

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

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“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.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, & Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	There was <u>little</u> evidence found that the school implemented the practice(s) and/or build the conditions described in the standard.
Beginning	There was <u>some</u> evidence found that the school implemented the practice(s) and/or build the conditions described in the standard.
Developing	There was <u>substantial</u> evidence found that the school implemented the practice(s) and/or build the conditions described in the standard.
Sustaining	There was <u>strong & consistent</u> evidence found that the school implemented the practice(s) and/or build the conditions described in the standard.
Refining	There was <u>strong & consistent</u> evidence found that the school implemented the practice(s) and/or build the conditions described in the standard, and the school has <u>implemented systems to review evidence</u> of these practices/conditions.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Coordinated and Integrated System of Support Services <i>A quality school has systems to identify at-risk students and to intervene early. The school provides 1) health and social-emotional services and 2) a youth and community development component to help students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. Systems are in place to identify which students are struggling and why they are struggling and to support their health/social emotional issues. b. Systems are in place to refer students to the supports that address their need(s) following the RTI model. c. A broad menu of on-site strategies, services and partnerships respond to student/family needs. d. Students are provided healthy food and health-focused physical activity. e. Health education is integrated into classrooms, programs, and services. f. The school has a youth development component (citizen/values programs, advisory, leadership class, student council, internships, etc.) to help students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning. g. Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social supports for all students. Staff can modify these strategies/structures to meet students’ needs. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column. In addition, the school monitors, reviews, and adjusts these practices with input from the various stakeholders of the school, including students, in order to ensure that the school provides a coordinated and integrated system of academic and learning support services.</p>

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6: Inclusive, Welcoming, and Caring Community* <i>A quality school creates an inclusive, welcoming, safe, caring and nurturing 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. 4. Creates a positive school climate that includes behavior management as well as structures that recognize improvement, achievement, and growth.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> a. Students and parents feel safe and free from threat, bullying, and/or discrimination. b. Students and parents trust staff. c. Students and their families are “known” by school staff. d. Procedures and practices support new students and their families to quickly feel like members of the school community. e. Staff, students, and their families intentionally build caring and supportive relationships across different individual and cultural “lines”. f. Interactions are characterized by caring communication. g. Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community. h. Structures and activities before/during/and after school create a safe and inclusive environment for students (main office, playground, hallways, cafeteria, etc.) i. The school has effective behavior management school-wide that creates a positive school climate (rewards, progressive discipline plan, celebrations to recognize improvement/ achievement, daily routines that reinforce culture of the school, etc.) 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column. In addition, the school monitors, reviews, and adjusts these practices with input from the various stakeholders of the school, including students, in order to ensure that students and their families experience an inclusive, welcoming, safe, caring and nurturing community.</p>

**This standard addresses systems and practices outside of the classroom and it complements QI 1.2*