

● ● ● OUSD School Quality Standards

Quality Indicator 2: 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.

1. A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day. (FSCS.2)
2. A quality school offers a coordinated and integrated system of academic and learning support services, provided by adults and youth, to students, families, and neighbors. The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement. (FSCS.1; YE29, YE33, YE34)
3. A quality school defines learning standards for the social and emotional development of students and implements strategies to teach those standards (e.g., peer mentoring programs, student community building across grades, advisory class, conflict resolution curriculum). (YE28)
4. A quality school adopts rituals, routines and practices that reinforce values and norms that promote achievement, create a culture that challenges stereotypes, and counter anti-intellectualism, so that students believe it is “cool to be smart”. (AAMA1; YE10)
5. A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising. (AAMA4; YE45)
[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)
6. A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community. (CE1.50; YE13, YE38)
7. A quality school has staff that is committed to developing relationships with the whole child—ready to help with the many challenges that students face, to hold students to high expectations, and to advise them about future goals and life after school. (YE12)
8. A quality school has clear expectations and norms for behavior, systems 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)

9. A quality school ensures that the physical environment of classrooms and the broader school campus supports teaching and learning, by being effectively used, well-functioning, well-resourced, orderly, clean and safe. (3.134)
10. A quality school supports students to show initiative, take responsibility for their learning, and contribute to the school and wider community in a positive way. (3.104)
11. A quality school helps students to articulate and set short- and long-term goals, based on their passions and interests, and it provides opportunities and sets the expectation that students will constantly reflect on and revise these goals. (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)