



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: February 20, 2014

Subject: Social and Emotional Learning: An Essential Component of High Quality Education

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Department: Superintendent's Office/Office of Innovation

Recommendation: N/A

Background/Rationale:

Social and Emotional learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Through a collaborative process, SEL is integrated and embedded in all major district initiatives, including; Common Core, Guide To Success, NCLB Waiver, and Local Control Accountability Program.

Financial Considerations:

\$250,000 from the NoVo Foundation for Year 1 (award)
\$250,000 from the NoVo Foundation for Year 2 (award)
\$50,000 from the California Endowment for Year 2 (award)
Anticipating another \$250,000 from the NoVo Foundation for Year 3

Documents Attached:

Executive Summary

Estimated Time of Presentation: 45 Minutes

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Mai Xi Lee, Director, Social Emotional Learning

Approved by: Dr. Sara Noguchi, Interim Superintendent

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I. Overview

Why is social emotional learning needed? Social and emotional learning (SEL) skills are needed for school, college, career, and life. A survey of employers' opinions of high school and college graduates workforce readiness showed that many potential employers value applied skills over academic skills. In fact, of the top five 21st century skills preferred by employers, 4 were social emotional skills. Additionally, the Collaborative for Academic and Social Emotional Learning (CASEL) did a meta-analysis of schools that had high SEL integration and found the following:

- 23 percent point increase in SEL skills
- 9 point gain in attitudes about the self, others, and school
- 9 point gain in pro-social behavior
- 11 point gain on standardized tests (math and reading)
- Decreased in problem behaviors for kids
- Decreased in emotional distress for kids

Two years ago, the district received a grant from the Novo Foundation to systemically implement Social and Emotional Learning (SEL). Social Emotional Learning is the process by which kids and adults develop fundamental emotional and social competencies and experiences to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

With the guidance of consultants from the Collaborative for Academic and Social Emotional Learning (CASEL), SCUSD embarked on a journey to implement and integrate SEL into schools and all major district initiatives. The implementation began with 4 schools in CK McClatchy network of schools in Year 1. These schools would serve as pilot schools for the district to learn from and help to guide the district toward full integration. In Year 2, sixteen schools were added to the SEL implementation plan based on their identification as receiving schools for the school closure families. Since October of 2013, 9 more schools have asked to implement SEL at their sites, bringing our Year 2 total to 26 schools. Plans for Year 3 expansion are being developed and will be vetted with the SEL Leadership team in March.

In addition to the SEL implementation at school sites, the district SEL plan called for integration in all key initiatives at the district-level. SEL has been embedded and integrated in many of the key initiatives, including the Common Core Standards, No Child Left Behind (NCLB) Waiver, the Guide to Success, and Local Control Accountability Plan.

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SEL is a natural complement for the Common Core Standards. As the Common Core standards demand greater collaboration and higher order thinking, more explicitly-based social and emotional learning-based pedagogy needs to be implemented to support Common Core's intended goals. There has been collaboration between SEL and Academic team staff to work on integrating SEL strategies into Common Core curriculum. More collaboration will be planned to deepen the SEL and Common Core integration.

The NCLB Waiver's whole child approach explicitly calls out social and emotional learning. The whole child approach to education is designed to develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive need, encompassing both academic and social emotional learning skills. Social and emotional learning accounts for 20% of the School Quality Improvement Index (SQII) under the NCLB Waiver.

The Guide to Success (GTS) explicitly measures social emotional learning through the Engagement Pillar, reflecting the work of district sites in this important initiative. Further understanding that the importance of SEL lies within how it integrates into the curriculum and daily operations of a school, SEL is also reflected in the Guide to Success through measurement of the Graduate Student Profile SEL, Assessment Research & Evaluations, and GTS staff continues to collaborate to develop and implement the SEL assessment tool.

Social and emotional learning plays a big role in the community engagement process for the Local Control and Accountability Plan (LCAP). The process calls for multiple collaborative opportunities for the District and community members to work together in order to inform the LCAP, as it addresses 8 state area priorities. SEL will be needed to address many of the state area priorities: Student outcomes, student engagement, climate/culture, parent involvement and Common Core standards.

Social and emotional learning is the link that connects people to each other. Building positive relationships via strong SEL skills will be critical as this district moves forward. With all the many initiatives currently in place, we'll need SEL skills more than ever to help us reflect, analyze and evaluate in order to make responsible decisions about systemic and thoughtful implementation.

II. Driving Governance

Pillar I: Career and College Ready

Pillar II: Family and Community Engagement

Pillar III: Organizational Transformation

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Results 1: Mega Result
Results 2: Academic Achievement
Results 3: Well-Rounded Individuals
Results 4: Local, State, National, Global Citizenship
Board Policy 5030 Student Wellness
Board Policy 6011 Academic Standards
Board Policy 6020 Parent Engagement
Board Policy 6141 Curriculum Development

III. Budget

\$250,000 from the NoVo Foundation for Year 1 (award)
\$250,000 from the NoVo Foundation for Year 2 (award)
\$50,000 from The California Endowment for Year 2 (award)

Anticipating another \$250,000 from the NoVo Foundation for Year 3

IV. Goals, Objectives and Measures

At the heartbeat of Pillar One of the district's Strategic Plan 2010-2014 is the charge to prepare students for college and career readiness. Social emotional learning responds to Pillar one as it prepares students for 21st century skills and beyond. CASEL's five SEL competencies are included in the Graduate Profile so it is critical that the district and schools begin to teach and model them.

2012-13 School Year Goal: Create awareness of SEL district wide so that stakeholders begin to understand how SEL contributes to college and career-ready students.

During the first year of the grant, the Team's goal is to create awareness of SEL so that stakeholders begin to understand how SEL contributes to college and career-ready students. This was accomplished through developing a governance structure for SEL in SCUSD and outlining a structure of communication to inform staff about the SEL work at the district and school site level. Smaller strategic workgroups, each chaired by a member of the SEL team was formed. Targeted professional learning sessions conducted by CASEL consultants will help build district and school site staff, students, parents and community partners' expertise and awareness of the five core competencies among.

2013-14 School Year Goal: Integrate SEL into the district's work. Integrating SEL into the district's work will be the goal of year two of the grant. As the McClatchy network expands its work, the SEL Team and workgroups will collect and share data and incorporate learning from the network to add another cohort of schools. The SEL Team will continue the development of an SEL vision by creating a policy around SEL implementation district wide. The proposed SEL

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policy will be presented to the School Board for approval and adoption and then the SEL Team will begin drafting Administrative Regulations to support and enforce the policy. This work will be timely if the district decides to update its strategic plan. Once it has been articulated, SCUSD will communicate the district SEL vision and policy, specifically its role in academics.

2014-15 School Year Goal: Gear up for district-wide SEL Implementation for 2015-16

school year. In year three of the implementation grant, SCUSD will review SEL data outcomes and use the evaluation data to adjust and refine our plan for district wide SEL implementation for the 2015-2016 school year. With the approved and adopted Board SEL policy and approved Administrative Regulations to support and enforce the policy, schools will begin to adopt and implement evidence-based SEL programs and practices. To expand capacity, SCUSD will create a coordinated Professional Learning program that provides training to address Academics + SEL capacity development for all staff.

V. Major Initiatives

In year one, Sacramento City Unified School District (SCUSD) focused on building Social and Emotional Learning (SEL) awareness district-wide so that all stakeholders could begin to understand the important connections between Social and Emotional Learning (SEL) and our long term goal of college and career readiness. In order to accomplish that goal, we identified five priority areas. Together with our outstanding CASEL consultants and dedicated key leaders within the district, year one results were, on the whole, outstanding. Below is a summary of our accomplishments.

First we formed, expanded and refined our district-wide SEL Leadership Team. SCUSD grew our cross-district SEL governance team from a dozen individuals at the beginning of the year to over three dozen by the end of the school year (see attachment). In addition to growing in numbers, the cross representation of our district team grew to truly represent our community, union and site partners, as well as top district department leadership. The SEL director spent the month of January 2013 doing one-to-one meetings with each of the leadership's team members to insure they understood what was being asked of them as well as to more deeply understand their interest, resources and capacities to lead SEL growth within their sphere of influence. The leadership team meetings take place monthly and are always well-attended. During the year, the leadership team reviewed a district-wide audit on SEL Policy and began site-level reviews and participated in collaborative meetings with neighboring CDI districts to share successes and challenges, and attended the cross-district meetings in Ohio, and Chicago.

Second, we assessed and developed the work group subject matter and leadership needed to move the SEL work forward across our district. SCUSD created four key workgroups to address the following areas: Standards and Assessments, Professional Learning, Student Voice, and

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Communication and Engagement. Each of those workgroups is led by co-chairs that balanced site and district perspectives and met monthly. By the end of the year, each of the workgroups provided recommendations to the Superintendent and Cabinet that included a draft of SEL standards, an impressive district-wide communication plan and a multi-track pathway for professional learning.

Third, we built capacity for effective leadership and communication by investing significant time in exploring, identifying and engaging key district staff through a system of intentional one-to-one and small group conversations. In particular, there have been two intensive rounds of one-to-one outreach district-wide. The first was in January of 2013 when we were gearing up to expand and refine our leadership team. The second round took place in June and July of 2013. We conducted rounds of visits to district leadership, department leads, and site principals for more in-depth discussion of where SEL lived in their current work and how to tailor our work together to take them to the next level of SEL awareness and practice. This practice led to a solid foundation for building a truly collaborative vision and language across our district that described our vision and introduced our common language regarding our commitment and plans. It also allowed us the time for summer planning for mid-course tweaking and changes we needed to make after one year.

Overall, this was a very strong area of progress this past year. Unlike many compartmentalized top-down district-driven or site-centered initiatives, our cross district collaboration has not only inspired our participant's to build SEL awareness but caught the attention of other district leaders who saw this strategic roll-out as something to replicate with other efforts. During a recent visit with the SEL Core Leadership Team, American Institutes for Research's Vice President David Osher commented that over the past year "SCUSD has created a culture of collaboration across district departments and schools infusing SEL."

VI. Results

Social and Emotional Learning (SEL) was an unfamiliar term to most individuals participating in training and professional learning sessions even if it had been present in their work all along. Developing a common vision and language this past year helped district staff and partners to see that while we had some practices and competencies embedded in current work and habits, we had not, until now, developed a strategic district-wide approach that everyone could articulate and own. Deeper exploration of the five core competencies provided staff and parents with a "name" and greater intentionality to their work. This new understanding led to significantly increased participation in SEL orientation sessions, work group clusters and leadership meetings as the year progressed. LPC Associates, Inc. conducted a professional learning (PL) analysis on current SEL programming, practices and policies at all levels in SCUSD

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and found that district PL fell into one of two categories: 1) those that were explicitly SEL-focused and addressed all of the SEL competencies, and 2) those that addressed some aspect of social and emotional learning by including at least one of the SEL competencies. In the past year, the District offered a wide variety of trainings to a multitude and varied audience. While LPC found that there were 91 trainings that addressed some components of social and emotional learning, reaching up to 2,228 District and school staff, parents, and community members, our key focus were on the 22 trainings specific to social and emotional learning, reaching up to 801 District and school staff
Developed and launched through six unique ways:

1. **SEL: An Essential Component of High Quality Education** - designed for Board, Cabinet, District Leaders, and the SEL Leadership. This workshop first occurred in October 2012 reaching 75 participants.
2. **SEL Ambassador Sessions:** Introduction to Social and Emotional Learning (SEL) for District, School, and Community Members in SCUSD – basic orientation offered monthly providing a clear and concise introduction to SEL competencies, supporting research, what SEL looks like in the school and classroom, and roles and engagement opportunities for parents and community representatives. SEL leaders also offered this training at various community meetings with partners like PTA and the Parent/Teacher Home Visit Project as well as requesting sites. Since March of 2012 we've trained over 85 individuals in small group forums
3. **SEL Ambassador: Train-the-Trainer (TOT) Sessions** – for facilitators in delivering the SCUSD one-hour introduction to SEL workshop to district and school leaders and staff and community representatives. With the guidance of our CASEL consultants, we developed those sessions and have held three TOT sessions. To date, we identified a cross district pool of eight skilled ambassadors who are on board to lead ambassador sessions moving forward. Additionally, we are moving these sessions under the umbrella of community outreach and engagement next year with dedicated SCUSD Staff time coordinating the effort.
4. **SEL Cohort I sites:** Professional Learning - The McClatchy CKM Network site leaders (representing the four schools in Cohort I), with the help of CASEL consultants, led the work providing SEL professional learning opportunities to staff, piloting SEL-approved strategies, collaborating, and cross-training with other District sites and staff on SEL practices. SCUSD SEL leaders and CASEL consultants participated in multiple school and classroom visits each month to observe SEL practices. Several of the individuals they observed were later videotaped and their work is highlighted on our SEL district

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website. In August of 2013, the Cohort I staff development day included over 200 faculty and staff from the McClatchy Network, central office staff and Superintendent Sara Noguchi. The Network is also focusing on a common site survey developed at Floyd Elementary School and specific instructional practices. The CKM Network will continue to meet monthly.

5. **SEL West Coast Regional Cohort Meeting:** Sacramento City USD, Oakland USD, and Washoe County SD – designed to supplement CASEL cross-district meetings and provide an opportunity regionally to share what works about systematic district-wide SEL implementation and address common challenges related to our key activities of the CASEL District Theory of Action. Two meetings were held in December 2012 (Oakland) and May 2013 (Sacramento).
6. **SEL School Kit:** CASEL Pilot– these sessions were designed for one to six hours and provided for district leaders and key department staff members as well as the Cohort I and II sites in SCUSD. Sessions provided an overview and breakdown of CASEL's School Theory of Action with accompanying tools and resources for guiding high quality and systemic school-wide SEL. In August and September of 2013, CASEL consultants Hector Montenegro and Susan Keister worked diligently with key SEL leaders in SCUSD to deliver these sessions to approximately 260 educators at 13 Cohort I and II sites in small group settings. Cohort II includes 16 elementary, middle and high schools. In addition to the original 16 cohort II schools, 9 more schools come on board for a total of 25 new schools in Year Two.

Perhaps most significantly, for the long term district integration of SEL in professional learning, after a year-long process of building meaningful foundational support, we held our first day-long cross-training on September 27th with 50 of the Academic Office Common Core training specialists and SCUSD Department Leaders. CASEL consultants, along with Chief Academic Officer Dr. Olivine Roberts and Assistant Superintendent Dr. Iris Taylor, facilitated the day-long session dedicated to identifying the opportunities for integrating The Common Core State Standards and SEL in our instructional practices. Academic Office Leaders and SEL rollout leaders are planning several follow-up sessions for 2013-2014.

Communicate SEL Through CKM Network Efforts and District-wide SEL Vision:

In the last two years, SCUSD has launched two major teaching and learning initiatives to improve the quality of classroom instruction and the climate for learning at our schools: The California Common Core State Standards and Social and Emotional Learning. These initiatives are about providing a “whole child” education to the students we serve. Whole Child means

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every student: learns in an environment that is physically and emotionally safe for children and adults; learns about and practices healthy living; is actively engaged in learning and connected to school and the community; and, is challenged academically and prepared for success in college and careers.

In order to help share this vision and the integration and importance of SEL, the District spent a significant amount of time this past year identifying, creating and launching our message and connected community engagement and outreach efforts. For example, our communications office created a graphic on the district website's home page regarding whole child education linking SEL and Common Core linked to key resources and materials for staff and families. Superintendent Noguchi regularly highlighted SEL at SCUSD board meetings and in his printed Board updates, in his weekly email blasts to all district staff (see attached sample), and in his August back-to-school letter to SCUSD families. Additionally, there were multiple SEL presentations and activities with District leadership this past year. Finally, with the help of LPC Associates, SCUSD conducted an extensive audit of our district's Board policies to SEL sustainability.

Develop SEL learning standards and assess evidence-based SEL programs and practices

In order to begin work on the SCUSD SEL learning standards, workgroup leaders and members began by reviewing existing examples of SEL standards nationally and ultimately settled on the Illinois SEL standards as the best resources for our draft framework. Following the drafting and vetting of the SCUSD SEL Standards with the district leadership team, the workgroup then began the process of cross-walking the draft standards with the developing draft Graduate Profile, our key composition of competencies and benchmarks that address the academic, technical, plus 21st century knowledge and skills required. The Graduate Profile will serve as a barometer for measuring the preparedness of our students; therefore, it was critical that we aligned the SEL Standards and included SEL goals in the Graduate Profile.

SEL Standards and Assessment workgroup leaders also focused efforts on insuring that SEL metrics will be included in the district's new Guide to Success (balanced accountability framework). The Guide to Success will provide a set of qualitative and quantitative outcomes designed to reflect a school's student achievement. The overall goals of this Guide are to promote continuous improvement and excellence in teaching and learning, as well as provide students with the necessary knowledge, skills, mindsets and experiences to be college and career ready.

Regarding evidence-based programming, Cohort I sites, Leataata Floyd and Sutterville Elementary Schools both use evidence-based programming (Second Step, Steps to Respect, etc). CK McClatchy High School has their "ROAR" program (Positive Behavioral Intervention

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Support). Finally, the evaluation team at LPC Associates, Inc. also conducted and produced a summary of the Program Inventory with seven schools who will be part of Cohort II to gain a baseline understanding as our work with this second cohort of sites moves forward.

SEL Integration Began: Focus on Networks of Schools and Other Immediate Opportunities

As the 2012-2103 school year began, SEL leaders in our district thought that the most effective route for integrating SEL into existing district networks would be through our principal network of schools. However, as the year progressed, school closures and other pressing and time-sensitive challenges before the network principals led us to decide that it would be better to reconnect with the revamped networks in the fall of 2013. In the meantime, three unexpected but highly successful pathways for SEL opened up.

The first pathway opened up as a result of our learning in the one-to-one conversations with department leaders, where additional and immediate opportunities for integration with SEL surfaced including: 1) Chronic Absenteeism and Parent/Teacher Home Visit Project Pilot Program; 2) Bullying Prevention Professional Development; 3) Restorative Justice Task Force; and, finally, 4) Afterschool Programs at both SEL Cohort and non-SEL Cohort sites.

The second pathway has been the very fast SEL growth working with SCUSD youth through both the Youth Development Department's Conference in the spring of 2013 and the successful outreach through the District-wide Student Advisory Council. Forty student leaders received SEL information and decided to join the SEL work in the workgroups and at the Leadership team meetings. Student leaders are also interested in beginning work as district-wide SEL Ambassadors.

The final pathway blossomed in the late spring and summer of 2013 when another opportunity for integration surfaced with SEL and the Common Core State Standards. In July, a group of 21 SCUSD staff attended Peter Senge's System Thinking Camp Snowball in North Carolina. Mr. Senge voiced his support for SEL and concluded that school districts can't do systems thinking without the combination of the Five SEL Core Competencies and 21st Century Skills.

VII. Lessons Learned/Next Steps

We continue to collaborate and integrate SEL with all district initiatives. As we move into the end of Year 3, work with leadership team to adopt evidenced-based programs to explicitly teach SEL skills across all schools and develop expansion plan for Year 3. We will continue to support CKM Network schools and Cohort 2 schools, as they move toward full implementation. Staff will also begin developing plan for SEL professional development as part of a summer institute.