



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.2

**Meeting Date:** September 6, 2018

**Subject:** School Climate and Culture Update

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

**Division:** Academic Office & Continuous Improvement and Accountability

**Recommendation:** Receive information on the district's school climate efforts, including results from the 2017-18 School Climate survey.

**Background/Rationale:** School climate refers to the norms, values, and expectations that support people to feel physically, socially, and emotionally safe and connected. To be their best, students must feel a sense of connectedness and belonging to their school community. Specifically, schools that are committed to promoting a variety of positive relationships with caring adults will have more connected and engaged students.

**Financial Considerations:** None

**LCAP Goal(s):** Safe, Emotionally Healthy and Engaged Students

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

Vincent Harris, Chief Continuous Improvement and Accountability

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

## Academic Office & Continuous Improvement and Accountability Department

School Climate Update

September 6, 2018



### I. Overview/History of Department or Program

School climate refers to the norms, values, and expectations that support people to feel physically, socially, and emotionally safe and connected. To be their best, students must feel a sense of connectedness and belonging to their school community. Specifically, schools that are committed to promoting a variety of positive relationships with caring adults will have more connected and engaged students. Likewise, a student's sense of safety has a strong correlation to their academic success, increased social and emotional well-being, and greater engagement.

The efforts around Social Emotional Learning (SEL), Positive Behavioral Intervention and Supports (PBIS), and Bullying Prevention & Intervention aim to support and ensure healthy learning environments. SEL and PBIS are foundational support structures to prevent and reduce bullying behaviors and are also fundamental to creating a positive school climate and culture for all.

### II. Driving Governance:

Research shows that schools with a positive climate are less likely to have discipline issues and more likely to have higher academic achievement. ([NEA, 2013](#)). Additionally, students who are socially and emotionally connected have shown improved academic gains up to 11 percentage points, decreased negative behaviors, and improved prosocial behaviors. ([CASEL, 2016](#)).

Currently, SCUSD's current suspension rate of 6% is high and there is great disproportionality for at risk-student groups such as Foster Youth, Students with Disabilities, and African Americans. Additionally, Chronic Absenteeism in SCUSD is at 15.1% ([CDE Dataquest](#)).

The following are guiding board policies and administrative regulations to support the work districtwide.

- Anti-Bullying BP 5145.4
- Anti-Bullying AR 5145.4
- Discipline Policy BP 5144
- Discipline AR 5144
- Positive School Climate BP 5137

### III. Budget:

Funding sources include LCFF, Title 1, SCOE Bullying Prevention Grant is allocated to support Climate work which includes the SEL, PBIS, and Bullying Prevention initiatives. Current allocation is approximately \$1,655,000.00 and supports staffing, professional learning, curriculum resources, and community outreach.

# Board of Education Executive Summary

## Academic Office & Continuous Improvement and Accountability Department

School Climate Update

September 6, 2018



### IV. Goals, Objectives and Measures:

Understanding the importance of measurable outcomes, the following success indicators have been developed for the School Quality and Improvement Index (SQII)

- Safety (data from the School Climate survey)
- Connectedness/Belonging (data from the School Climate survey)
- Attendance (data from Infinite Campus)
- Behavior (data from Infinite Campus)
- Growth Toward Grade-Level Readiness (data from Infinite Campus)

### V. Major Initiatives:

Effective whole-child education requires a robust multi-tiered approach. SEL/PBIS/RP are complementary practices that support a multi-tiered systems of support. Foundationally, at Tier 1, PBIS provides clear expectations around school-wide norms and explicit SEL lessons support the practice and application of those norm. In Tier 2, the PBIS structure of Check In-Check Out and SEL skills re-teaching, gives students with targeted needs an opportunity to review skills that are important to their school success. In Tier 3, high levels of intensive supports are matched to individual student needs. If we do Tier 1 (Universal level) well and are effective, we can mitigate the high needs in tiers 2 and 3. For example, if teachers are explicit about building positive relationships between students and are intentional about cultivating empathy and kindness, the number of students needing bullying intervention supports should lessen in tiers 2 and 3.

#### Social Emotional Learning (SEL):

SEL provides the structure and process for adults and students to 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
- nurture a growth mindset in order to persist and be resilient

Social emotional learning became a district priority 6 years ago through a generous grant from the NOVO foundation and in collaboration with leading experts at the Collaborative for Academic Social and Emotional Learning (CASEL). In the 6 years, since SCUSD became a CASEL Cross District Initiative (CDI) partner, we've established a Whole Child policy, embedded SEL

## Board of Education Executive Summary

### Academic Office & Continuous Improvement and Accountability Department

School Climate Update

September 6, 2018



explicitly into both the Discipline and Positive School Climate BPs. To date, 58 schools are engaging in some professional learning and/or receiving coaching support to integrate SEL into their practices and 48 schools have adopted evidenced based SEL curriculum. Some examples of professional learning and practices are relationship-building strategies, culturally responsive teaching, trauma-informed practices, and SEL instructional practices integrated into academic content and processes.

#### Positive Behavioral Interventions and Supports

PBIS (Positive Behavior Interventions and Supports) is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Foundational PBIS practices are: universal screening, continuous progress monitoring, data-based decision making, and matching evidence-based interventions to students who show a need.

Our current practicing PBIS sites are: Earl Warren, Susan B. Anthony, Parkway, Hiram Johnson High School, John D. Sloat, Arthur A. Benjamin Health Professions High School, and Sequoia. Success Academy joined this PBIS cohort in the winter of 2017-18, and is receiving support with data reporting and analysis. Of these sites, Parkway, Health Professions High School, and Earl Warren have qualified for CA State PBIS Recognition from their work over the past three years.

Practicing PBIS sites are supported by: a district PBIS coach, four days each year of personalized training through the Placer County Office of Education and the California PBIS Coalition, access to data analysis tools through the University of Oregon, and access to a wide array of resources and materials to support their multi-tiered systems of support. As a result of this work, our PBIS sites have seen a 40+% decrease in behavior events since 2014-2015.

#### Bullying Prevention & Intervention

The Bullying Prevention & Intervention program was launched in 2011 in the Student Support & Health Services Department. The program includes developing policies, reporting procedures, training, collaborating with stakeholders and engaging community partners for program implementation. The program is designed to prevent, address, and intervene in bullying behavior, keeping students safe and ensuring a healthy learning environment. Per Board Policy 5145.4, all school site staff are trained on bullying prevention and intervention, including reporting procedures. During the 2017-18 school year, there were 607 consultations with administrators, district staff, parents and guardians; 165 reports of suspected bullying; and 56 in-person mediations.

## Board of Education Executive Summary

### Academic Office & Continuous Improvement and Accountability Department

School Climate Update

September 6, 2018



Through these approaches to developing positive school climate, SCUSD seeks to improve the data around suspensions, attendance, academics, and stakeholders' sense of belonging, safety, and connectedness. To reach the desired impact, the district will focus on strengthening implementation through defining clear expectations, analyzing data on a continuous basis. Data will be used to continuously improve existing practice and, to inform systemic implementation

#### School Climate/Chronic Absenteeism, and Suspensions Work Team

In the summer of 2018, the district established several internal work teams comprised of district staff from an array of departments and site level administrators. The purpose of the School Climate/Chronic Absenteeism, and Suspensions work teams is to begin to use a Theory of Action framework to analyze existing practices and the district's ability to gather information about the district's performance related to School Climate/Chronic Absenteeism, and Suspensions. The Theory of Action specifically calls for the teams to assess and address the following:

- Identify a set of data metrics for each body of work in the areas of suspensions, school climate, and chronic absenteeism;
- Assess if there is applicable board policy(ies), CSBA policy(ies), and if needed, craft sample language for the Board to consider adopting;
- For each data metric, assess whether we are currently able to record *and* access information needed to populate each metric;
- For those data metrics that we cannot populate, explain the conditions or necessary steps we need to take to be able to do so (e.g. requires development of a new database to track information, development of a standard work process, professional learning, etc.); and
- Identify detailed timelines and milestone completion dates for each action.

The teams have identified specific data metrics in each of the three areas and are currently reviewing narratives and what is needed to populate each. They will continue to meet throughout the school year.

#### **VI. Results:**

As the district continues to implement SEL, PBIS, and Bullying prevention approaches, it will continue to refine its processes for collecting and analyzing data to assess impact. The district developed a school climate survey in 16-17 school year and re-implemented the survey during the 17-18 school year.

- Participating elementary school students rated their sense of belonging and

## Board of Education Executive Summary

### Academic Office & Continuous Improvement and Accountability Department

School Climate Update

September 6, 2018



connectedness highest and their self-awareness lowest as a group.

- While participating middle and high school students also rated self-awareness lowest among the domains, students in these grade levels rated their sense of safety higher than the other domains.
- Student sense of safety varied. At the high end of the range, Asian Indian, Japanese and White students responded positively on 73% of these items. Conversely, Black or African American, Cambodian, Hmong, and Laotian students responded positively on 62% to 63% of these items on the low end of the range.

#### VII. Lessons Learned/Next Steps:

Lessons learned include:

- Documented student needs must be the driver for implementation
- School climate approaches cannot stand alone. Student and staff needs require a universal, targeted and integrated approach
- A district-wide multi-tiered system of supports is needed to have maximum impact
- Comprehensive and continuous analysis of data all levels of the organization (classroom, school, district) is vital for improvement in student outcomes

Next Steps include

- Continue to develop the School Quality and Improvement Index to continuously assess student progress and make improvements
- Integrate school climate and culture systemic approaches to better meet student needs
- Build the capacity of staff to use information to improve practice