

Community Schools Strategic Site Plan (CSSSP)

School Culture Assets Scan

School:



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Lever	Emerging	Developing	Thriving
YOUTH & ADULTS ARE CULTURE KEEPERS	<ul style="list-style-type: none"> Youth leadership class focuses on student activities only No on-going structure for youth-adult exchange/problem solving Student leadership has little access to dialogue with principal Students not active in developing and monitoring agreements/code of conduct Few positive incentives offered 	<ul style="list-style-type: none"> Climate team/adult allies lead youth process to develop school climate vision, rules and agreements/code of conduct for youth and adults Teachers and admin value and solicit student voice Teachers and classified staff provide input on school-wide rules, discipline policy 	<ul style="list-style-type: none"> Youth articulate school's identity, welcome visitors and orient new students. There is a robust home-school communication system: norms, and rituals for two-way communication including social media Teachers and classified staff actively participate in refining, teaching and school-wide norms and behavior
DISTRIBUTED LEADERSHIP	<ul style="list-style-type: none"> School holds elections for SSC parent, teacher, community reps There are limited opportunities for parent and youth leadership representative of school demographics Major decisions are made by admin team without feedback 	<ul style="list-style-type: none"> PTA & parent leadership participate in leadership opportunities that represent school demographics There are opportunities for teacher leadership Decisions are vetted with stakeholders and staff 	<ul style="list-style-type: none"> Youth are on SSC at all schools and paired with an adult mentor All stakeholders have leadership roles in school culture Parents and students participate in shaping the discipline system Leadership is described as Collaborative vs. Hierarchical
SYSTEMS AND STRUCTURES	<ul style="list-style-type: none"> Supports and interventions are solely focused on students. Adults may get individual feedback in response to a problem No on-going framework for teachers to improve their practice in implementing school culture Classified staff /partners rarely included in school culture PD 	<ul style="list-style-type: none"> School culture PD is initiated but coaching is not provided Multiple strategies are taught but there is not universality Advanced PD is received by a few highly motivated staff Courageous conversations are initiated but not sustained Restorative practices are discussed but all staff has had limited training/exposure 	<ul style="list-style-type: none"> There is agreement among staff that adults need skills and support to model and teach school-wide rules, values, routines and rituals. On-going instruction takes place all staff and service partners All-staff come together regularly to discuss race and culture and to align teaching practice and services All staff are well versed in restorative practices which are applied equitably

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FOCUS ON BUILDING ADULT CAPACITY	<ul style="list-style-type: none"> • Supports and interventions are solely focused on students. • Adults may get individual feedback in response to a problem • No on-going framework for teachers to improve their practice in implementing school culture • Classified staff and partners are rarely engaged in school culture professional learning 	<ul style="list-style-type: none"> • School culture PD is initiated but coaching is not provided to teachers and staff • Multiple strategies are taught but there is not uniformity or agreement across teachers/ adults within the school community • Advanced PD is received by a smaller number of motivated staff • Courageous conversations are initiated but not routinely followed up • Restorative practices are discussed but all staff has had limited training/exposure 	<ul style="list-style-type: none"> • There is agreement among staff that adults need significant capacity building and support to model, teach and positively reinforce school-wide rules, values, routines and rituals. • On-going differentiated instruction takes place for admin, teachers, classified staff, and partners • All-staff come together regularly to discuss race and culture and align teaching practice with the needs of all students within the school demographics (i.e. , AA students, students impacted by violence/ trauma, ELL students, etc.) • All staff are well versed in restorative practices which are applied equitably
AWARENESS OF BIAS	<ul style="list-style-type: none"> • No awareness of bias • Focus is on fixing students 	<ul style="list-style-type: none"> • Awareness of bias exists • School community has articulated some strategies for addresses bias issues • Feedback is solicited from students and parents regarding bias at the school 	<ul style="list-style-type: none"> • On-going Professional Learning and reflection on bias • School community works actively to build alliances across difference • Leadership and SC Team are champions of shifting adult thinking from “3 strikes you are out” to “4 balls you are in”. • Stakeholders articulate a focus on equity in policy and practice at the school