality school is when the students have a say of what goes on in their classes and what changes should or should not be made to their school. [EC 6] [EC 5] [EC 2]
YE16	A quality school should have basic school supplies for students.
YE24	A quality school has mechanisms to support student engagement in key school planning decisions, to provide student leaders access to and relationship with adult decision-makers, and to facilitate strong student leader relationships with the student body. [EC 6] [EC 3]
YE25	***A quality school should encourage students to participate in the feedback of school improvement and decision-making processes; including hiring, evaluation, and removal of staff, development of the code of conduct and scheduling. [EC 6] [EC 4]
YE41	A quality school engages students by having student-teacher collaborations to plan and teach classes. [EC 6]
YE42	A quality school must have a student-led component to teacher professional development. [EC 6]
YE44	A quality school must have a youth representative that works with the principal and staff to represent the voice of the students and help build a strong school relationship between staff and students. [EC 6]

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Quality Community Schools Strategic Planning

Technical Assistance will …



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Integration of Task Forces

In order to ensure an aligned and coherent effort towards achieving quality full service community schools, we must ensure that the work of each task force associated with the District Strategic Planning Process, is successfully integrated into the school quality standards being developed by QCSD. Our vision is that we establish comprehensive school quality standards that compliment, reinforce and align with the definition of Full Service Community Schools, the Themes of Practice for Effective Principals and Leaders, the Culture, Conditions, and Competencies most likely to support African American Male Achievement, and the Pillars of Curriculum. In order to achieve this outcome, we must strategically develop mechanisms for how the work of each task force informs and is informed by the QCSD process for developing school quality standards. We have created processes for achieving this goal and we they are proposed below.

FULL SERVICE COMMUNITY SCHOOLS DEFINITION

Become a safe and healthy center of the community: *Schools become centers of communities and are open, fun and attractive spaces for the community to use before and after the school day.*

Foster trusting, intentional relationships and partnerships: *Relationships and partnerships between school staff, students, families, parents, and community resources based upon the school and community needs, assets and local context.*

Build the capacity of adults and students to share responsibility for leadership and decision-making: *Adults at the school and in the community create a common vision for the school and community, supported by strong school leadership that meets the needs of the whole child.*

Offer a coordinated and integrated system of academic and support services: *The four essential areas of focus are: academic achievement and skill development; health, safety, and social services; youth and community development; as well as parent and community engagement.*

Tailor the specific approach and mix of services to each community through a process of understanding and addressing inequities: *Schools use data to regularly assess outcomes of academic and support services for diverse communities and develops specific interventions to address the identified inequities in a linguistically and culturally responsive way as identified by the local community and the school.*

LEADERSHIP THEMES OF PRACTICE

- **Vision & Mission:** Leader ensures that the school's shared vision and mission is clear and guides all aspects of school life.

- **Equity & Advocacy:** Leader creates and sustains equitable conditions for teaching and learning and advocates individually and collectively to interrupt patterns of historical inequities.

- **Trust & Relationship:** Leader develops thoughtful relationships with all stakeholders engendered by trust: including reciprocal respect, personal regard for others, and integrity in service of engaging all constituents in the vision, goals and culture of the school.

- **Instructional Leadership & Student Outcomes:** Leader develops an instructional vision and creates systems that ensure effective adult inquiry and teaching practices in order to promote equitable academic, civil, and social emotional outcomes for students.

- **Resilience:** Leader recovers, learns and grows stronger in the face of adversity: demonstrates perseverance, models adaptability, courageously makes decisions and assumes personal responsibility for actions.

- **Accountability & Evaluation:** Leader articulates desired outcomes, develops systems for continuous improvement, and monitors progress and efficacy through an inquiry process that utilizes qualitative and quantitative data.

- **Organization & Resource Management**: Leader develops structures and systems that reflect and support the school's theory of action and optimizes human and financial resources toward reaching student learning goals.

- **Governance & Cross-Boundary Leadership:** Leader forges and brokers community relationships and coordinated partnerships aligned to school vision, goals, and community needs in service of student outcomes.

SECONDARY EXPERIENCE CULTURE, CONDITIONS, AND PRACTICES

- **Ensure rigorous academic core and effective academic intervention**

    - *Establish consistently high standards, high expectations, and rigorous instruction for all students*
    - *Develop and deliver intensive instructional programs to increase academic achievement and opportunities for all students*
    - *Ensure consistent academic counseling practices and grading policies*
    - *Support effective and rapid diagnosis of student needs*
    - *Ensure that a comprehensive system of academic supports (extended day, summer bridge, strategic literacy sessions) is implemented in every high school*
    - *Provide sustained and effective accelerated learning opportunities for students who need credit and/or skill recovery*
    - *Incorporate across all content areas multiple research and evidence-based instructional strategies for all students*

- **Provide demanding technical core and effective work-based learning**

    - *Develop and support: Engaging school programs; Connections to the real world; Applied/contextualized learning; Integrated instruction; and Work-based learning opportunities …for ALL students*
    - *Integrate college and career readiness skills across all content areas*
    - *Embed in all content areas academic and work force literacies*

- **Ensure effective student support, culture and climate**

    - *Maximize personalization*

- *Foster safe and positive school climate, including restorative justice practices and respectful environments*
- *Develop organizational practices to ensure that every student is known and "wrapped around"*
- *Develop comprehensive student outreach*
- *Provide comprehensive and effective social and emotional support*
- *Strengthen connections between high schools and colleges and employers*
- *Develop and enhance collaborations with external organizations to maximize support services for students*

- **Provide powerful family engagement**

  - *Develop partnerships with outside support organizations*
  - *Ensure effective and consistent inclusion of student voice*
  - *Support development of partnerships in every school focused on integrating services*
  - *Support effective parent involvement strategies with multiple participation opportunities*
  - *Provide formal and informal guidance programs for students and families*
  - *Provide opportunities for student leadership in the classroom, school and community*
  - *Respect and acknowledge the strengths and resources of students' families and communities*
  - *Design tools for the school to measure and maintain the practice of engagement of families*

EXCELLENT TEACHING PRACTICE FRAMEWORK

"We believe the California Standards for the Teaching Profession provide a baseline framework for the practices that lead to excellent teaching in the service of thriving students."

- **Engage and support all students in learning.**
- **Create and maintain effective environments for student learning.**
- **Understand and organize subject matter for student learning.**
- **Plan instruction and design learning experiences for all students.**
- **Assess students for learning.**
- **Develop as a professional educator.**

AFRICAN AMERICAN MALE ACHIEVEMENT, CULTURE, CONDITIONS, AND COMPETENCIES

- Quality schools adopt rituals, routines and practices that reinforce values and norms that promote achievement, create a culture that challenges stereotypes, and counters anti-intellectualism, so that it's "cool to be smart."

- Quality schools use extra-curricular activities to keep kids engaged and channel their energy, instead of crush it; such as sports, music, and the performing arts.

- Quality schools make curriculum more relevant to the lives of students by educating them about their history and culture, building connections between what is learned and what is familiar to students, and showing how what is learned in school can help students to solve real problems in their lives.

- Quality schools design systems to identify at-risk students and to intervene early; help students to develop concrete plans for the future early; involve students in counseling about college early; and engage parents in advising.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

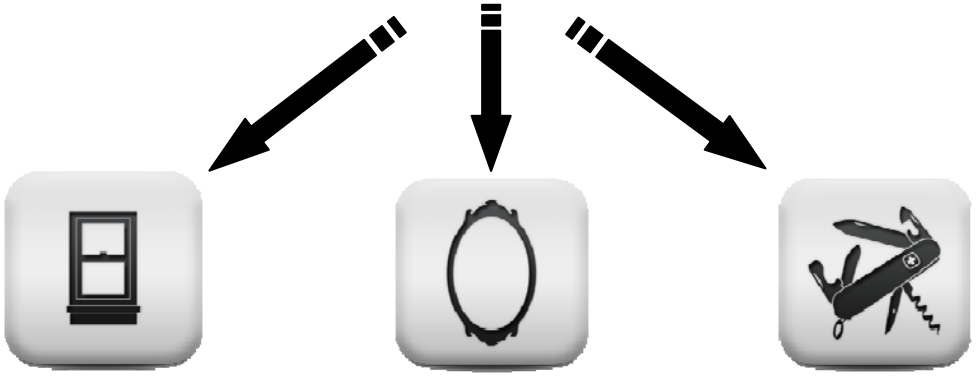
COMMUNITY

ENGAGEMENT

"How do we see our schools?"

- Developing a **Balanced School Quality Review Process** for all schools.

ACTIONABLE KNOWLEDGE



A WINDOW into our schools for all stakeholders

A MIRROR as a catalyst for continuous improvement

A DATABASE of effective practices shared among schools

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Making a Case for School Quality Reviews

Any attempt to disturb the deadly routine of instruction is looked upon as sabotage. And the notion that the aims and functions of education should be determined in the local community by a close and continuous discussion among students, faculty, administration, and citizens is so visionary that it is not even seriously considered.

- Charles Ferguson

A School Quality Review is often referred to as a school inspection model for evaluating the quality of a school. It takes into account both qualitative and quantitative measures to evaluate school performance. The approach is similar to a school accreditation process, such as WASC, where a review team visits a school over a period of days, engages with stakeholders, observes classrooms and other school functions, and looks at student work and other artifacts to evaluate school performance. This is often seen as a more holistic approach to evaluating school quality.

Under our current state and federal system of school accountability the primary indicator of school quality are standardized test scores. In California these test scores contribute to a school score that is call the Academic Performance Index or API. Many parents, community members, as well as educators are familiar with the API system and frequently describe the quality of schools based on their API score. As a result, public schools have increasingly focused their curriculum, their energy, and their resources on preparing students to perform well on the standardized tests that contribute to a school's API score.

What is flawed about this system is that it fails to do the following;

1. It does not provide a way for those outside of the school to know and understand what is happening inside the school.

2. It does not provide a way for those inside the school to know and understand what is working and not working.

3. It does not inform the school system about what school practices are effective so that other schools can learn and improve.

4. It focus our attention on the narrow outcome of students basic academic skills and it does not measure the important outcomes of students' emotional health, physical health, social skills, preparation for skilled work, critical thinking, or other qualities that are important in developing thriving students and healthy communities.

An initiative led by educators from diverse religious and political background, called the Broader, Bolder Approach, seeks to ensure that schools be held accountable for spurring the broad range of knowledge and skills that students need to be successful. However, test scores alone cannot describe a school's contribution to the full range of student outcomes. BBA proposes new accountability systems that combine appropriate qualitative and quantitative methods. The following excerpt from the Broader, Bolder Approach, describes the importance of including a School Quality Review as part of our school accountability system.

> ***We propose introducing an inspectorate system into the United States because test scores and other quantitative measures of a school's performance, however valuable, can only provide a partial window into the quality of a school.*** *For example, if we want to know whether test score gains have been produced by an undue emphasis on test preparation and low-level instruction focused exclusively on factual recall, qualified evaluators have to visit classrooms, observe instruction, review teacher lesson plans and student assignments, and look at samples of student work. Only by visiting schools and classrooms can inspectors assess whether a school maintains a safe and orderly environment; practices that are respectful of and engage students, staff, and parents; programs to promote student health and other non-cognitive outcomes; and a collegial professional culture in which teachers and administrators use all available data in a collaborative fashion to continuously improve the work of the school.*
>
> *School inspection reports should be easily understood by parents and the public and should include contextual (socio-demographic, economic, and community) information. School inspections as the core of state accountability systems have precedents. Other nations – England, the Netherlands, and New Zealand, for example - have confronted the inadequacy of using test scores as the primary means of school accountability, and have developed school inspection systems as alternatives. Voluntary school accreditation agencies in the United States have some characteristics that are similar to those that would be included in federally-approved state inspection and accountability systems. Some states may choose to build on these precedents, either in principle or in practice.*
>
> *Development of a rigorous and comprehensive accountability system such as that recommended in this report will take considerable time and additional resources. But continuing our present accountability policy only because it is cheap and available cannot be justified. The time to begin to develop a new accountability system is now.*
>
> ***While we support continued improvements in the development of longitudinal student and teacher files, the evidence strongly suggests that combining such data with direct validations through state inspection systems would greatly enhance the accuracy and analytic value of these records. Moreover, such integration would permit researchers and practitioners to go beyond "black box" interpretations of school progress, allowing for insights not only about "what is working" or not in reform but also "why."***

CITE School Accountability: A Broader, Bolder Approach; June 25, 2009

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

In a report by FairTest; an organization committed to ensuring effective strategies are used to evaluate students and schools; the following are examples of how to effectively use School Quality Reviews for this purpose:

»» Provide for the inspection of districts and schools to ensure their contributions to satisfactory student performance in academic subject areas, as well as in the arts, citizenship, physical fitness and mental and physical health, work and other behavioral skills that will enable them to achieve success in a pluralistic society and complex global economy.

»» Provide for the inspection of districts and schools to ensure that appropriate resources and practices, likely to produce satisfactory student achievement, are being followed and promoted, including:

»» quality instruction and leadership that delivers a full curriculum, including math and reading but also in subjects not frequently tested, such as the arts, physical education, the sciences, history and social studies, and physical and mental health;

»» professional development to improve teachers' ability to deliver this balanced curriculum;

»» a safe and supportive learning environment with a reasonable and fair disciplinary policy;

»» a teaching staff that is prepared to provide the services required to meet the needs of students in that school;

»» mechanisms and incentives for coordination at the school level with other community institutions that provide early childhood care and education, parent education and support, physical and mental health care, and high quality out-of-school time programs, or that are taking initiatives to provide such services where they do not exist; and

»» responsiveness to parent, community, and student concerns, and practices that engage parents, community members, and students in school education policy and affairs;

School-quality reviews. Often called "inspectorates," these are the central tool for school evaluation in places such as England (which tests at a few grades), Wales (which tests only at grade 5, with no stakes), and New Zealand (which has only a NAEP-like national exam). Clearly, this is a very different mind-set: Instead of test results, the core of evaluation is a comprehensive review every four to five years covering the range of attributes parents and communities want for their schools. School-quality reviews have been proposed by the politically diverse signers of the Broader, Bolder Agenda. […]

During inspections, skilled professionals, perhaps accompanied by parents and community members, conduct three- to five-day visits. The teams come prepared with other data (assessment results, graduation rates, school-climate surveys, opportunity-to-learn information, and so forth). They sit in on classes, review student work, and interview students, teachers, and other staff members. They prepare a draft report and discuss it with school personnel. The final report is a public document that includes an evaluation and recommendations for improvement. This approach is similar to college and school accreditation processes. Schools with severe problems would be reviewed more frequently. States could specify how and when recommendations become mandates, some of which could require new resources, outside assistance, or strong interventions.

CITE: A Better Way to Assess Students and Evaluate Schools, By Monty Neill, June 18, 2010

OAKLAND UNIFIED SCHOOL DISTRICT
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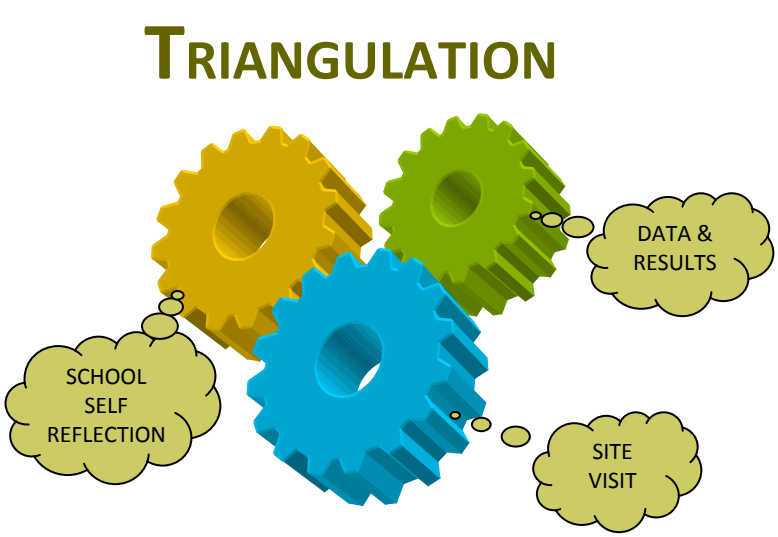
School Quality Review Process

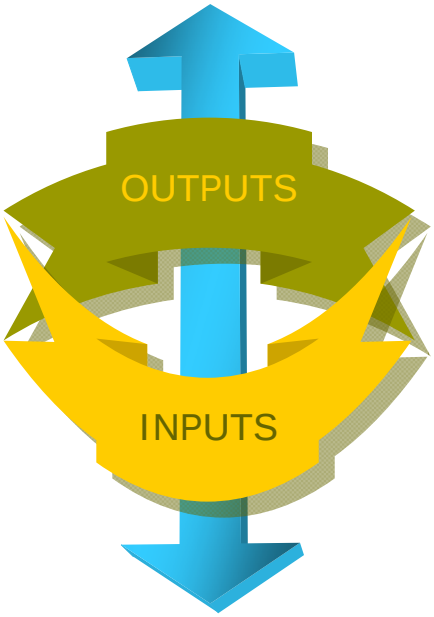
The school quality review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to our School Quality Standards. In order to measure this, we must take into account multiple perspectives, and to evaluate both the inputs (schooling process) and outputs (results).

The purpose of including a **school self-reflection** is to allow the school to speak for itself and to describe what it feels is working and not working in relation to the School Quality Standards. A school self study also provides a reflective opportunity for the school to consider its practices to date and to engage in a process of developing a common picture of the school among stakeholders.

The purpose of using **data and results** is to evaluate the extent to which the outcomes of the school are meeting standards set to ensure all students are thriving. Data can include student work samples, presentations, assessment results, survey results, and a variety of other sources of information that help to describe student performance.

The purpose of the **site visit** is to provide a clearer picture of the way in which the school is supporting student learning, supporting adults learning, and supporting the conditions necessary to fulfil the goals of creating Full Service Community Schools.





OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

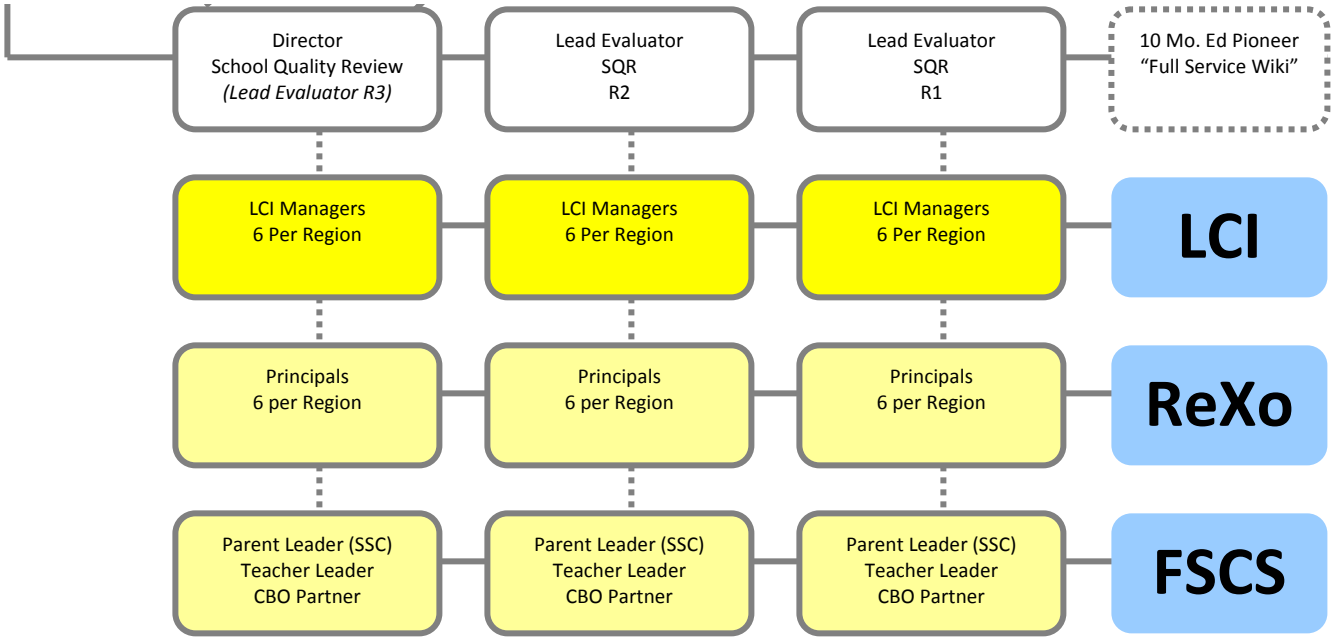
School Quality Review Team

In the "Broader, Bolder Approach" documents which describe the goals of fulfilling a richer, more meaningful approach to accountability, school quality review teams are outlined in the following way:

> *Federal guidelines should require states to use highly trained inspectors to validate a school's quality performance and to require improvement in areas where a school is falling short. The guidelines should recommend that inspectors be full-time professionals, although some states may choose to experiment with highly trained volunteer peer educators, as are presently used by accreditation agencies. State inspection teams may include lay observers as well as inspectors, but professionally trained inspectors should form the core of any approved system. Inspections of schools for purposes of accountability, including the interpretation of test scores, necessitate experienced human judgment. Without requiring that states use federally trained inspectors, the Department of Education could provide a service to states by establishing a training program for school inspectors. States could utilize this service, or use the federal training program as a model for their own.*

SEE APPENDIX B: School Accountability: A Broader, Bolder Approach; June 25, 2009

SAMPLE TEAM MEMBERS:



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Balanced Performance-based Quality Review System

Balanced Performance-based Quality Review System

CURRENT CONDITION:

The District implements varied and at times disparate processes for school program evaluation. Comprehensive school program evaluation however, does not exist. A pilot project to enlist a third party quality review organization to evaluate a small set of schools resulted in some advantages and disadvantages. Lessons learned suggest that comprehensive school program is desperately needed, however the approach must be increasingly contextualized and designed to serve multiple purposes. Currently the district implements a "Tiering System" in which it evaluates schools across a continuum of quantifiable criteria. The Tiering process is conducted largely for purposes of determining which schools will be considered "Focus Schools." These schools are placed on a 'watch list.' While some additional supports and interventions are committed to these sites, ongoing program evaluation is not in place to ensure the effectiveness of these supports and interventions. At times, proposed school closure is an outcome of the tiering system, however these decisions are largely considered within a vacuum that does not adequately consider the implications of school closure within the context of the entire portfolio of public schools.

While these approaches to school program evaluation have become systematic in so much as they occur annually and ultimately do inform decision-making, they have not produced the desired results of accelerating the development of increased quality school options for all students. The district does not have a comprehensive method for periodically evaluating the effectiveness of all schools.

VISION:

The development of quality school options requires a clear understanding of the nature of effective schools. Clearly defined indicators of what makes a quality school must be adequately defined and contextualized. In order for limited resources to be effectively employed to advance the development of quality schools throughout the city, school improvement efforts must include the use of tools for program evaluation that are comprehensive in nature. These tools MUST be employed to evaluate not only individual school programs, but how the over-all system is engaged to actualized the intended program improvement efforts. These must include the identification and access of untapped resources within the district in an effort to advantage every possible

Balanced Performance-based Quality Review System

Develop and facilitate process for evaluating school's academic success and organizational effectiveness and viability

RESULTS:

- Differentiated Support
- Identify Effective Practices
- Align Quality Standards
- Intervene as needed

supporting condition for schools to achieve our ultimate goal: ***holding onto and graduating every child, prepared for success in college and career.***

School program evaluation or "Quality Review" must be employed in a manner that is optimal for serving varied purposes. We must have a window into how our schools function. We must effectively reflect back to schools what is working and what is not working to ensure school communities have the necessary perspectives to begin solving their own problems. We must begin to secure a clear database of effective practices with a deepened understanding of how they work to allow for dissemination and expansion of their results.

"We need to set high standards for students and teachers"

- Randi Weingarten
President, American Federation of Teachers

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Balanced Performance-based Quality Review System

Locally-tested and research-based, one process for program evaluation that has provided support for a range of purposes is illustrated in the **charter renewal process** for charter schools authorized by the Oakland Unified School District, which has developed over the past four years. This process has been characterized by the following features:

APPROACH:

- Application of established quality standards for program outcomes and program implementation
- Triangulation of review based on a) school self-evaluation, b) district staff evaluation, and c) objective data sources
- Use of both quantitative and qualitative measures
- Engagement of stakeholders throughout the process via focus groups and interviews with parents, students, staff, school site leadership, and central support services.

OUTCOMES:

- Product of the review is an evaluative report detailing the evidence base underpinning the extent to which a school exemplifies the various quality standards set forth.
- The review is intended to provide a "mirror" up to the school in order to allow the school community to gain a more refined perspective on the strengths and challenges of the program.
- This method differs from other approaches to program evaluation in so much as it does not offer specific feedback or suggestions for improvement but more high quality data for school improvement efforts.
- The purpose of employing this approach is to fuel an emphasis on site-based decision-making with respect to specific school improvement efforts, while nonetheless unifying the over-all standards of quality for the entire organization.

The results of this evaluation have served the following purposes:

- A catalyst for school self-evaluation and action planning
- An evidence base for high stakes decision-making
- A source for identifying effective practices
- An opportunity to identify program weaknesses and growth areas across a range of indicators
- A baseline of school performance to monitor a school's trends and evaluate progress over-time as a result of specific school improvements efforts

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Balanced Performance-based Quality Review System

Proposal

Strategy One: Engage a community-wide effort to establish and/or validate school quality standards for purposes of program evaluation.

Rationale: Engagement will assist in; ensuring that quality standards are reflective of the community's perspective on quality schools, clarifying the purposes of program evaluation, and engendering understanding and buy-in towards the added value of program evaluation.

Strategy Two: Develop a sustainable system and cycle of program evaluation that ensures the efficient and effective use of limited district resources towards school improvement efforts.

Rationale: The district possesses untapped will, skill, and capacity among stakeholders, individual schools, and the broader community to engage in school evaluation processes that can reduce costs while increasing local leadership and community-wide accountability.

Strategy Three: Identify school cohorts for annual evaluation such that over a three year period, every school has undergone a comprehensive school review process.

Rationale: The process of comprehensive school program evaluation need not occur with every school annually and may be leveraged in such a manner as to effectively liberate for an extended period of time, up to three to five years, individual schools meeting those community-established quality standards, while also being a catalyst for effectively supporting and intervening in the case of other schools, depending on the outcome of the school review process.

Strategy Four: Advantage the results of the school review process to systematically a) initiate school-wide improvement efforts that are inquiry-based and engage all stakeholders, b) develop a systemic approach to identifying and replicating effective practices in and among Oakland public schools.

Rationale: The aforementioned strategy is reinforced by the Framework for Quality Schools, which indicates achieving the desired result of holding onto and graduating all students prepared for success in college and career require systemic-wide strategies.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Balanced Performance-based Quality Review System

CERTIFIED SCHOOLS PROCESS:

Through the **Balanced Performance-based Quality Review System**, schools may become *certified* under the School Quality Standards and thus garner greater control over the variables affecting school operation within the context of the larger organization (district). These variables will be memorialized in Individualized School Plans that will outline the ways in which the school will control aspects of: budget, governance, staffing, schedule/calendar, facilities, and curriculum.

Ideally, the purpose of this process is to ensure that clear terms have been established for the smooth, unencumbered, and uninterrupted operation of effective schools such that these schools may continue to thrive, while allowing for the re-allocation of limited central resources (including time and energy of human capital) to be dedicated to those schools that need it most.

- School Certification will include Ratings of 1, 2, and 3.

The various types of increased program control *may* include:

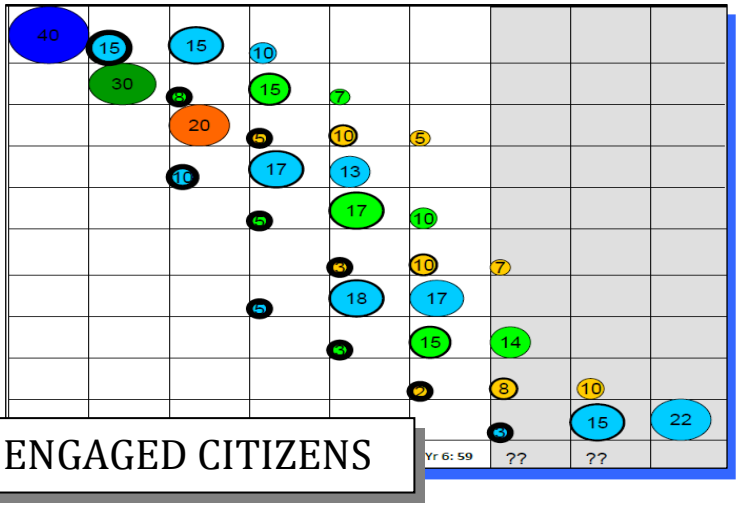
- Increased over-all site based decision-making and site-based oversight typically requiring central office ratification; in so much as the school maintains consistent and effective communication with Regional Executive Officers, as well as demonstrates consideration for and remains accountable to the consequences and outcomes of its site-based decisions system-wide
- Flexibility in budgeting requirements such as staffing ratios, possibly some central services costs, and immediate approval authority of restricted funds.
- Increased flexibility in school day schedule and school year calendar as negotiated through OEA contract waiver processes – enhanced through a side-letter with OEA establishing pre-identified waiver options that will not be unreasonably withheld – pursuant to inclusion of specific language within the School Quality Standards that include teacher/staff sustainability, retention, and teacher leadership opportunities and development.
- Increased flexibility with respect to facilities use, including but not limited to flexibility in the application of the District's forthcoming facility utilization standards, to allow for unique programs and interventions strategies to be employed.
- Increased flexibility to innovate curriculum and reallocate resources from centrally-funded curriculum initiatives to serve site-based approaches to curriculum, including methods of assessment (excluding all mandated state testing).

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Balanced Performance-based Quality Review System

Sample School Review Cycle:

Review Process involves three year period for initial review: 40/30/20 schools annually
*** Chart reveals pattern of certification and subsequent review.**



ENGAGED CITIZENS

Cycle:
Up to 20 schools may be evaluated annually. A school may receive a certification of either 1, 2, or 3 years, which may determine the next evaluation cycle for individual schools. Those requiring immediate intervention may undergo a process facilitated by School Portfolio Management that determines the best course of action and develops a RECOVERY **PLAN**. Subsequent evaluations are tailored to the school.

The program evaluation process includes **community capacity building** for schools identified for review each year. Community based organizations & coalitions such as Oakland Parents Together, Oakland Community Organizations, EBAYC, GO Public Schools, and Acorn may be supported to develop a shared model of empowering key parent/community leaders from all school sites to participate in the evaluation process and, most importantly, the inquiry that follow.

As schools receive their evaluations, community involvement in the implementation of improvement initiatives will be fostered through the support of school improvement coaches and community organizers, who facilitate larger convening events and broad-based summits, leveraging existing representative bodies (SSC, PPTG, PTA, Site Leadership Teams) or assist in the development of steering committees (design teams). These steering committees will engage in the processes of advantaging the school evaluation for purposes of continuous improvement. The process will be similar to the "design team" process of new school development – however tailored to individual school needs.

In cases where schools are identified as a 3, the work becomes a) "What should be our key focus area for improvement", and b) "How can we support the process of transferring our effective practices in and among other Oakland schools?" In cases where a school is identified as a 1, through the support of central staff & coalitions a "design team" process would be geared towards a much more in-depth restructuring, including redesign, reconfiguration, and/or closure.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Visit (2-3 Days)

School site visits will include the following activities:

Stakeholder Interviews and Focus Groups

- *Parents / Guardians*
- *Staff / Teachers*
- *Students*
- *School Administration*
- *Community-Based Partners*
- *Central Office Support Staff*
- *Governing Board Representative*

Observations

- *Classrooms observed*
- *Outdoor instruction observed*
- *Professional learning activities observed*
- *Special school functions observed*

School Culture & Climate

General observations of the school functioning, student transitions, interactions between adult-student / student-student / adult-adult, and general behavior, tone, and climate.

Document Review

(See List Below)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OVERVIEW

The District will appoint three-six reviewers, depending on the size of the school. The lead reviewer, for each team, will have experience and expertise in evaluating schools.

The lead reviewer will liaise with the school leader throughout the process to coordinate all schedules, logistics, and pre-visit planning and preparation.

The program review commences with the school completing a short self-reflection form and providing as much background information as possible. The lead reviewer will collect this information (which provides a contextual background for the site-visit) and share this with the other team members.

The team visits the school for two-three days: collecting first-hand evidence, validating evidence, and reaching preliminary conclusions. Throughout the visit, the team will work on summarizing the evidence collected into main findings.

Following the visit, the lead reviewer is responsible for collating a written report which includes findings supported by evidence collected from qualitative and quantitative evidence collected during the visit, evidence documented of the school's performance (previous site visit reports, annual reports, and student academic achievement results) as well as scores against the assessment rubric.

STAGES OF THE REVIEW PROCESS

The Quality Site Review consists of three parts:
- *Pre-visit Preparation*
- *The School Site Visit*
- *Final Report*

Pre-visit Preparation

Experience has shown that thorough preparation is essential in order to provide the full value of a program review for the evaluative purposes of School Quality Review. It is helpful if both teams – both the school and the review team - support each other in their shared task of providing a thorough evaluation of the school. The review team members need to develop a solid understanding of the school in order to make a valid assessment.

Additionally, when the school leader has a thorough understanding of the process and its purposes, he/she is better equipped to ensure that the preparation time is beneficial to the school and staff. For example, if teachers are given clear expectations, they will be well prepared, less apprehensive and more able to utilize the process as an opportunity for personal and professional development.

Roles and Responsibilities During Pre-Visit Preparation

The School

- Send the completed *School Self-Reflection Form* (SSRF) in Appendix 4 of this handbook, electronically, to the Lead Reviewer no later than two weeks before the visit*.
- Form representative focus groups of teachers, board members, parents and students to meet with the team at the scheduled times.
- Inform administrators, board members, district administration and teachers of their meeting times with the review team.
- Arrange for samples of student work/portfolios to be made available during the visit.
- Arrange to have a room where two-four members can work on computers and confer privately.
- It would be helpful to have refreshments (coffee, water, etc.) available during the entire visit, which can be provided by the visiting team and QCSD.

Lead Reviewer

- Coordinates the review team.
- Contacts school to be sure of schedule and final arrangements.
- Review the school's completed SSRF and collect preliminary information on the school.
- Brief review team on the visit schedule and preliminary school information gathered.

**** At least two weeks before the review, the school leadership completes the School's Self Reflection Form (SSRF). This is a very important part of the process because when completed thoughtfully and thoroughly, it not only helps the review team to understand the school, but also provides an insight into how well the school evaluates its own work and effectiveness.***

The School Site-Visit

During the two-day site-visit, the lead reviewer and the team will aim to get to know as much about the school as possible in the time available.

The Review Team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, examination of student work and discussion with teachers, students, parents and other members of the school community. It is this first-hand evidence, coupled with the evidence gathered at pre-review which provides the team with a thorough understanding of the school's program and operations and of the quality therein.

Observing lessons
A significant amount of time is spent observing how well students learn as a result of the instruction they receive. This is the *cornerstone activity* in making the evaluation of "how well the school meets its goals and objectives" under the School Quality Review process.

Meeting with teachers, parents, students and leadership team members
In consultation with the school, Reviewers will meet with school staff, parents, students and leadership team members, as well as community partners who provide valuable insight into the quality of education provided at the school.

Reviewing student work
Reviewers will ask teachers for examples of students' work, as well as curriculum documents such as scope and sequence, records of internal assessment and results in external tests and examinations. The school may offer other relevant measures or indicators of attainment and progress towards meeting the renewal criteria in order to demonstrate achievement.

End of the day check-in and report-out
Reviewers will have an informal check-in and report-out meeting with the school principal and/or leadership team at the end of the first day to present preliminary findings and a more formal report-out session at the end of the second day. There may also be times when the lead reviewer will check-in with the principal to clarify questions that may arise during the review.

DAY ONE: Sample Site Visit Schedule

Schedule	Day 1	Day 2
7:30 – 8:00	Team Meeting: Orientation in the process / meet with School Leader	
8:00 – 9:00	Meet with Leadership Team	Parent Focus Group
9:00 – 9.45	Class visits	Class visits
9.45 – 10.30	Meet with Administration	Additional Fact Finding
10.30 – 11.15	Class Visits	Class Visits
11:15 – 12:00	Student Focus Group	Class Visits
12:00 – 1.00	Lunch with Teachers	Lunch with Students
1.00– 1:30	Review of students' work	Meet with staff
1.30– 2.00	Initial Team Discussion	
2.00 – 2:45	Additional Fact Finding	Meet with Community Partners
2:45 – 3:30	Team Work Time	*Central Office*

3.30 – 3.45	**Observe end of school**	***Staff – Leadership Focus Groups***
3:45- 4:15	**Observe any extra curricular activities**	
4.15 – 6.00	**Team Work Time**	

* ***The above should only be seen as indicative of the range of activities that will take place during the site-visit. Prior to the visit the principal and the lead reviewer will agree on the exact details of the review visit.***

DAY TWO

On the second day of the visit, the Review Team will assemble its findings in the form of a report responding to the key questions in the renewal process including findings supported by evidence collected from qualitative and quantitative evidence collected during the visit, evidence documented of the school's performance (previous site visit reports, annual reports, and student academic achievement results) as well as scores against the assessment rubric. .

School leaders should be available to assist with questions the review team may have during the report-writing process. The team may also use the second day to undertake additional fact finding.

On the afternoon of the second day of the site-visit, typically between 4:30-5:00 pm, the lead reviewer and team members provide a verbal report-out to the school leader(s) and the chair of the school governing board. The lead reviewer will present the meeting with a summary of the main review findings/key issues that the team has drafted.

If there has been effective communication during the review process and if the school is reflective and self-critical in its approach to the evaluation, it is unlikely that the report-out will contain any surprises.

It is always suggested that the School Leader has others from their team and/or members of the community present to share the key findings with him/her.

Schedule	**Day 3**
9:30 – 10.00	**Meet with Administration**
10.00 – 10.30	**Class visits**
10.30 – 11.00	**Document Review**
11:30 – 12:00	

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Community Schools, Thriving Students

Final Report

The on-site feedback is followed by a full report. This will be completed and a first draft will be sent to the school within 20 calendar days.

The lead reviewer has responsibility for ensuring that the report is consistent and derived from the evidence collected during the visit. The full report will be more detailed than the initial overview shared with the school; it will contain findings for each key area with linked supporting evidence found during the review.

Document Review

Prior to the site visit, the school should have the following documents available in the room where the visiting team will be working. Except as indicated, two sets of all materials is sufficient. In some instances however a review team member may request an additional copy of an item during the inspection.

	1. Single Plan for Student Achievement (SPSA)
	2. Most recent Annual Report (SARC)
	3. Current operating budget
	4. Documents regarding mechanisms for parent/community input in school program/operations
	5. Parent, teacher, and/or student handbooks
	6. A list of school site council members and other parent representative bodies
	7. A list of all school personnel
	8. The daily schedule and a list of teachers, credentials and subjects taught, # years teaching, # years at school
	9. Map of classrooms w/ teacher names/ grade levels
	10. A list of school committees and membership
	11. Employee handbook or other staff policy documents
	12. Artifacts and Minutes of 09-10 parent / leadership meetings
	13. Artifacts and Minutes of most recent faculty meetings
	14. Attendance policy
	15. Behavior contract/discipline policy
	16. Strategic Plan/Long-term Plan
	17. School Improvement Plan from previous year and for current year

	18. All previous program evaluation reports, including afterschool programs, or other evaluations
	19. Parent satisfaction surveys (if they exist)
	20. Results of any other surveys (of teachers and/or students)
	21. Student work samples representing all content areas and various grade levels and performance levels
	22. School year books and any appropriate representative projects by students
	23. Any other pamphlets or brochures the school has produced about itself

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Making Consistent Judgments

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(4)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of **(4)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its work without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is ***excellent*****.**

- An evaluation of **(3)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(3)** may be appropriate in circumstances where the organization may make for a productive student experience; but it may not apply consistently to some students. There is strong evidence that this element can be sustained at a level that positively impacts student experiences. Typically, the school's academic improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this element is ***proficient*****.**

- An evaluation of **(2)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(2)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the element provided is ***underdeveloped*****.**

- An evaluation of **(1)** applies to schools where the program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this element is ***inadequate*****.**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Oakland Unified School District

School Quality Review

SCHOOL SELF-REFLECTION NARRATIVE GUIDELINES

A Balanced Performance Based Accountability System

May 2011

DRAFT

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

DRAFT

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SCHOOL QUALITY REVIEW SELF-REFLECTION GUIDELINES: 2011-2012

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (4-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. parent leaders, teachers, student leaders, partner organizations).
- You may find it helpful to refer to the OUSD School Quality Standards and their respective characteristics outlined in the School Quality Review Handbook *(TBD)*.

1	**What is distinctive about your school?**

2	**How effective is your school overall?**					
		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory
How do you know?						
What are its notable strengths?						
What are the main priorities for improvement?						

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

What do (a) students and (b) parents most like about the school?

What do they feel needs improvement, and what action is being taken?

4 How well do students achieve academically and demonstrate desired critical thinking skills?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

Which are the strongest features of teaching and learning, and why?

What aspects of teaching and learning most need improvement, and what action is being taken?

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

Which are the strongest features of professional development, and why?

How are professional development activities selected and evaluated?

What aspects of teaching and learning most need improvement, and what action is being taken?

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

7 How effective is the assessment of student learning?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

What are the strongest features of assessment?

What aspects need improvement, and what action is being taken?

8 How well do students demonstrate desired social outcomes including emotional health, physical health, citizenship, and work ethic?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

OAKLAND UNIFIED SCHOOL DISTRICT
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9 How effective is the strategy and processes that you have put in place to ensure your school supports diverse student population (i.e. representation of English language learners; students with disabilities or of homeless status)?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

What are the strongest features of support structures for a diverse student population?

What aspects need improvement, and what action is being taken?

10 How effective is the leadership and management of the school?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards and the vision of Full Service Community Schools? What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Which aspects of leading and managing the academic performance of the school work best, and why?

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

11 How well does the school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

12 How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Describe how the school is training administrators and teachers to understand and use assessment data.

To what extent are parents and students informed of student performance data individually and schoolwide?

What do they feel needs improvement, and what action is being taken?

13 How effective is your education program at <u>diagnosing and addressing</u> the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

14 How effective are the central support systems, leadership and support staff in contributing to the success of the school program?

		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory

How do you know?

Describe the central office's primary roles and responsibilities in supporting the school.

Give an example of a recent issue/ or task that central support systems contributed towards and outline the results of that work.

In what ways does the governing board representative support the success of the school directly? Indirectly? How can this be improved?

Describe one or more examples of central supports or services that are contributing effectively to the school's progress.

Describe one or more examples of central supports or services that need improvement or act as barriers or obstacles to the school's progress.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

17 How effectively is the school managed fiscally?

		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory

How do you know?

Which aspects of the school's fiscal operations work best?

In what ways can the school's fiscal systems or operations be improves, and what action is being taken?

18 What are the most significant aids and/or barriers to raising achievement or attaining other desired goals for the school?

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Quality Review Data Document

Name of school:				**Name of School Leader:**	
Financial Information				**Year**	**2011-2012**
Total Operational budget		Per student Revenue			
Total Expenditure		Expenditure per student			
Balance brought forward from previous year		Balance carried forward to next year			

Special Populations	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
Number of students receiving ***free/reduced lunch***					
Number of ELL students					
Number of students with special educational needs					

Pupil mobility in the school in prior year	**Number of students**
Students who joined the school other than at the usual time of first admission	
Students who left the school other than at the usual time of leaving (excluding expulsions)	

Attendance for current and prior year	**% Attendance**
School data	

Background of students 2011-12	**Number of students/Percent of Students**		***Discipline - prior school year(10-11)***	**Suspension # of incidents**	**Expulsion # of incidents**
African-American	/		African-American		
Asian/Pacific Islander	/		Asian/Pacific Islander		
Hispanic	/		Hispanic		
White	/		White		
Mixed/ No Response	/		Mixed/ No Response		
ELL	/		ELL		
SPED	/		SPED		
Gender (male/female)	/		Gender (male/female)	/	/
Homeless Students	/		Homeless Students		

Lottery/Waitlist Information

	Date of Lottery	**Grades of Applicants**	**Number of Applicants (per grade)**	**Number of Available Spaces (per grade)**	**Number of Students on Waiting List (per grade)**
EXAMPLE *(add rows as necessary to capture all grade levels served)*		6	150	100	50
		7	200	100	100
		8	160	100	60
2010-2011 (for 2011-2012					

school year)					
2009-2010 (for 2010-2011 school year)					
2008-2009 (for 2009-2010 school year)					
2007-2008 (for 2008-2009) school year					

Graduation Information	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
Graduation Rate					
Retention Rate (% of graduates enrolled since grade 9)					
Post Graduation Plans					
% attending 4-year college					
% attending 2-year college					
% attending vocational/ technical training					
% joined military					
% working exclusively					

Teacher Recruitment/Retention					
	2007-2008	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
Total # of Teachers					
% New Hires					
% Retained from Prior Year					
Total number of vacant teaching posts currently (FTE)					

AYP	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
AYP Met?					
% AMOS Met					
API	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**

API					
Statewide rank					
Similar schools rank					
CST	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
ELA					
Proficient/Advanced					
Basic/Proficient/ Advanced					
MATH					
Proficient/Advanced					
Basic/Proficient/ Advanced					
CAHSEE	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**
10th grade pass rate					

Measurable Student Outcomes (Please outline areas of student performance or other student outcomes that are measured)

Measurable Student Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

FACILITIES AND FUTURE PLANS

FACILITIES	
Is the facility meeting the needs of your staff and students?	Y/N
Will the facility continue to accommodate your growth needs?	Y/N
Describe the condition of your current facility.	
What procedures are in place for maintaining a safe, clean and healthy facility?	

FUTURE PLANS	
Discuss the key challenges or risks that you see for your school in the next five year period. • Describe what you are doing or plan to do to address each of the major challenges that you have identified.	
As applicable: Describe any major revisions to your school plan and rationale. • Major revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc. • If the revision(s) directly affects the students, explain if and how the proposed revision has been discussed with the parents. • If appropriate, describe how student achievement may be impacted by the proposed revision(s).	