

SCUSD COLLABORATING DISTRICTS INITIATIVE PLANNING GRANT:

SOCIAL AND EMOTIONAL LEARNING DISTRICT SEL PROGRAM INVENTORY REPORT

July 2012



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Introduction

Sacramento City Unified School District is participating in the Collaborative for Academic, Social, and Emotional Learning (CASEL) Collaborating Districts Initiative, a planning grant funded by the NoVo Foundation. The purpose of the planning grant is to develop a detailed plan to implement social and emotional learning (SEL) throughout the District. Upon completion and if the plan is approved, the District may receive funding for an additional three to five years to implement the plan.

To provide support for the planning process, the District contracted with LPC Consulting Associates, Inc. Support consisted of LPC staff participating in the management and planning team meetings, conducting research as needed, and interviewing District staff to create a baseline program inventory for the planning grant.

To develop the baseline program inventory, LPC staff met with SCUSD District-level staff to identify programs and practices used in the District, and if applicable, school sites where they are used. The types of programs discussed included: 1) evidence-based social and emotional programs; 2) other supportive programs; and 3) other social and emotional supports available at sites and in the District. Additionally, the interviews identified the level of implementation (if applicable) at each site, strategies used for monitoring program implementation, methods for evaluating programs and measuring outcomes, and successes, challenges, and barriers related to program implementation.

The goal of the interviews was to not only develop a site level inventory, but to learn through experiences and apply this knowledge to the SEL plan. Information from these interviews will be used to develop the implementation plan, plan SEL trainings, recruit sites for SEL programming, select SEL programs and practices, and develop a program monitoring and evaluation plan. This report summarizes the findings of the interviews.

Interview Participants

During the months of May and June 2012, LPC staff met with 27 SCUSD staff to discuss SEL supportive programs used at school sites and District-wide. Most of the interviews were with District-level staff, and a few were site-level. Staff from the following department participated:

Academic Office

- Curriculum and Instruction
- Library Services
- Special Education
- Special Education
- Linked Learning/Small Learning Communities
- Curriculum and Instruction

Accountability Office

- Safe Schools

School Principals

- Jedediah Smith Elementary School
- California Middle School
- Sutterville Elementary School
- C.K. McClatchy High School

Family and Community Engagement Office

- After, Summer & Out-of-School Programs
- American Indian Education Program
- Bullying Prevention
- Health Services
- Integrated Support Services
- Mental Health Services
- Men's Leadership Academy
- Parent Teacher Home Visit
- Physical Education
- School, Family, & Community Partnerships
- Substance Abuse Prevention
- Violence Prevention
- Youth Development Support Services
- Youth and Family Resource Centers

Evidenced-based SEL Programs

The interviews identified three CASEL Select SEL programs¹ currently used in the District's elementary schools. These include:

- Caring School Community – Caring School Community is in six elementary schools as part of a grant, and one school which receives no additional funding. Implementation levels are partial for the federally funded schools; not all of the teachers are using the curriculum, or using all of the components. The funded schools track implementation through an annual web-based questionnaire, with limited participation, and measure outcomes via a student, teacher, and parent school climate survey, with limited participation. The other school has no tracking measures in place.
- Second Step – Second Step is currently being used in four elementary schools. Implementation levels vary per school. A barrier to gathering program implementation information is the protocol on emailing principals, which restricts staff from emailing site administrators.² This limits District staff tracking implementation for Second Step as well as other programs. Currently no outcomes are monitored for schools using Second Step, however District staff plan to compare suspension rates over time in schools using the curriculum.
- Steps to Respect – Steps to Respect was piloted at two schools in the 2011/12 year through a grant, are being fully implemented with the entire staff using the curriculum, which was a requirement of the grant. Implementation is tracked with quarterly check-ins with the principals, and outcomes are measured via pre- and post- student and teacher surveys, as well as verbal feedback from staff. Currently, an additional five elementary schools have committed to using the Steps to Respect program in the 2012/13 school year, with an additional six pending. If all of these sites commit, the 2012/13 school year will have 13 sites using the Steps to Respect program.

The above three programs are programs that the District is currently using that are recognized in CASEL's *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs*. The District is also using an additional SEL program at many of their schools that is currently not listed in CASEL's guide, but is highly recognized as a SEL curriculum with explicit instruction on social and emotional learning. This SEL program is The Incredible Years.

- The Incredible Years is being used in all 41 free and low-cost preschool programs and for small group therapy in 10 elementary schools as an intervention program for targeted students.
- *Center on the Social and Emotional Foundations for Early Learning (CSEFEL)* Preschool Training Modules were completed by all preschool teachers.

At this time, there are no evidenced-based social and emotional programs used in the District's middle and high schools. However there are many other types of programs that support social and emotional learning, which are discussed in the next section.

Other Supportive Programs and SEL Supports

The District recognizes that evidenced-based social and emotional learning programs are important in teaching social and emotional learning; however the District also recognizes that there are many other programs and practices to support social and emotional learning. This section discusses other supportive programs at school sites, other SEL supports at school sites, and District-wide supports.

¹ These programs meet CASEL's standard of excellence in the three areas that CASEL recommends as the most important starting points for program selection: outstanding SEL instruction, evidence of effectiveness, and outstanding professional development.

² 1.) Mass emails must be approved by a Cabinet Member and will always be copied to the Area Assistant Superintendents and the Chief Accountability Officer.

Other Supportive Programs

Other supportive programs identified in the District addressed school climate, bully prevention, violence prevention, alcohol, tobacco, and other drug prevention, youth development, and leadership. The following table displays these supportive programs and the grade levels in which they are used.

Table 1- Other Supportive Programs

Other Supportive Programs	PreK	Elementary	Middle	High
Challenge Day			X	X
Conflict/Peer Mediation		X	X	X
Exemplary Physical Education Curriculum (EPEC) 4 Kids Curriculum		X	X	X
Good Behavior Game		X		
Incredible Years	X	X		
Lifeline Gang Prevention Program				X
Link Crew				X
Linked Learning				X
Men's Leadership Academy				X
Peer Mediation		X		X
Positive Behavioral Interventions and Supports (PBIS)		X	X	X
Project Alert			X	
Project Toward No Drug Use				X
Safe School Ambassadors		X	X	X
The Leader in Me (based on <i>The 7 Habits of Highly Effective People</i>)		X		
WhyTry		X	X	

Other SEL Supports

In addition to programs, the District has many SEL supports offered through the schools. SEL supports include parental involvement, youth engagement, and resources for families. The following table displays the SEL supports and the grade level in which they are used. A complete list of the supports by school site, as well as a brief description, is available in the attachment.

Table 2- SEL Supports

SEL Supports	PreK	Elem	Middle	High
After School programs		X	X	X
Ctr on the Social & Emotional Foundations for Early Learning Promoting SEL Training	X			
Inclusive Schools		X	X	X
Male Involvement Project	X			
Parent Resource Centers		X	X	X
Parent/Teacher Home Visit		X	X	X
Safe and Supportive Schools Programmatic Intervention				X
Summer of Service			X	X
Summer Quest		X		
Welcoming Schools		X	X	
Youth & Family Resource Center		X	X	X

District Supports

The District also has many District-level supports and resources that are available to the schools and families within SCUSD. These supports include services for specific student populations, such as: Native American students; students with an Individualized Education Plan (IEP); foster youth; sexually exploited youth; lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth; and youth in need of immunizations. In addition, there are supports and resources available for the general population, such as the Connect Center and Parents as Partners, and for staff, such as the wide variety of topics available in the lending library of the Professional Library. The list of District resources includes:

- American Indian Education Program
- Bully Prevention Training for Staff
- Comprehensive Safe School Plans
- Connect Center
- Educationally Related Mental Health Services for students with an IEP
- Foster Youth Services
- LGBTQ Support Services
- Library Resources and Professional Lending Library
- Nursing and Immunization Services
- Parents As Partners

Implementation of Programs

To assist the District in developing an SEL implementation plan and a system for monitoring and evaluating SEL, the interviews gathered information on how programs were introduced, what methods were used to track implementation, what outcomes were measured and how, what worked and did not work, and challenges and barriers to these processes. This section summarizes these discussions.

Implementation of Programs

- Programs come and go as funding changes and leadership changes, so staff are reluctant to take things seriously.
- The adoption of the Common Core Standards is requiring all training time and has teacher overwhelmed.
- The top down approach turns site staff off and often these types of movements are better if they grow within the school site.
- A gradual roll-out so staff can witness the effects and learn from the process.
- The District adopts a curriculum, then mandates it with a policy and take it to scale.

Monitoring Programs

Most of the staff who participated in the interviews reported limited monitoring of implementation, which is an ongoing challenge. The main reason for inadequate monitoring is the restrictions in contacting site administrators. For those who monitor, a continuing challenge is the failure of individual staff to complete data reporting forms. The following list includes methods used to monitor programs.

- | | |
|---|------------------------|
| • District student database | • Site visits |
| • Web-based surveys and questionnaires | • Tracking Logs |
| • Incentives | |

Several staff reported using a formal system to monitor programs and that much of what they know about implementation is anecdotal. District staff would like to better monitor their programs, but report that many of them do not have the authority to contact sites directly.

Measuring Outcomes

The majority of the staff reported that they did not have formal systems in place to measure program outcomes, but that they strive to add outcome tracking in the future. Among the programs that were did measure outcomes, they reported using surveys and assessments, program data systems, and other data already collected for the District.

- **Surveys and assessments**
- **Data system**
- **District level data**

As with implementation monitoring, several staff reported that outcome results are largely anecdotal. Site staff report “bullying is down” and “the campus just seems calmer.” However, in today’s climate where one must prove program effectiveness, many staff acknowledged that they would like to measure outcomes more systematically. Most are unsure how, or do not feel they have the support or time to setting up a system to do this. Similarly, they feel that the sites would not be receptive to participating in the process. Therefore, many of the programs function without measuring outcomes.

Challenges and How to Address Them

Staff shared challenges and barriers to implementing these programs and provided suggestions to address them.

- **Leadership changes** – To address this challenge, respondents suggested a formalized process where outgoing and incoming administrators meet to discuss nonacademic programs, to share why and to report on program impact.
- **Programs selection and length** – To mitigate this challenge, respondents recommend offering sites flexibility and allowing schools or classes to choose which components work for them, such as classroom meetings for Caring School Communities, or the group intervention component for Incredible Years.
- **Staff buy-in** – Staff need to be part of the program selection process, by either having site staff use data inquiry to identify site issues; involving site staff in identifying programs and practices to address needs; involving site staff in how to roll-out programs and practices; and involving site staff in developing ways to track implementation and measure outcomes.
- **Lack of site administration support for program** –To address this, sometimes the program is taught by a community based organization at a one-day event. Staff could not come up with suggestions on alternatives to address this challenge.
- **Lack of communication between departments and in the District** – There were no recommendations on how to address this.

Even with these challenges, staff shared many successes of the programs they work hard to implement:

- **Parent Teacher Home Visit Project** – Increased: student attendance, the ability for teachers to engage students in the classroom, and the student relationship to school, and among the families and teachers.
- **PBIS** – Changed student behavior, and how the staff work together among themselves.
- **Summer Matters** – Increased coordination and collaboration with the other departments, which has strengthened the program.
- **Steps to Respect** – Engaged students in role-playing practiced skills educated school staff to distinguish between bullying and conflict, thus creating better reporting, and decreased girls gossiping and spreading rumors.
- **Challenge Day** – Helped staff identify youth “of concern” which allowed support services to follow-up with these students.

- **Inclusive Schools Practice** – Experienced stronger gains in achievement and reduced behavioral referrals. Anecdotal feedback indicates that the special education students attending inclusive schools are developing socially and emotionally, and have gained confidence and increasingly participate in class.
- **Small Learning Communities** – Teachers and students taking more ownership of the program and leadership is more equally distributed.
- **Youth and Family Resource Centers** – Developed partnerships with community resources for tutoring, mentoring, leadership, substance abuse prevention and intervention, mental health counseling.

Conclusion

The interviews conducted for this project informed the planning process and helped identify existing programs and practices used in the District. Initial meetings for this project hypothesized that there were some programs and practices addressing SEL in the District, but staff were unsure how many or to what extent. The interviews revealed that there are areas in the District where SEL is being addressed, such as in preschool and among some elementary schools, while there are other areas where SEL is not being explicitly addressed, such as at the middle and high schools. This baseline data will allow the District to plan accordingly and incorporate SEL District-wide, so all children are taught social and emotional learning as well as academics. Future program inventories will show an increase in SEL programs and practices, as well as more emphasis on program monitoring and outcomes.

The interviews also affirmed the importance of developing and maintaining a clearinghouse on non-academic programming throughout the District. Among the objectives of the CASEL grant is selecting evidence-based programming and implementing it at a scale that will impact a child's learning experience from preschool to 12th grade, across the District. This preliminary inventory will be an instrumental resource in developing the District's SEL implementation plan for fiscal year 2012-13.

Attachment:
Program Inventory

School Climate Programs and Supports - updated 7/2012	CASEL SElect				Other Programs that address climate												1-day events		Practices					Other SEL supports						
	Caring School Community	Incredible years	Second Step	Steps to Respect	Character Education	Good Behavior Game	Leader in Me (7 Habits)	MindUp	Not in Our School	Peer/Conflict Mediation	Project Alert	Project TND	Restorative Justice	Safe School Ambassadors	Stop and Think	WhyTry	Challenge Days (2011-12)	Point Break	Character Education	Inclusive Practices	PBIS	Positive Discipline Class Mtgs	Teaching Pyramid (formerly CSFEL)	The Leader in Me (7 Habits)	Lesbian Gay Straight Alliance	Lifeline Gang Prevention	Link Crew	Men's Leadership Academy	Parent Teacher Home Visit Project	YFRCs
<i>note: this is a summary of information collected from District representatives. The following does not necessarily mean that the program is being used, or indicate the level of implementation.</i>																														
Preschools																														
All preschools		X	X																				X							
Elementary Schools																														
Abraham Lincoln ES		X	X			X																								X
AM Winn ES		X				X																								X
Bowling Green ES				X																									X	
Bret Harte ES															X															X
Camellia Basic																													X	
Caroline Wenzel ES		X							X											X										X
Cesar Chavez ES														X						X									X	
Clayton B. Wire ES	X	X				X										X														
Collis P. Huntington ES																					X									
Crocker/Riverside ES																														
David Lubin ES	X																													
Earl Warren ES									X																				X	X
Edward Kemble ES																													X	X
Elder Creek ES	X	X																											X	X
Ethel I Baker ES	X					X																								
Ethel Phillips ES		X																											X	X
Fr. Keith B. Kenny ES																													X	X
Freeport ES																X														
Fruit Ridge ES	X	X																												
Golden Empire ES			X																										X	
Harkness ES																													X	
Hollywood Park ES					X														X										X	
Hubert H Bancroft ES																														

This list displays what was reported beginning in the 2011/12 school year, and is fluid. It does not guarantee the program is being used, the level of use, or the fidelity to the program.

School Climate Programs and Supports - updated 7/2012	CASEL SELECT				Other Programs that address climate										1-day events		Practices					Other SEL supports								
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<i>note: this is a summary of information collected from District representatives. The following does not necessarily mean that the program is being used, or indicate the level of implementation.</i>																														
Isador Cohen ES																													X	X
James Marshall ES			X																											
John Bidwell ES		X							X							X														X
John Cabrillo ES																													X	
John Sloat ES																														X
John Still ES														X	X														X	X
Joseph Bonnheim ES				X					X																					
Leataata Floyd ES			X			X	X													X	X	X							X	
Maple ES																														
Mark Hopkins ES																					X									
Mark Twain ES																														
Matsuyama ES																														
Nicholas ES	X	X																											X	
Oak Ridge ES													X							X	X								X	X
OW Erlewine ES						X			X							X														
Pacific ES	X			X		X			X							X													X	X
Parkway ES																													X	
Peter Burnett ES	X	X																												
Phoebe Hearst ES																														
Pony Express ES																													X	
Sequoia ES																														
Susan B. Anthony ES																														
Sutterville ES							X													X	X			X						
Tahoe ES	X																												X	
Theodore Judah																														
William Land ES																														
Woodbine ES																														

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School Climate Programs and Supports - updated 7/2012 <i>note: this is a summary of information collected from District representatives. The following does not necessarily mean that the program is being used, or indicate the level of implementation.</i>	CASEL SElect				Other Programs that address climate										1-day events		Practices					Other SEL supports								
	Caring School Community	Incredible years	Second Step	Steps to Respect	Character Education	Good Behavior Game	Leader in Me (7 Habits)	MindUp	Not in Our School	Peer/Conflict Mediation	Project Alert	Project TND	Restorative Justice	Safe School Ambassadors	Stop and Think	WhyTry	Challenge Days (2011-12)	Point Break	Character Education	Inclusive Practices	PBIS	Positive Discipline Class Mtgs	Teaching Pyramid (formerly CSFEL)	The Leader in Me (7 Habits)	Lesbian Gay Straight Alliance	Lifeline Gang Prevention	Link Crew	Men's Leadership Academy	Parent Teacher Home Visit Project	YFRCs
Middle Schools																														
Albert Einstein MS														X			11/12												X	
California MS											X									X	X								X	
Fern Bacon MS											X																			
John Still MS											X			X																
Kit Carson MS																													X	
Rosa Parks MS											X		X	X		X									X				X	X
Sam Brannan MS																														
Sutter MS																												X		
Washington ES																														
Will C Wood MS									X	X				X			11/12								X				X	X
High Schools																														
American Legion HS												X					11/12				X							X		
CK McClatchy HS											X						11/12	11/12		X	X				X	X		X	X	X
GW Carver School of Arts and Science												X																		
Health Professions HS											X		X												X		X			
Hiram Johnson HS								X	X		X														X	X			X	X
John F. Kennedy HS											X														X			X	X	
Luther Burbank HS													X												X		X		X	
Rosemont HS												X	X				11/12										X		X	
Sacramento Accelerated Academy												X									X									
Sacramento New Technology HS												X													X					
School of Engineering and Sciences																													X	
The Met Sacramento HS																									X					
West Campus HS																									X					

This list displays what was reported beginning in the 2011/12 school year, and is fluid. It does not guarantee the program is being used, the level of use, or the fidelity to the program.

School Climate Programs and Supports - updated 7/2012	CASEL SElect				Other Programs that address climate											1-day events		Practices					Other SEL supports							
	Caring School Community	Incredible years	Second Step	Steps to Respect	Character Education	Good Behavior Game	Leader in Me (7 Habits)	MindUp	Not in Our School	Peer/Conflict Mediation	Project Alert	Project TND	Restorative Justice	Safe School Ambassadors	Stop and Think	WhyTry	Challenge Days (2011-12)	Point Break	Character Education	Inclusive Practices	PBIS	Positive Discipline Class Mtgs	Teaching Pyramid (formerly CSFEL)	The Leader in Me (7 Habits)	Lesbian Gay Straight Alliance	Lifeline Gang Prevention	Link Crew	Men's Leadership Academy	Parent Teacher Home Visit Project	YFRCS
<i>note: this is a summary of information collected from District representatives. The following does not necessarily mean that the program is being used, or indicate the level of implementation.</i>																														
Multiple Grade Schools																														
Alice Birney Waldorf K-8																														
Caleb Greenwood K-8			X																	X	X									
Capital City Independent Study K-12		X																											X	
Genevieve F Didion K-8																														
John Morse Therapeutic Center K-8																														
Leonardo da Vinci K-8																														
Martin L. King K-8											X																			
Success Academy 4-8											X																			
Charter Schools																														
California Montessori Project																														
Capitol Collegiate Academy																														
Capitol Heights Academy																														
Language Academy of Sacramento																														
Sacramento Charter High School																														
Sol Aureus College Preparatory																														
St. HOPE Public School 7 (PS7)																														
Yav Pem Suab Academy																														

This list displays what was reported beginning in the 2011/12 school year, and is fluid. It does not guarantee the program is being used, the level of use, or the fidelity to the program.

SEL Site Visit Inventory, Preliminary Findings 2012/13

Purpose of report:

- To collect SEL baseline data so the District is informed on where and how sites are embedding and implementing SEL.
- To inform the District on the progress of SEL integration district-wide.
- For schools to share resources, strategies, and ideas on integrating SEL.

The Six Key Activities of SEL

1 Shared SEL Vision

6 of the 7 schools had SEL Leadership Teams

SEL leadership teams roles included provide training, including training of trainers; establishing expectations; setting the tone for school climate; modeling behaviors and reinforcement of SEL; and reviewing data related to school climate, attendance and behavior.

2 Assess SEL Resources and Needs

All 4 of the Cohort 1 schools have started assessing resources and needs.

The cohort 1 schools are in an ongoing process of assessing the needs and resources of SEL at their sites. The CASEL SchoolKit and the interview helped identify some methods for doing this.

Sites Interviewed - YR 1

Preschools (PreK)

Cohort 1 Schools

- Leataata Floyd ES (LFES)
- Sutterville ES (SVES)
- California MS (CMS)
- McClatchy HS (MHS)

Cohort 2 Schools

- Elder Creek ES (ECES)
- Hollywood Park ES (HPES)
- Health Professions HS (HPHS)

3 Adopt School-wide Evidence-based Programs

All preschools and 3 of the elementary schools are using evidence-based SEL programs.

CASEL SElect Programs used in SCUSD	PreK	LFES	SVES	CMS	MHS	ECES	HPES	HPHS
<i>Caring School Community</i>						✓		
<i>The Incredible Years</i>	✓	✓				✓		
<i>Second Step</i>	✓	✓	✓					
<i>Steps to Respect</i>			✓					
<i>TRIBES</i>			✓					
Other programs that support SEL:	PreK	LFES	SVES	CMS	MHS	ECES	HPES	HPHS
<i>7 Habits of Happy Kids (The Leader in Me)</i>			✓					
<i>Challenge Day</i>								✓
<i>Character Education</i>							✓	
<i>Culturally Responsive Teaching & Learning</i>			✓					
<i>Inclusive Practices</i>		✓	✓	✓	✓			
<i>Men's Leadership Academy</i>				✓	✓			
<i>MindUp</i>		✓						
<i>My Dream Academy</i>								✓
<i>PBIS</i>		✓	✓	✓	✓			
<i>Parent Teacher Home Visit Project</i>		✓		✓				
<i>Positive Discipline Classroom Meetings</i>		✓						
<i>Safe School Ambassadors</i>								✓
<i>Teaching Pyramid (formerly CSFEL)</i>	✓							
<i>Touch of Understanding</i>								✓

4 Integrate SEL School-wide and Beyond

Sites are using many methods to integrate SEL.

Learning Environments and Partnerships that Promote SEL

Approaches used to build a safe and caring learning environment:

- Project-based learning, collaborative projects, and teambuilding exercises in class
- Positive daily announcements, Monday morning flag salutes, peer-led activities
- SEL-specific lessons, academic academies, & international visitors
- Establishing mission statement and outline expectations & roles
- Fund raising, community service, community garden, field trips
- Topical assemblies, school spirit rallies, and cultural events
- Physical education, camping trips, and structured recess
- Class meetings, circle time, classroom collaboration
- Student recognition, family and/or alumni events
- Incentives and motivational tools
- Home visiting
- Afterschool clubs and programs
- Tutoring and work-based learning
- Safe Routes to School

Partnerships

- Community and faith based organizations – provide basic needs (cloths, food), mental/behavioral health support
- Colleges - provide mental/behavioral health, basic needs, home visitation, afterschool programs, & language arts programs.
- Grandparents – provide regularly scheduled story time reading program
- Project-based and work-based learning partnerships
- Youth and Family Resource Center
- Parent organizations

Instructional Methods that Create Relationship-Centered Classrooms

- Cooperative learning
- Modeling behaviors
- Inquiry-based learning
- Theme-based units
- Student self-evaluation & reflection
- Reader's-writer's workshops
- Student-led discussions
- Group projects

Opportunities for students to contribute to the classroom, school, and community

- Student mentoring
- Peer leadership
- Peer mediation/conflict resolution
- Cross-age buddies
- Service learning

SEL in the Teaching of Core Academic Subjects

Four of the seven schools had explicit SEL instruction in core academic subjects. The class subjects included English/Language Arts (LFES, SVES, CMS, MHS) Social Studies (SVES, CMS, and MHS), and Math (SVES and CMS).

5 Provide Ongoing and Embedded SEL Professional Learning

Cohort 1 schools trained staff in SEL and 4 sites trained staff on the new District bullying prevention policies.

	PreK	LFES	SVES	CMS	MHS	ECES	HPES	HPHS
Administrator attended District SEL training	✓	✓	✓	✓	✓			
Site staff attended other SEL trainings	CSEFEL	2nd Step, PTHVP	Engage 4 Learning	CASEL	Various			
- Teachers	all	all		2	all			
- Specialists		all	all		all			
- Aides	all							
- Counselors, psych, SW	all	all			all			
- Office staff				2	all			
Administrator trained staff on bullying prevention policies		✓		✓	✓			✓

6 Use Data for Continuous Improvement

5 schools collect & review data, and share results.

Survey Types	PreK	LFES	SVES	CMS	MHS	ECES	HPES	HPHS	Other Data Reviewed	PreK	LFES	SVES	CMS	MHS	ECES	HPES	HPHS
CA Healthy Kids Survey*				✓	✓			✓	SWIS data		✓	✓	✓				
School Climate Survey		✓	✓						Attendance data		✓	✓	✓	✓	✓		✓
Parent Survey	✓								Suspension data						✓	✓	✓
PBIS Assessments		✓		✓					Referral data						✓	✓	✓

* District survey

SEL Site Visit Inventory Attachment

Instructional Methods

- Cooperative learning: students work in groups to complete tasks collectively toward academic goals
- Modeling behaviors: teachers model positive behaviors and act as they expect their students to act
- Student-led discussions: students prepare and lead a discussion on a topic
- Inquiry-based learning: students research questions, scenarios, and problems to gain knowledge and solutions.
- Readers'/writers' workshop: teachers work with students one-on-one or in small groups on reading and writing.
- Theme-based units: integrates basic disciplines like reading, math, and science with the exploration of a broad subject.
- Group projects: students work collectively on a project.
- Student self-evaluation and reflection: reflect on the strengths and weaknesses of their work, make plans for improvement, and integrate the assignment with previous learning.

Opportunities for Student Contribution

- Student mentoring: a student mentors another student.
- Peer leadership: students are part of a selective group and participate in activities that provide leadership skills and opportunities.
- Cross-age buddies: pair's younger students with older students.
- Service-learning: combines classroom instruction with meaningful community service
- Other (please describe)

Survey Definitions and Purpose:

- *California Healthy Kids Survey*: a District managed survey administered every two years to 5th, 7th, 9th, 11th, and non-traditional school students. This survey collects data on school climate, school violence and safety, developmental assets, and alcohol, tobacco and drugs. Sites report that they do the survey, but do not see the results so they cannot share the findings. Site level data is usually available for middle and high schools, but not elementary schools due to sampling methods and participation rates.
- *PBIS Self Assessment Survey*: an annual assessment to assess staff perceptions of the implementation status and improvement related to PBIS. PBIS team reviews and discusses findings.
- *PBIS Student Survey*: a survey that identifies students understanding of school expectations and feelings about current school climate. PBIS team reviews and discusses findings.
- *Parent Survey*: a district-designed annual survey administered to preschool parents that collects information about parent satisfaction with the program.
- *School Climate Survey*: a survey designed by school staff to collect school climate data. Share data at Family University and have parents help decide how to address identified issues.

SEL FOLLOW-UP INTERVIEW FINDINGS WITH COHORT I SCHOOLS

December 2013 to February 2014

Cohort I schools and # of SEL Leadership Team members to participate in the interview:

Leataata Floyd (3) & Sutterville (2) Elementary, California Middle (5), and CK McClatchy High (2) Schools.

Key Ingredients to Successful SEL

- **Adult SEL competencies** – Very important that staff examine their own SEL competencies and is taught ways to model SEL. Staff need training, coaching, and self-reflection in order to effectively integrate SEL into their teaching.
- **Common language and consistency** – School staff are consistent in how they reinforce SEL and use the same language so everyone hears the same thing. Alignment across ALL staff and ALL departments is critical.
- **Staff buy-in** – All staff need to be on board for SEL to be successful in the site and in the District
- **Communication** – Administration needs to be careful how SEL is delivered to staff.
 - It cannot be delivered like a “program” and cannot be thought of as something separate from academics.
 - It can’t be a top down approach, yet staff needs to know that the District is serious by offering support, professional learning, and policies.
 - The method in which sites go about integrating SEL needs to be more organic and come from the school staff.
 - Present SEL as “*what do we want our school to look like?*” and “*how are we going to get there?*”
- **Intentionality** – SEL needs to be discussed and included in all planning.
- **Saturation** – Have reminders everywhere so it is on everyone’s mind all the time (e.g. posters, bulletins, planning, and staff meetings).
- **PBIS as a framework** – All cohort 1 schools are PBIS sites and said this created a framework from which to build upon and helped prepare the staff to move in the SEL direction. That they see it as a three step process:
 - 1) Framework – PBIS
 - 2) SEL training - the theory and “why”
 - 3) SEL curriculum/strategies – the “how”

SEL Professional Learning

Strategies for providing SEL professional learning:

- Training during pre-service, common planning time, and on shortened day schedules.
- Dedicate time to SEL in every staff meeting to reinforce SEL or allow for SEL coaching.
- Include a SEL feature in weekly staff bulletins.
- Have outside experts provide training.
- Kick off the school year with training, and then reinforce and reenergize staff with midyear trainings.

Suggestions for professional learning:

- **Policies** – If the board adopted policies, staff would realize that this is something that is going to stick around, and schools would be more likely to offer training and staff would be more likely to attend trainings.
- **Common Core** - embed SEL into Common Core trainings so SEL is included in Common Core trainings.
- **Instructional coaches** – include SEL when providing Common Core instructional strategies; and co-teach lessons so teachers can experience what it is like to incorporate SEL into teaching.
- **The “how” of SEL** – Need trainings on how to teach/model SEL. So far the trainings have been more on theory than the “nuts and bolts” of how.
- **Cross site learning** – Have teachers visit veteran SEL classes and schools so they can experience SEL.
- **District trainings** – District trainings demonstrate the Districts commitment to SEL and staff should have the opportunity to attend additional trainings if they want.
- **Compensation** – Staff need some sort of compensation to attend non-mandated trainings – either CPT, CEUs, or financial compensation. Otherwise it does not look like the District is serious about becoming an SEL District.
- **Students** – Include some students in professional learning so there is a student voice. To be effective, the people involved (students) need a presence.

Promoting SEL Schoolwide

Successful strategies:

- **A framework** – Find a framework to build upon. The cohort 1 schools had PBIS and inclusive educational practices.
- **School rules** – Incorporate SEL into the school rules so SEL becomes part of how things are done and part of the school identity rather than an outside program. This helps create a common language associated to SEL.
- **Guest speakers** – Bring in outside experts to train and motivate staff, students and the community.
- **Weekly bulletins and meetings** – SEL a standing item on weekly bulletins and in staff meetings.
- **SEL team meetings** – Regularly scheduled SEL team meetings so there is devoted to discuss and plan.

Ineffective strategies:

- **Presenting SEL as a program** – it needs to be part of the school culture, part of how things are done, not presented as a program.
- **Administrator and training of trainers** – To date the administrator and training of trainers are on the theory of why and on the steps to get there. What sites need is hands on experience using SEL practices.

Classroom SEL Instructional Strategies

Successful strategies:

- **Common language** – Having staff work together to create a common SEL language and have this displayed in the classroom for teachers to reference.
- **Subject** – Start with teaching SEL in subjects where it is a natural fit, such as English or Social Studies.
- **Use real life opportunities to practice** – When chances arrive, use them to practice SEL teaching even if it means stopping what the class is doing or being late. These teachable moments are very effective in teaching SEL skills.

Needs:

- **Secondary SEL curriculum** – Secondary schools need a curriculum to help them with the “how” of teaching SEL.
- **Adult SEL competency training** – SEL comes naturally for some staff. For those that it does not come naturally, they need to learn SEL competencies themselves before they can teach and model it to children.
- **Experiential learning** – Sites understand the theory behind SEL, but do not feel confident on how they teach and exhibit SEL and felt experiential learning would be extremely useful.
- **Signage** - SEL posters for each class to reinforce SEL in staff and students.
- **Classroom and school visits** – Primary schools want to observe SEL instructional practices in use; secondary schools wanted to visit a secondary site that has successfully integrated SEL to see what it looks like and how it works.

Methods of informing parents and the community about SEL

Provided SEL information at:

- | | |
|---|---|
| <ul style="list-style-type: none">• PTSA meetings• Site Council meetings• Back to School nights• Family nights | <ul style="list-style-type: none">• New student orientations• School website• Parent Teacher Home Visits• School rules• Parent University |
|---|---|

Requests for District support

- **Hiring practices** – The District needs to incorporate adult SEL competencies into their hiring practices.
- **Funding** – Allow flexibility in funding so sites can have more freedom in supporting SEL (training).
- **Curriculum** – Need assistance in identifying and selecting an evidence-based program (secondary school sites).
- **School climate survey** – Need assistance with developing a school climate survey for students, teachers, parents that provide quick site level findings.
- **Standing SEL meeting** – District should have a standing SEL meeting time so it is better integrated into District practices.
- **Principal leadership coaches** – Principals set the stage for success and it would be helpful to have a coach to provide feedback and support, especially for new principals.
- **SEL signage and handbooks** – District create signage and posters, and integrate SEL throughout students handbooks.